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THE ROLE OF P5 ACTIVITIES IN FORMING THE CHARACTER OF STUDENTS

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Abstract

The application of the project to strengthen the Pancasila student profile (P5) in learning activities is an effort made to shape the character of students. The important thing contained in the implementation of this activity is its aim in strengthening the noble values of Pancasila in students. This study aims to determine the profile of Pancasila students in their role in shaping the character of students. The method applied in this research is the literature study method, that the series of data collection processes to processing data is based on existing literature. The results of this study indicate that the profile of Pancasila students is a government policy in supporting student character strengthening programs. The application of P5 is a learning effort in preparing the character and competence of students in dealing with all situations they face now and later at the next level of life. In general, the implementation of the P5 project is in the form of intra-curricular activities combined with extra-curricular and co-curricular activities which are able to provide opportunities for students to train and develop the values of responsibility, cooperation, problem solving and creativity, and leadership which is the result of the development of the dimensions of the Pancasila student profile and national character values

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INTRODUCTION

A nation with character is one of the epithets for the Indonesian nation. A nation that has the existence of a character like the Indonesian nation is highly respected by other nations because it is able to uphold its dignity. Soraya (2020) the identity of a nation that is seen as having character, namely the existence of things or someone who is able to shape or influence other people starting from the perspective, thinking, and behaving through behavior, knowledge, and upholding the values of decency that they get from an interaction. However, the development of era and technology in the 21st century has greatly influenced changes in the character of the nation as one of the impacts and also challenges for the world and the Indonesian people. The problems that occur in the Indonesian nation, especially in the younger generation, is one proof of the destruction of the nation's morals. The worsening character of the Indonesian people, especially the younger generation, such as cases of fights, motorcycle gangs, drugs, free sex, murder, early marriage, indifference to other people's religions and so on, really need to be considered and handled wisely because it will affect the future. front of the nation.

Improving the quality of education is one way that is able to deal with problems of national character. Elihami and Syahid (2018) state that education is a conscious effort to prepare the nation's young generation to live their lives in the future and to be able to create a better nation for the future. One of the policies issued and agreed on in improving the quality of education that is able to deal with problems of national character is the change in the education curriculum because its existence greatly influences the process and results obtained from an implementation of the education system. Arifin (2011: 25) states that the existence of a curriculum in education has a function as a means or media and also as a guide for carrying out a teaching.

The implementation of learning projects to strengthen Pancasila student profiles (P5) is one of the implementations of the independent curriculum, namely the Education Unit Operational Curriculum (KOSP) in 2022. The implementation of this curriculum emphasizes the implementation of an education system that upholds character based on Pancasila values. The development of Pancasila student profile-based learning implementation in strengthening student character education is a policy issued by the Indonesian government. Mery, et al (2022) explained that the Pancasila student profile is a graduate profile that aims to prioritize the character and competence that students are expected to be able to achieve. This is also in line with (Ministry of Education and Culture,

In implementing the independent learning curriculum which includes the implementation of P5, it is intended that students are able to realize a soulful personality that upholds the character of Pancasila values. There is similar research from Lubaba and Alfiansyah (2022) which examines the application of Pancasila student profiles in building the character of students in elementary schools and Irawati, et al (2022) who examines efforts to realize national character through Pancasila student profiles. The difference in research is the form of research that examines the implementation of learning development and projects, while this research examines the role of Pancasila student profiles in shaping the character of students. The existence of this research is expected to know the role of P5 in shaping the character of students.

METHOD RESEARCH

The research design used the research method of library research or literature research (library research). Nazril (in Putrihapsari, 2021: 69) explains that the literature study method is a method of collecting data by carrying out a review of various literature needed to support

research. This explanation is also in line with Muchtar and Suryani's statement (2019) that the literature study method is a process of activities regarding the processing of materials needed in solving research problems by collecting relevant library data. In this study, the researcher collects various literature that is in accordance with various facts that can be studied to be used as the subject of the study, then reads,

The sources in this study were obtained from the results of existing research, research papers, or various published literature. In this study the researchers described the role of P5 activities and their relation to the character education of students. The data that has been collected is then processed in three stages according to Muchtar and Suryani (2019), namely: 1) Editing or re-checking the completeness, clarity and coherence of the collected data, 2) Organizing or compiling the data that has been checked, and 3) Finding results research or continue the analysis of the results associated with existing theories before ensuring the suitability of the results of the study

RESULTS AND DISCUSSION

a. Character building

Character education has an understanding as a conscious effort to influence character. The goal of character education is to educate students to have character and be able to develop that character. When viewed from the form of the word, character education is formed from the word education and character. Education means the process of learning to achieve a goal and character means the behavior or personality of a person. The existence of character education is an effort to maintain and develop the nation's character in the field of education. In theory, character education has long existed in the history of human civilization, which continues to develop until now.

A nation with character is the designation for the Indonesian nation. A nation with this character is considered to have a personality as a nation capable of upholding its values, norms, ethics and culture. Thus, the view that the Indonesian nation has character means a nation that has been able to uphold and appreciate its values, norms, ethics and culture. The implementation of character education as a foundation for national character is always questionable (Mustika, 2013). Lickona (2012) in (Dalmeri, 2014) states that the ability to develop affective, cognitive and psychomotor aspects in students is the goal of character education. This statement has benchmarks that students will always be required to be able to understand character values and be able to develop them in everyday life. In other words, students are required to have their own awareness to implement these character values with the help of educators in the form of carrying out various activities that can lead them to think critically in responding to character problems. The statement by Lickona shows that in forming character education there are processes, including:

1) Moral Knowing

Moral knowledge can be interpreted as an understanding that is owned to be able to behave or behave in dealing with the problems experienced. The gradual process to form moral knowledge, namely:

a. Moral Awareness

Moral awareness in question is a process that measures and invites students to be able to consciously pay attention to and involve various moral issues and moral judgments.

b. Knowledge of Moral Values (Knowing Moral Values)

Knowledge of the existence of a moral value is a process to understand and implement moral values such as: respect, responsibility, discipline, honesty, fairness, courtesy, courage, integrity and so on which leads to goodness in various conditions

and situations. It can also be called the ethical values that should be able to be implemented and to be shown by the next generation for the future of the nation's life.

c. Mindset (Perspective Taking)

Understanding or mindset in this case is taken or understood from the implementation of learning or events that have been experienced by oneself or others. You cannot impose the will of others, you cannot belittle others for circumstances that are different from yourself before you are able to understand others. The purpose of character education in this case is an emphasis on sympathy and empathy for someone.

d. Moral Reasoning

This understanding can be in the form of thinking power in giving arguments against things that happen or are experienced. These moral considerations are generally related to moral development in oneself.

e. Withdrawal of Decisions (Decesion Making)

In this case, it is in the form of actions or self-ability in behaving when faced with moral problems that are relative in nature and the results of their choices must have an impact.

f. Self Measurement (Self Knowledge)

Before looking at others, you must first be able to look at yourself. This is what self-measurement means. The purpose of this self-measurement is to find out the weaknesses and strengths of oneself, which then these weaknesses can be used as a benchmark to improve oneself with all awareness.

2) Moral Feeling (Moral Feeling)

An important but often overlooked problem that adds to the ugliness that occurs is the character's view of his emotional side. Many people have been able to provide a point of view on the problems that occur with choices that are either good or bad, but there are still choices to solve problems that are rushed as a result of the wrong emotional character that causes the problem to get worse.

a. Consciousness

In terms of self-awareness, there are two sides that must be known, namely knowledge and the obligation to do the right thing. Both sides really need to be considered in solving the problem so that the problem can be resolved. Everyone must have their own conscience or awareness which are their own character values, such as they do not dare to lie or cheat because they are able to understand feelings or are self-aware of the impacts that occur.

b. Self Esteem (Self Esteem)

Self-esteem is a gift or a form of self-appreciation because of one's ability to do good and be able to solve problems that occur correctly and as they are, which is usually based on a sense of belonging, responsibility, honesty and kindness.

c. Empathy

Empathy is a way of seeing or being able to feel the problems experienced by others as if they were experienced by oneself. This is included in moral feeling because of one's own understanding of morals or the character of having feelings for each other which is the result of one's own point of view.

d. Good Love (Loving The Good)

This form of character is a form of feeling or thinking to love one another with pleasure. This is a feeling of oneself in the form of a desire to do good and not merely a sense of compulsion or moral obligation.

e. Limit Yourself (Self Control)

Limiting yourself or exercising control over yourself is something that also arises from your own feelings. The ability of a person to control himself, such as not interfering with other people's affairs by force, being able to respect each other, resolving problems peacefully and not in disputes is a form of self-control.

f. Humble (Humility)

Having humility is something that shows the essentials of good character as well as an effective form of understanding oneself. Humility is a good shield for bad deeds, because it will be able to limit yourself and know your own shortcomings.

3) Moral Action

Broadly speaking, this understanding of moral action refers to concrete evidence of action from the implementation of moral knowledge and hunch with all the impacts and results. Based on what you already know and feel, you will be able to show the quality of your intellect and moral emotions.

a. Competence

Self-ability to be able to change moral understanding and feelings into good behavior is the subject of this moral competence. This behavior can be in the form of conveying ideas or arguments against existing problems without causing pain or defaming other parties with various effective solutions.

b. Will

Conscious desire is a form of moral action that shows one's ability to do good. Even though sometimes you will be faced with various difficult choices. It is a way of being able to take strong and appropriate actions based on one's own will.

c. Habits (Habits)

Acting morally is a form of self-habitation that is always trained so that it can still be carried out correctly and appropriately. By being able to get used to dealing with various problems that occur in a good and appropriate way such as being sincere, honest, brave, disciplined, responsible, fair, generous in solving them shows a good habit of self.

In the learning process at school, school members have an important role in the process of forming the character of students. Sudrajat (2011) states that all school members have an obligation to build and develop a school culture by showing good character, such as how to communicate, dress and behave as a benchmark in building the character of students. With the ability of the school community to set a good example, students will be able to start acting and develop good character based on what is expected. For this reason, strategies that can be implemented in implementing character education according to Sudrajat (2011) include:

1) Learning process

In the process of implementing learning in schools in order to build the character of students, it is necessary to involve components of the school, family, and also the community. These three components are components that are able to demonstrate the application or implementation of character education. With the ability of these components to prove it, the application of learning in schools by teachers can be easily conveyed.

2) Exemplary

In this implementation, directing the implementation of a learning process that is able to take place regularly and continuously.

3) Strengthening

The implementation of this strengthening process leads to strengthening the process of supporting learning in schools, such as arranging study rooms, the school environment, inviting families and communities to care about the behavior of students, as well as schools that are able to become intermediaries in interactions with families and the community periodically.

4) Habituation

The next implementation process is habituation carried out by schools to be able to make students to be disciplined in education. the purpose of this statement is that schools are able to direct students to be ethical and behave well so that it becomes a habit for students every day.

Based on the statement above regarding the process of forming the character of students, then in order to develop it properly, it is necessary for students to practice it. Thus the process of character education can achieve its goals. The values of the Indonesian nation's character that need to be instilled and developed by schools according to Sudrajat (2011), namely: 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative, 7) Independent , 8) Democratic, 9) Curiosity, 10) National Spirit, 11) Love of the Motherland, 12) Appreciating Achievements, 13) Friendly/Communicative, 14) Peace-loving, 15) Enjoys Reading, 16) Cares for the Environment, 17) Social Care, and 18) Responsibility. The 18 character values are sources of life values originating from Pancasila values that must be considered and even realized. The existence of a character education process in learning in Indonesia is to be able to prepare students to become superior and better Indonesians, who have the desire, will, and apply Pancasila values to their lives as Indonesians.

b. Pancasila Student Profile Strengthening Project (P5)

The Pancasila Student Profile Strengthening Project (P5) is one of the activities in the learning process as a concrete form of implementation of the independent curriculum, namely the educational unit operational curriculum (KOSP) which emphasizes student attitudes or behavior based on Pancasila values. Fakhrunnissa, et al stated that the application of KOSP in learning must pay attention to the dimensions contained in the Pancasila student profile, including:

1) Having faith, piety to God Almighty, and having noble character

This dimension emphasizes the spiritual system of students. The content in this dimension includes the individual's relationship with God, others, and the universe. In its implementation, in the form of realizing the behavior of students in living and implementing good relations, love and responsibility to God, they are able to behave kindly and wisely in dealing with differences between people, and are able to maintain the sanctity of their environment.

2) Global diversity

As plural Indonesian citizens, students in this dimension are pressured to have a spirit of togetherness and a sense of belonging. They are aware of their plurality. In its implementation, it is the embodiment of the behavior of students to respect each other, and respect the opinions of others, and feel proud of their diversity which must be

preserved. In addition, in the context of being diverse citizens, students are able to cultivate a spirit of patriotism and nationalism in dealing with problems that occur.

3) Worked together

Students in this dimension are able to show a spirit of mutual cooperation or collaboration which is the ability to carry out an action together and voluntarily to facilitate its implementation. With the attitude of mutual cooperation shows students care about each other and also the environment. This concern arises because it is realized by the nature of fairness, respect for fellow human beings, reliability, responsibility, social spirit, such as: caring, loving, and generous. With the implementation of mutual cooperation, students will always try to see the strengths that everyone around them has, which can provide mutual benefits, always try to prevent conflicts from occurring,

4) Independent

Independent students are a characteristic possessed by students in Indonesia. This independent dimension means an initiative behavior in developing self-ability and achievement consciously of its limitations, and being able to deal with situations and being able to be responsible for the process and the results. In this dimension, students will try and be committed to evaluating themselves so that they are able to develop and adapt to existing situations. With this self-evaluation it will become a reference and encouragement to always move forward and develop and will be motivated to excel and do the best based on the size of his abilities.

5) Critical reasoning

This dimension emphasizes the thinking system of students. They will be able to evaluate themselves and develop their knowledge with the provision of reason they have. Students who reason critically will always have opinions based on their understanding and mindset in dealing with a situation, they can even drop or improve their opinions that have previously been conveyed. In addition, it can be demonstrated by those who are able to process information and convey their understanding and opinions both qualitatively and quantitatively objectively which have previously been reviewed, evaluated, and compared or linked to other information.

6) Creative.

Students who are able to produce something new and original that are impactful, meaningful, and useful are an emphasis on the creative dimension. They will always strive to develop creative thinking that is capable of producing new ideas and works based on their imagination. In addition, they will be able to express themselves in dealing with situations with all their creative ideas.

Permendikbud number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 states that Pancasila students are a form of Indonesian students as lifelong learners capable of knowledge, character and behavior based on Pancasila values. Throughout their lives, Indonesian students are able to have the ability to make significant meaning of their lives in understanding their lives and to be able to achieve their perfect position. The existence of the implementation of P5 in the independent curriculum as an effort or strategy in building and strengthening the character of students.

In its implementation, the strengthening of the Pancasila student profile is in the form of implementing project-based learning. This is in line with Sufyandi, et al (2021) stating that this P5 learning activity exists as a form of cross-disciplinary learning that is able to observe and analyze to find solutions to problems that occur by implementing project-based learning. The implementation of P5-based learning directs students to be able to awaken character and develop their skills, attitudes, and knowledge based on projects

that are carried out within a certain period of time in an active and sustainable manner. Besides that,

c. The role of the Pancasila Student Profile Strengthening Project (P5) in the formation of student character.

As explained above, the implementation of P5 in learning is a form of implementing an independent curriculum that emphasizes character education which contains the 6 dimensions of the Pancasila student profile. These dimensions need to be grown together without neglecting the existing dimensions which will result in obstacles in the development of these dimensions (Irawati, et al, 2022). By being able to carry out a learning process that has developed the dimensions of the Pancasila student profile, the character of students can be developed properly and effectively.

In implementing the P5 project, the emphasis is on schools as the implementing subject. School is a gathering place for school members and especially students in studying. At school, students receive instruction to hone and improve their knowledge and skills. In addition, they will also be given education on their character to prepare themselves to face situations in their life. Thus, the implementation of P5 in learning as one of the learning activities to shape the character of students. The benefits provided in implementing the P5 project include:

1) For educational units

- Can make educational units an open forum for participating in carrying out learning and education and with community involvement.
- As a learning organization that contributes to community empowerment and the environment.

2) For Educators

- Provide space and time for educators to be able to design the learning process so that the goals are achieved clearly.
- Developing the competence of educators to enrich their abilities and knowledge in managing the implementation of the learning process and forming the character of students.

3) For Students

- Provide space and time for students to develop competence and strengthen their character based on Pancasila values
- Assist students in developing their knowledge, skills, and attitudes in training them to deal with various learning situations
- Students are able to appreciate proudly all the processes and results they have achieved optimally.

Through P5 activities in the implementation of the independent curriculum carried out in schools as an effort to shape the character of students, it can be carried out in learning activities in class and outside the classroom. In general, the implementation of the P5 project is in the form of intra-curricular activities combined with extra-curricular and co-curricular activities that are able to provide opportunities for students to train and develop their values, as follows:

- 1) Responsibility; This value can be in the form of good behavior or habits of students and their honesty in undergoing the learning process.

- 2) Cooperation; This value can be in the form of mutual cooperation, wise discussion, critical thinking, respect for differences and other actions that can synergize in achieving common goals.
- 3) Problem Solving and Creativity; The manifestation of this value is in the form of actions and attitudes that are able to deal with all learning situations properly and wisely, and are able to act and think critically quickly and respond with all self-evaluation and introspection.
- 4) Leadership; The value that emerges is the act of thinking intelligently in fostering harmonious relationships with others, being able to guide friends to behave well, being role models for learning, being active and independent in dealing with all situations in the learning process.

In carrying out the task of strengthening the profile of Pancasila students, educational units must be able to be open to receiving input, variations that arise and be committed to any improvement efforts in making changes to a higher level. In addition, educational units are also expected to be able to maintain curiosity and find satisfaction when acquiring new things properly and wisely and maximally. In essence, every student should always feel happy in mastering new things and continuously improving themselves and their abilities. Therefore, with the implementation of P5, the character of lifelong learners will be presented absolutely to each individual. The collaborative education unit is very important in its position to be built with the cultural traditions of life.

CONCLUSION

The project to strengthen the profile of Pancasila students (P5) as a form of implementing an independent curriculum that is present and provides opportunities for students to be able to adapt in various learning situations in a fun, non-rigid, and flexible way. With the implementation of good P5, the character of students can be easily formed. There is a process of character education in school learning is to prepare students to become superior and better human beings who are able to apply Pancasila values to their lives as Indonesians

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