

## **The Effect of The Pancasila Student Profile Strengthening Project on Civic Skills In Students of SMA Negeri 6 Jeneponto In Jeneponto Regency**

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**Abstract.** The Merdeka Program is an initiative to improve the quality of Pancasila Students by providing opportunities to acquire knowledge, develop skills, and improve performance in six areas of Pancasila Student profile development. Thus, citizenship skills develop from knowledge relevant to citizenship, allowing them to effectively deal with national and international issues. This citizenship skill is a skill that comes from social knowledge, which transforms the information obtained into something significant. This study aims to analyze the influence of the Pancasila Student Profile Strengthening Project on Civic Skills in SMA Negeri 6 Jeneponto students. This study used a combination observation method, which is research based on a combination of positivism and positivism. The mixed method research is a reset process that combines quantity and cauldron formats. The results of this study show that the Influence of the Pancasila Student Profile Strengthening Project on Civic Skills in students of SMA Negeri 6 Jeneponto in Jeneponto Regency, where students have been able to instil character or attitudes related to several dimensions such as the dimension of faith and fear of God Almighty and noble character, the dimension of cooperation, the dimension of independence and the creative dimension as well as the creative dimension where students can come up with original ideas or ideas and can make something of value such as making handicrafts (tissue and colossal places) during the exhibition of the Pancasila student profile strengthening project. Moreover, in civic skills, students can see the teacher's strategy. At the beginning of the lesson, the teacher informs that active students will get additional points. In addition to these strategies, you can develop students' social and cognitive skills by having them make presentations in front of the class. You can encourage students to speak, ask questions, and convey ideas through lectures.

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**Keywords:** *Project; Strengthen; Profile of Pancasila Students; Citizenship Skills*

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### **INTRODUCTION**

The development of understanding and science, where the integration of Indonesia is increasing, presents a unique challenge for education. Schools started applying globalization to their internal systems a few years ago (Salim, 2014). Education is an individual study that aims to acquire knowledge about various aspects of daily life. Education has the potential to provide significant benefits for each individual as a means to improve the quality of your life now

or in the future. Each individual is a guide to improve their quality of life, both now and in the future. Education is carried out to assess the demand of students in order to obtain more high-quality workers who are in the process (Novitaningrum, 2023).

As a student, you may use science as a means for your development as it should. Not from the point of view of understanding skills and science. The Minister of Education, Culture, Research, and Technology announced a new plan to address learning challenges. The

Merdeka program introduces a variety of learning styles and aims to provide the best curriculum, allowing students to understand the material better and develop their abilities. Teachers can provide breadth so that the choice of teaching objects as referred to in the teaching method and the needs of students' interests (Arina Hidayati et al., 2024).

The Merdeka Program monitors and encourages teachers to focus on students. For example, teachers focus on important topics to reduce the amount of content in each lesson so that they are ready to teach promptly. They can use various interactive, in-depth, and engaging methods (Armadani et al., 2023).

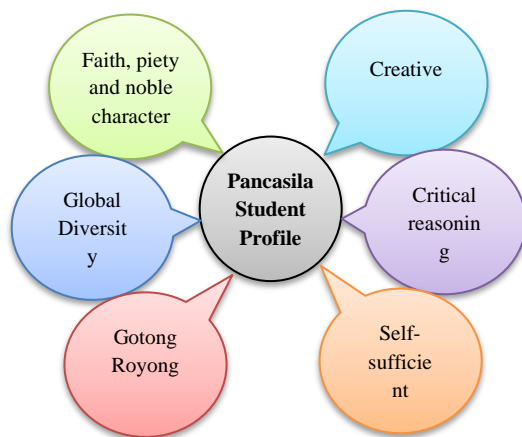


Figure 1. Pancasila Student Profile Dimensions

One of the main initiatives in the program in particular is P5 with various dimensions in it (Suardi et al., 2023); (Muhajir et al., 2023); (Suardi, 2023b); (Nursalam & Suardi, 2022b); (Suardi, 2023a). The project can create opportunities for students to achieve their abilities and increase their progress in 6

areas of development related to the Pancasila Student Profile (Ayub et al., 2023). In this program, students can gain more in-depth knowledge about important topics such as sustainability, tolerance, mental health, culture, entrepreneurship, technology, and democracy. By paying attention to each student's progress and learning level, the program helps them take concrete steps to confront these issues. In addition, this enrichment program aims to encourage students to contribute positively to society and the environment (Menguatkan et al., 2023).

According to (Nduru et al., 2022), The quality of civic knowledge is reflected in a person's ability to recognize and understand various things such as flags, national symbols, Indonesian national anthems, national monuments, and integral events and governance. The development of social studies courses is based on the social sciences. It is designed to provide students with the skills necessary to successfully integrate into society and increase their awareness of the importance of citizenship (Dewi, Anggraeni et al., 2021). Civic education consists of three components: knowledge, *skills*, and orientation. This research focuses on one of these components, namely citizenship skills. Social skills are essential in civic education and need to be developed from early childhood to further education. Every student has the right to receive a civic education to become an excellent member of Indonesian society.

According to Pratama et al. (2023), civic skills are the ability that arises from a sense of citizenship to handle problems at the national and rural levels. These skills are developed through the social sciences to make the knowledge gained meaningful and can be applied nationally and internationally. Thus, citizenship can be concluded as the development of social skills and knowledge to handle various problems in the life of the nation and state.

In fostering students' social skills, teachers must be able to choose tricks that greatly influence the achievement of learning goals. Teachers are in charge of educating participants and teaching them about living together and caring for the environment around them (Raharjo, 2020). Developing social skills in students is essential to ensure that the knowledge gained is meaningful and can be used to face obstacles at the national and international levels. Implementing Pancasila education through the Merdeka Movement aims to create an exciting and relevant curriculum so students can apply Pancasila values daily (Rahayu, 2021).

The P3 project focuses on character development and skills that are applied in daily life; character and skill development can be done in an integrative manner (Suardi, Nursalam et al., 2020); (Suardi. et al., 2023); (Nursalam & Suardi, 2022a) and collaboration with various elements in the school (Suardi, Agustang, et al., 2020), as an obligation of the

school in strengthening the character of students (Suardi & Nur, 2022); (Rahmat et al., 2021), so that every student has a character that is formed through habituation or culture at school (Suardi & Muhajir, 2022); (Nur et al., 2021); (Suardi et al., 2022). This can also be seen in every student through school culture, curriculum, Pancasila Student Development Program, and Ministry of Education and Culture policies. By the Regulation of the Minister of Education and Culture No. 2020, this project aims to reflect the values of Pancasila in the behaviour of students around the world (Fajriansyah et al., 2023).

As explained, the Pancasila Project aims to improve student profiles by focusing on social skills. Based on Regulation No. 22 of 2020 from the Ministry of Education and Culture, the concept of Pancasila students is based on the principle that every individual is an Indonesian student and a lifelong learner who brings knowledge and behaviour that reflects the values of Pancasila. The values of Pancasila include divinity, humanity, unity, populism, and justice (Pratama et al., 2023).

The first study conducted by Kaptiasih et al. (2023) on Strengthening P5 through Project-Based Learning explained that Education plays a crucial role in shaping a new generation that is productive and able to compete globally. Improving the quality of education to meet these needs is achieved through programs that provide the broadest

possible opportunities for freedom of thinking in students.

In the second study conducted by (Salam, 2023) related to the implementation of the Pancasila Student Profile Improvement Project (P5) this project aims to improve the skills and levels of students by postgraduate standards and the profile of Pancasila Students. P5 involves students in activities designed to strengthen their experience and knowledge, as well as increase awareness and skills in integrating Pancasila values.

The third study conducted by Fajriansyah et al. (2023) related to the impact of the Student Knowledge Improvement Project on Pancasila on Special Student Attitudes shows that this activity is essential to forming behaviour based on Pancasila values, one of the core values of Indonesian students. Due to the specific aspects of student profiles, students need to participate in this project to improve their image as Pancasila students.

The fourth study conducted (Hulu & Bawamenewi, 2022) related to Teachers' strategies in developing social skills in students in social education explains that education is a vital component that every individual must carry out because understanding, values, and skills can only be obtained through education. To achieve the ideals of the Indonesian nation, which includes educating the nation's life, education plays a vital role in improving the quality of human resources.

In the fifth study conducted by (Suardi et al., 2019) Related To the implementation of civic education in the Civic Education Program at Jaya Negara Makassar High School, it can be explained that education aims to shape students' character. The role of education is to foster and shape the character and society in such a way as to educate the life of the nation. This goal includes the development of the talents and interests of community members so that they become individuals of faith and devotion to God Almighty and intelligent, knowledgeable, creative, independent, democratic, and responsible citizens.

Based on the description above, the author plans to explore the purpose of education, especially in the context of social skills development. Thus, the topic and title of the research will be determined: "The Effect of the Pancasila Student Profile Strengthening Project on *Civic Skills* in SMA Negeri 6 Jeneponto students in Jeneponto Regency.

## RESEARCH METHODS

This study uses a combination observation method, which is research based on a combination of positivism and positivism. Mixed method research is a reset process that combines quantitative and qualitative formats (Mustaqim, 2016). The mixed method is a way to systematically combine cauldron and quantity processes, for example, during the data collection stage, and mixed design research combines both approaches at all

stages of the research process (Sugiyono, 2011).

This research is located at SMA Negeri 6 Jeneponto, in Tolo District, Jeneponto Regency, South Sulawesi. The study's points are the principal, the head coordinator, the accompanying teacher, and the students. The data collection technique is a cauldron in the form of observation and then interviews and taking pictures. In addition, it is intended to collect quantitative data in the form of Google queries. The research we conducted used several steps that were applied to make the research successful. The stages that will be carried out are the planning stage, the implementation stage and the implementation stage and report preparation (Crystallography, 2016).

Data analysis techniques in research mixed methods. Namely, quantitative data analysis using quantitative descriptive and data analysis techniques in qualitative methods is carried out when the researcher is at the research site. The way to investigate information is to do a narrative text. There are several stages in the Miles and Huberman models (Suardi, 2023), namely analyzing information, collecting information, and then providing conclusions from the research results.

## RESULT

### **Project to strengthen the Pancasila Student Profile towards Civic Skills in State High School 6 Students of Jeneponto Regency**

The Pancasila Student Profile Improvement Project (P5) is a program that has been prepared through several stages of project activities (Nursalam & Suardi, 2024), is one part of learning innovation in the independent curriculum (Suardi, 2024) to help students develop good morals and contribute to the development of the country. In its implementation, the P5 Project involves students in various activities that enrich their experience and knowledge and improve students' ability to integrate Pancasila values (Hijran & Fauzi, 2023).

Moreover, in *civic skills*, students can see the teacher's strategy. At the beginning of the lesson, the teacher informs that active students will get additional points. In addition to these strategies, students' social and cognitive skills can be developed through classroom presentation activities (Istiqomah et al., 2023). Teachers can encourage students to speak, ask questions, and convey their ideas using lectures. Before the presentation, the teacher will explain the material to be taught, divide the students into groups, and ask the group to present the results they have discussed. These presentation strategies can help boost students' confidence. When presenting material in the room, students have the cohesiveness to participate when making

presentations; students can cooperate with their group mates when presenting PPT from the results of the papers they make, then also the cohesiveness to participate in Friday Social Service activities (social service) carried out at school with all students and teachers. The Colossal activities in the school environment related to the P5 exhibition, students actively participate in creating or depicting colossal at the time the exhibition will be carried out (Andari, 2016).

### Dimension of Faith, fearing God Almighty and having noble character

A believer must hold fast to his beliefs and practice them according to Allah's commands (Supriyanto et al., 2023). The results of the Influence of the Pancasila Student Profile Strengthening Project on *Civic Skills* in SMA Negeri 6 Jeneponto students in terms of Faith, fear of God Almighty, and noble character can be seen in diagram 1.1, namely:

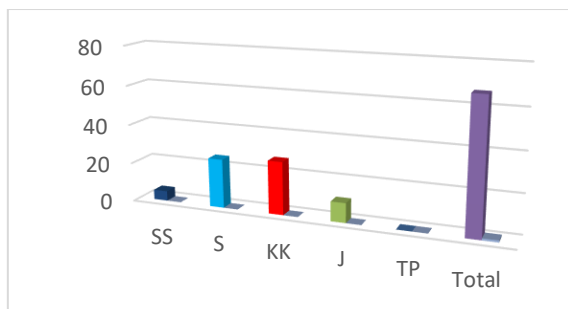


Figure 2. Graph of the results of the questionnaire about Faith, Piety and Noble Character

Through the graph above, it is stated that (7.5%) is often with the dimension of believing

and caring to God and having noble character, (37.3%) often with the dimension of believing and caring to God and having noble character, (40.3%) sometimes with the dimension of believing and caring to God and having noble character, (14.9%) rarely with the dimension of believing and caring to God and having noble character, (0%) has never had the dimension of Faith and devotion to God Almighty and has noble character.

Based on research on aspects of faith and worship of God Almighty, noble morals, the influence of religious customs, community customs, environmental ethics, and government politics, students who believe and surrender to God Almighty will have good morals. They understand religion's teachings and beliefs and practice their knowledge daily.

### Dimension of cooperation

Cooperation is at the core of Indonesia's society. As Soekarno said in his speech on June 1, if Indonesia's central philosophy, Pancasila, is summarized in one idea, it is cooperation. Therefore, students and the people of Indonesia should integrate and utilize this value through mutually supportive cooperation. In the previous study, it was explained that the cooperation in question is the ability of Indonesian students to work together, namely their ability to collaborate effectively (Fajriansyah et al., 2023).

Students of SMAN 6 Jeneponto Pancasila fans understand cooperation is essential in society, mainly because humans

are social creatures. The results of P5 Pancasila on *Civic Skills* in students of SMA Negeri 6 Jeneponto in terms of cooperation can be seen in diagram 1.2, namely:

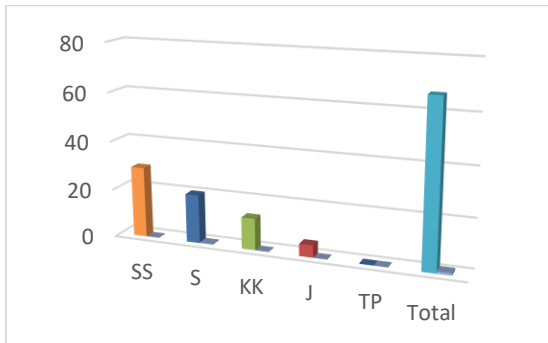


Figure 3. Graph of the results of the questionnaire about cooperation

Through the graph above, it is stated that (43.3%) filter once with the Gotong Royong dimension, (29.9%) often with the Gotong Royong dimension, (19.4%) sometimes with the Gotong Royong dimension, (7.5%) rarely with the Gotong Royong dimension (0%) never the Gotong Royong dimension.

Based on the results of research related to the dimension of cooperation, namely, students have a sensitivity that as a student we must uphold the attitude of cooperation where cooperation means that a student can cooperate with students in the school environment, such as by participating in Friday social service activities (social service), cleaning the classroom and the front yard of the class, and applying the rules of disposing of garbage in its place. Implementing cooperation in schools can benefit one Maurid period and the other.

### Independent Dimensions

As responsible learners, students are expected to be independent and responsible for their learning processes and outcomes. It is essential to know the personality and accessible society and then use it to guide it (Zalukhu et al., 2023).

Indonesian students must become independent learners. Independence is when students have confidence in what they have done. The previous study explained that P3 refers to Indonesian students who undergo a learning process with specific achievements. Students of SMAN 6 Jeneponto Self-efficacy is measured through two main dimensions: self-awareness, situational awareness, and self-regulation.

The results of the Influence of the Pancasila Student Profile Strengthening Project on *Civic Skills* in SMA Negeri 6 Jeneponto students in terms of independence can be seen in diagram 1.3, namely:

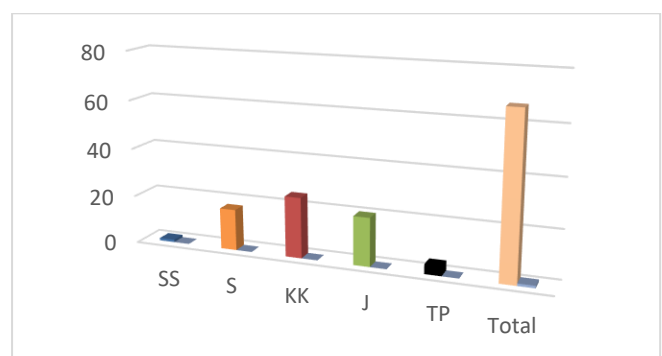


Figure 4. Graph of questionnaire results about self-help

Through the graph above, it is stated that (1.5%) filter once with Independent Dimensions, (25.4%) often with Independent

Dimensions, (37.3%) sometimes with Independent Dimensions, (29.9%) rarely have Independent Dimensions, (and 6.0%) never have Independent Dimensions. Based on the research results, independent learners can make decisions based on reality and their perspective in assessing and managing risks, not just as beneficiaries. The main elements of independence include self-awareness, situational alertness, and self-control.

**Creative Dimension**

Creative participants in the game can modify and create original, meaningful, and valuable tools to compete with other members and castes. The path of aspiration is closely related to discovering certain ideologies and propaganda based on specific actions and maintaining maturity in action to pursue various options to solve problems. The results of the Influence of the Pancasila Student Profile Strengthening Project on *Civic Skills* in SMA Negeri 6 Jenepono students in terms of Creativity can be seen in diagram 1.4 as follows:

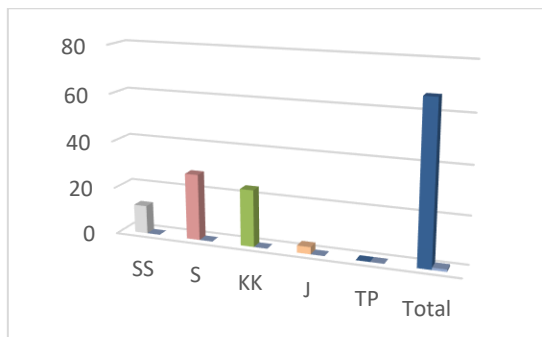


Figure 5. Graph of the results of the Creative questionnaire

Through the graph above, it is stated that (17.9%) filter once with Creative Dimensions, (41.8%) often with Creative Dimensions, (35.8%) sometimes with Creative Dimensions, (4.5%) rarely Creative Dimensions, (0%) never Creative Dimensions.

Based on the results of research on Creativity, the main elements of Creativity include creating new ideas, implementing activities in the classroom and school environment, and producing quality and creative works that are easy to work with. Creativity also involves finding alternative solutions to various problems. Creative students have the freedom to find different solutions to their challenges.

Creative students can create and find something original and positive impact both in the school environment and outside of school. Previous research explained that Creativity, in the context of the profile of the Pancasila model, is defined as the ability to create and produce something meaningful, practical, and useful (Irawati et al., 2022). The main characteristics of Creativity include the emergence of original new ideas, the creation of works from innovative activities, and the ability to think flexibly and find alternative solutions to problems.



## DISCUSSION

### **The dimension of believing in fear of God and having a noble blessing**

Faith and religion in the context of Pancasila Students are not only related to the scientific material studied but include more than that. Students of SMAN 6 Jeneponto: That is what must be practised, not only knowledge obtained through Islamic studies. A believing student of SMA Negeri 6 Jeneponto is a student who firmly holds Islamic religious beliefs and applies them in the form of deeds to the commands of Allah SWT. Religion means that a person must not only feel afraid but also direct his words as thoughts to God Almighty.

In previous research, he explained that Indonesian students have a good culture, which means that honoured people have a close relationship with God Almighty. Indonesians need to understand their religious teachings and beliefs and apply them in their daily lives. In this way, students learn to understand religious teachings and beliefs and apply that knowledge daily. The most important thing is to serve God Almighty and respect the customs of individuals, society, the environment, and the government (Zalukhu et al., 2023).

1. Religious morals. A Pancasila student is an individual who understands and obeys the essence of God's nature, which is love (Dewi, Anggraeni et al., 2021); (Suardi, 2023a). Students of SMAN 6 Jeneponto

Believers are fully aware that Allah has ordained life in this world as His guide, so it is an obligation to love and care for each other. This reflects these divine qualities., so SMAN 6 Jeneponto students Appreciate and manifest these qualities in their daily habits. It will be seen in practice. Students of SMAN 6 Jeneponto participate in religious events.

2. Personal morals. Noble morals are formed from affection for oneself (Suardi, 2023a); (Nursalam & Suardi, 2022b). A student at SMAN 6 Jeneponto who maintains personal decency will be a consistent, disciplined, and caring student for his integrity. Attention to the well-being of the body also contributes to the formation of noble morality.

3. Morality to humans. As a student, he thinks that humans are equal before God (Suardi, 2023a); (Suardi, 2022); (Nursalam & Suardi, 2022b); students of SMAN 6 Jeneponto Understand that all human beings are equal before God. The example of Pancasila is seen not only in love for oneself but also in love and attitude towards others. Therefore, it is essential to emphasize equality (Sa'idah et al., 2023). Someone who overcomes differences and appreciates the differences of others. Students of SMAN 6 Jeneponto realize that equalizing human beings means instilling Pancasila values in students at school.

4. Morality to nature. A Pancasila student

believes his responsibility is for the current society and future generations (Suardi, 2023a); (Nursalam & Suardi, 2022b). Taking care of the environment means protecting human rights in the future. Today's society may not feel the immediate benefits of protecting the environment, but future generations will only feel the impact of the damage done by humans today (Jamaludin et al., 2022).

5. Morality of the state. As a student who carries out his rights and obligations as an Indonesian citizen (Suardi, 2023a); (Nursalam & Suardi, 2022b). SMAN 6 Jeneponto students in PKn learning realise the priority of unity and common interests in every decision. In the decision-making process, students prioritize common interests over personal interests. This culture is the application of national and state culture, which is one of the elements of the Pancasila model.

### **Dimensi bergotong royong**

According to Lilihata et al. (2023), in Indonesian education, students are taught to have a spirit of unity and the ability to work together so that they can solve problems and ensure that education runs according to plan, well, and without obstacles. Students of SMAN 6 Jeneponto Admirers of Pancasila understand that cooperation is essential in social life, mainly because humans are social creatures.

In the previous study, it was explained that what is meant by working together is that Indonesian students have the skills for a compact job, namely the ability to carry out various activities together (Fajriansyah et al., 2023). Cooperation is at the core of Indonesia's society. As Soekarno expressed in his speech on June 1, if Indonesia's primary ideology, Pancasila, is summarized in one idea, then it is cooperation. Therefore, Indonesian students and the people of Indonesia need to integrate and apply this principle cooperatively (Syaefulloh et al., 2022).

1. Collaboration. Pancasila students have the skill to work together, namely the ability to work together with sincerity and show kindness to others (Purmadi et al., 2024); (Nursalam & Suardi, 2022b). This is applied in various forms by SMAN 6 Jeneponto students, who are starting to be processed in groups in the classroom or at the group stage of each school.
2. Concern. Pancasila education considers the characteristics of the school and social environment (Nursalam & Suardi, 2022b). With it, practical cooperation is easier to achieve. Classroom environment or school environment without a sense of concern for others. Therefore, building a sense of care is the first step to creating a sense of care for others (Husni & Novio, 2024).
3. Share. Pancasila students have the skills to give and receive (Nursalam & Suardi, 2022b), give and receive essential things in

personal and community life, and enjoy life with each other's attention and support. This is reflected in students' reflections on civic learning during the learning process. Student assignments share information for completing assignments given by the teacher (Nurjanah et al., 2023).

### **Self-contained dimensions**

As active learners, students need independence, i.e., they need to take responsibility for their learning processes and outcomes. It is essential to understand yourself and the environment available to you and use it as a guide (Ayub et al., 2023). Indonesian students must be special students. They are individuals who are responsible for their actions and learning outcomes. This shows that Indonesian students are independent learners active in their activities and learning outcomes. Awareness and self-control are critical elements of independence (Lilihata et al., 2023).

In the previous study, it was explained that Independence in the Pancasila Student profile refers to Indonesian students who lead the learning process and achieve the desired results. Students of SMAN 6 Jeneponto Self-efficacy is measured through two main factors: self-awareness, situational awareness, and the ability to control themselves (Zalukhu et al., 2023).

1. Understanding yourself and the situation you are facing. Pancasila students who can understand themselves and the situation

they face (Nursalam & Suardi, 2022b); (Muhajir et al., 2023); (Suardi, 2023a). Students of SMAN 6 Jeneponto Those who are involved in Pancasila become independent learners who always consider the situations and conditions they face, including those that are not suitable, as well as the state of the environment around them.

2. Self-regulation. Profile of students who can regulate feelings, thoughts and behaviours (Suardi, 2023a); (Nursalam & Suardi, 2022b). The model itself. SMAN 6 Jeneponto, When studying PKn, we learn effective ways to manage people and ourselves. Every citizen understands the need for self-control to regulate their interests. Teaching is carried out by setting rules in the classroom to create a pleasant atmosphere for students. SMAN 6 Jeneponto is learning that PKn understands how to carry out school duties.

### **Creative dimension**

According to (Lilihata et al., 2023), Creative students can adapt and create something original, meaningful, helpful, and inspiring to themselves and others or produce something new (Nursalam & Suardi, 2022b). Imagination involves creating unique ideas and exchanging innovative actions and activities with deep thinking, thus allowing the discovery of alternative solutions to problems. Students who are brilliant in making a work also act well outside of school. They must be

able to create original ideas and produce effective and valuable work. The sixth elemental attribute includes the ability to create and produce original works. (RAHAYUNINGSIH, 2022).

Previous research explained that creative students leave school with various ideas to solve the problems they face. They are able to choose between right and wrong options and sometimes have to choose between two wrong options or two correct options when faced with multiple solutions (Sa'idah et al., 2023).

1. Generate original ideas. There are several activities for SMAN 6 Jeneponto students, such as making handicrafts such as tissue holders and colossal.
2. Providing a breadth of thinking in finding alternative solutions to problems. Creative students leave school with ideas to solve the problems they face. They can choose between right and wrong options but sometimes have to choose between two wrong solutions or two correct solutions when faced with various troubleshooting options. SMAN 6 Jeneponto students in PKn learning are given reinforcement related to tricks to get solutions to a problem.

## CONCLUSION

The Effect of the Pancasila Student Profile Strengthening Project on *Civic Skills in Students of SMA Negeri 6 Jeneponto* in Jeneponto Regency, where students have been

able to instil character or attitudes related to the dimension of Faith and fear of God Almighty and noble character, the dimension of cooperation, the dimension of independence and the creative dimension. The creative dimension is where students can develop original ideas and make something valuable, such as making handicrafts (tissue and colossal places) during the P5 exhibition. Moreover, in *civic skills*, students can see the teacher's strategy. At the beginning of the lesson, the teacher informs that active students will get additional points. In addition to these strategies, you can develop students' social and cognitive skills by having them make presentations in front of the class. You can encourage students to speak, ask questions, and convey ideas through lectures.

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