

Formation of Character Values of High School Students Through the Project to Strengthen the Profile of Pancasila Students in Driving Schools in Makassar City

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Abstract. The P5 program is part of the formation of educational character in the independent curriculum, resulting from discoveries that strengthen the educational character in the previous curriculum. This research aims to find out how to form the character values of high school students through the project to strengthen the Pancasila student profile. Then, this research applies a mixed research method, which combines quantitative and qualitative approaches in one study or research program and critically reviews reality. The use of mixed methods aims to obtain a more comprehensive analysis of research problems through several stages in the research process. Qualitative data collection techniques include observation, interviews, and documentation, while quantitative data collection is carried out through questionnaires using Google Forms. This research is carried out through various stages designed to achieve research success. The result of this study is the formation of character through P5.

Keywords: *Pancasila Student Profile Strengthening Project; Character Formation; Driving School.*

INTRODUCTION

Globalization positively impacts education such as increasing information and knowledge. Therefore, education is something crucial, so it requires special attention; this is because the future of a nation is very dependent on the quality of the next generation formed through education. According to Ki Hajar Dewantara, education cannot be separated from the ethical values, physical characteristics, and thinking of students, who will later become part of society. Quality education will produce individuals who are competent in their fields.

One of the government's efforts to continue improving education quality is to make changes to the curriculum because the

curriculum must be adjusted to the times. Opinion (Hamzah et al., 2022) Curriculum development is one of the many development processes in Indonesia's education system. Since before independence, Indonesia has undergone various curriculum changes. However, curriculum changes continue to occur because the ideal form of education in Indonesia has not been entirely found, and the influence of social, cultural, political, economic, scientific, and technological developments has not been entirely found.

The latest curriculum that is becoming a topic of discussion in education circles and has begun to be implemented in several driving schools is the Independent Curriculum. Opinion (Iskandar et al., 2023)

The Independent Curriculum, the new name of the prototype curriculum, was officially introduced by the Minister of Education and Culture, Research and Technology Nadiem Anwar Makarim. Until now, schools still have the freedom to choose the curriculum that will be applied in each educational unit. Through the Independent Curriculum, students can develop their potential (Martini et al., 2019).

This curriculum optimizes co-curricular and extracurricular-based learning, so this learning is essential because it impacts the learning that will take place. This gives students the freedom to explore ideas to increase their competence. (Haqiem & Nawawi, 2023) Therefore, the essence of Freedom of Learning is to free students to think creatively. In this concept, teachers are given flexibility and flexibility in the learning process so that educators design contextual and meaningful activities by the Pancasila Student Profile (Asiati & Hasanah, 2022), with each dimension on each Pancasila Student Profile (Suardi et al., 2023).

According to (Sukmawati et al., 2016), principals are responsible for creating an environment that supports interaction between teachers and students and motivating teachers to improve the quality of learning. By increasing the capacity of principals, students can more easily identify problems and find solutions on their own.

This aligns with the concept of transformation, where knowledgeable and skilled individuals can solve problems independently. The Driving School is expected to continue to develop and succeed in forming the Pancasila Student Profile. After successfully carrying out the transformation, the Driving School will act as an agent of change for other schools. These driving schools will help other schools collaborate and share ideas and solutions to improve the quality of learning. Teachers and principals can share knowledge and expertise through mutual cooperation and collaboration, creating opportunities to improve quality in their schools and surrounding schools. In addition, the Driving School program is expected to build an ecosystem of change that has an impact not only at the school level but also at the regional and national levels through a cooperation system.

The Driving School Program aims to encourage educational units to transform to improve the quality of learning in schools by implementing a prototype curriculum (Syafi'i, 2021). Implementing the Independent Curriculum makes learning more relevant and interactive, whereas the project-based approach allows students to explore factual issues actively (Rahayu et al., 2022).

Those included in the driving schools in Makassar City are Bosowa School High

School, Hang Tuah High School, Muhammadiyah 7 High School, and Athirah Islamic High School, which have implemented the Independent Curriculum. Through the Pancasila student profile, the independent curriculum still prioritizes character education for students. The curriculum is a supporting factor in strengthening students' character (Kanji et al., 2020b) (Suardi & Nur, 2022). School character education can be done by integrating the character into every learning and education process (Suardi et al., 2020); (Nursalam & Suardi, 2022a).

The Pancasila Student Profile is an overview of the global character and competencies that students possess to strengthen the noble values of Pancasila, with six main characteristics: faith and fear of God Almighty as well as noble character, global diversity, cooperation, independence, critical thinking, and creativity (Suardi, 2023c); (Nursalam & Suardi, 2022b); (Suardi, 2023a).

Opinion (Santoso et al., 2024) stated that the Pancasila student profile listed in the independent curriculum helps develop students' character and ability to carry out learning activities. Philosophically, character formation through character education is needed and must be given to students to achieve the nation's educational goals. In line with Ki Hajar Dewantara's view, education will not be separated from the values of

character (ethics), physical, and mental students who will later become 'humans' in society. Therefore, character education is essential in developing students' potential and helping them become virtuous Indonesians. The Pancasila profile owned by students symbolizes Indonesian students who are cultured, have character, and have Pancasila values (Rosmana et al., 2023).

Thus, the curriculum plays a very strategic role as a learning tool in the context of the life of the nation and state through the implementation of the Pancasila Student Profile Project. As part of the Independent Curriculum, this project provides a new nuance in the world of education and provides freedom for teachers to innovate (Sukmawati et al., 2016) actively; project activities are one of the innovations in learning (Nursalam & Suardi, 2024); (Suardi, 2024).

The Pancasila Student Profile Program in the Independent Curriculum is an innovation designed to strengthen character education that already existed in the previous curriculum. Based on this explanation, the author will investigate these innovations and their impact on character education in the Independent Curriculum.

In the first study conducted by (Irawati et al., 2022), the Pancasila Student Profile as an Effort to Realize the Nation's Character has been explained as an initiative that plays a vital role in strengthening student character

education. This Independent Curriculum is then considered the most effective approach to developing student character through the development of the Pancasila Student Profile. In this approach, students engage in project-based learning activities that support the development of their profiles. It is hoped that the Pancasila Student Profile will produce graduates who have the desired characteristics, abilities, or skills and strengthen noble values.

In the second study conducted by (Ahmadi et al., 2020), The implementation of the Character Education Strengthening Program in Schools explained that the primary goal of strengthening character education is to equip the young generation with good character, high literacy skills, and superior competencies in facing the era of the industrial revolution 4.0 and 5.0 (Suardi, 2023b). These competencies include critical and analytical thinking skills, creativity, communication, and collaboration. Thus, character formation efforts are strengthened through Permendikbud No. 20 of 2018 concerning Strengthening Character Education, which emphasizes that PPK is an educational movement in schools that aims to strengthen students' character through harmonizing heart sports, taste sports, thinking sports, and sports.

The third study conducted by (Hamzah et al., 2022) stated that the Pancasila Student Profile Strengthening Project, as an effort to

strengthen character education for students, aims to provide opportunities for students to "experience knowledge" as part of the character formation process, as well as as an opportunity to learn from the surrounding environment. This project teaches students essential themes such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic living. It allows students to take real action in addressing these issues according to their learning stage and needs.

The fourth study conducted by (Palupi et al. et al., 2022) stated that the Strengthening of the Preparation of the Pancasila Student Profile Project Module at the High School Level explained that the Driving School Program is the government's effort to realize equitable and quality education in Indonesia. In addition, the government also tries to ensure that quality education can form character and personality through Pancasila values. The main focus of the Driving School Program is the holistic development of student learning outcomes, which includes literacy, numeracy, and character. It involves superior human resources, both from school principals and subject teachers. The fifth study that has been carried out by (Iskandar et al., 2023) stated Driving Schools: Accelerating the Realization of the Pancasila Student Profile explained that in addition to the Independent Curriculum, the Ministry of Education and

Culture Research and Technology also launched various other programs to improve the quality of the learning process in Indonesia.

Based on the explanation above, the author wishes to write "Formation of Character Values of High School Students through the Project to Strengthen the Pancasila Student Profile at Driving Schools in Makassar City."

RESEARCH METHODS

This study uses a mixed research method. The research combines quantitative and qualitative methods in a single study or research program and conducts a critical review of reality (Agustang. A., 2020). J.W. Creswell stated in (Vebrianto et al., 2020). Neither qualitative nor quantitative methods can fully capture reality in its entirety. The mixed research method is used to obtain a more comprehensive analysis of the research problem through various stages in the research process.

This research was conducted in four driving high schools in Makassar City, South Sulawesi. Namely, Bosowa High School, Hang Tuah High School, Muhammadiyah 7 High School, and Athirah Islamic High School. The subjects of this study are school principals, learning committee teachers, Pendidikan Pancasila subject teachers, and students. The data collection techniques in this study include qualitative methods, such as observation, interviews, and

documentation, as well as quantitative methods using Google Form questionnaires. This research goes through several stages to achieve success, namely the stages of preparation, implementation, completion, and preparation of reports.

Data analysis techniques in this mixed method research include quantitative data analysis with a descriptive approach, and qualitative data analysis techniques carried out while the researcher is at the research site.

RESULT

The project to strengthen the achievement of the Pancasila Student Profile is developed based on specific themes set by the government. The project is not focused on achieving specific learning targets and is not tied to the subject content. The Pancasila Student Profile in an inclusive curriculum is a combination of competencies and characters embodied in six dimensions, which serves as a guideline to direct all regulations and innovations in the Indonesia education system, including in the process of evaluating the achievement of the Pancasila Student Profile as the character of the Nation (Kanji et al., 2019).

So, based on the findings of research on the formation of character values of high school students through the project to strengthen the profile of Pancasila students in schools in the city of Makassar, the following results were obtained:

Source: Quantitative Results

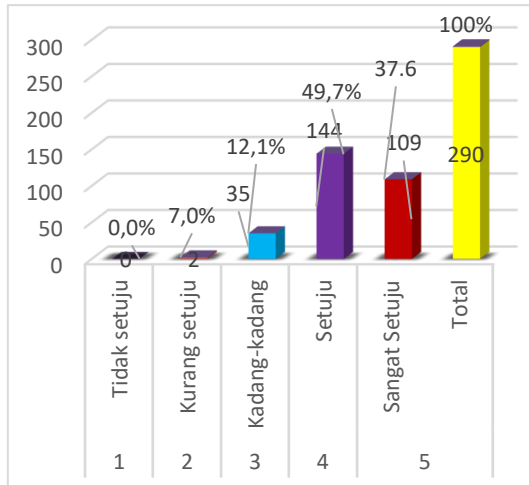


Fig.1 Graph of the Results of the Questionnaire on Faith and Fear of God Almighty and Have Noble Character.

Based on the results of the research regarding the Dimension of Faith and Fear of God and Noble Character stated that (37.6%) Strongly agree with the Dimension of Faith and Fear of God and have a noble character, (49.7%) Agree with the Dimension of Faith and fear of God and have a noble character, (12.1%) Sometimes with the Dimension of Faith and fear of God and have a noble character, (7,0%) Disagree with the Dimension of Faith and Fear of God and have a noble character, then (0.0%) Disagree with the Dimension of Faith and fear of God and have noble character.

Source: Quantitative Results

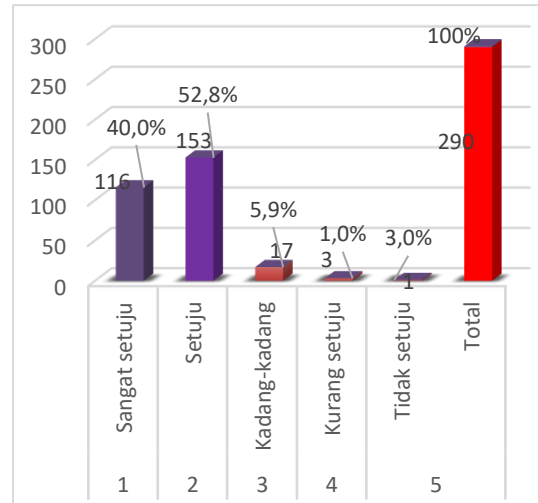


Figure 2 Graph of Global Diversity Questionnaire Results.

Based on the results of the study regarding the Global Diversity Dimension, it was stated that (40.0%) strongly agreed with the Global Diversity Dimension, (52.8%) agreed with the Global Diversity Dimension, (5.9%) sometimes with the Global Diversity Dimension, (1.0%) Disagree with the Global Diversity Dimension, then (3.0%) did not agree with the Global Diversity Dimension.

Source: Quantitative Results

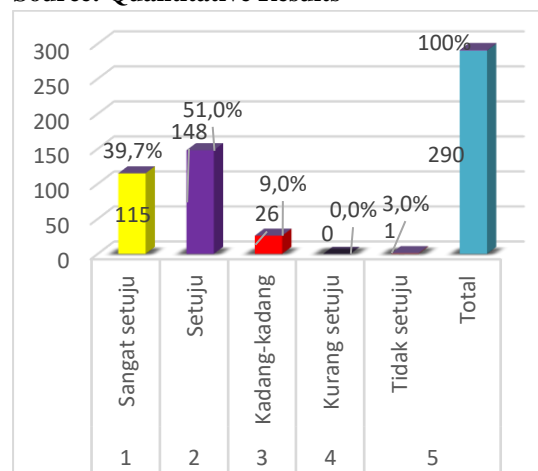


Figure 3 Graph of Questionnaire Results of Mutual Cooperation Results.

Based on the results of the study regarding the Mutual Cooperation Dimension, it was stated that (39.7%) strongly agreed with the Mutual Cooperation Dimension, (51.0%) Agreed with the Mutual Cooperation Dimension, (9.0%) Occasionally with the Mutual Cooperation Dimension, (0.0%) Disagree with the Mutual Cooperation Dimension, then (3.0%) Disagree with the Mutual Cooperation Dimension.

Source: Quantitative Results

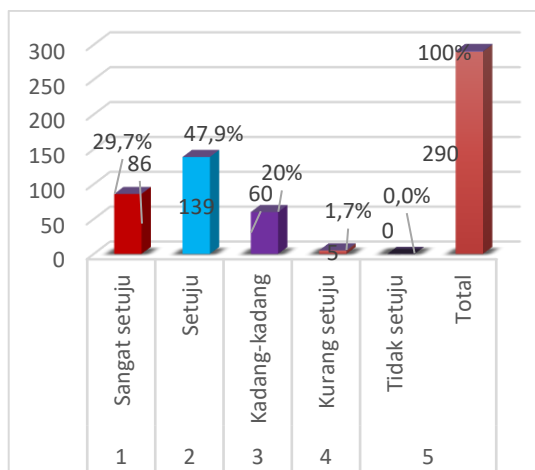


Figure 4 Graph of Independent Results Questionnaire Results.

Based on the results of the study regarding the Independent Dimension stated that (29.7%) strongly agree with the Independent Dimension, (47.9%) agree with the Independent Dimension, (20.7%) sometimes with the Independent Dimension, (1.7%) disagree with the Independent Dimension, then (0.0%) disagree with the Independent Dimension.

Source: Quantitative Results

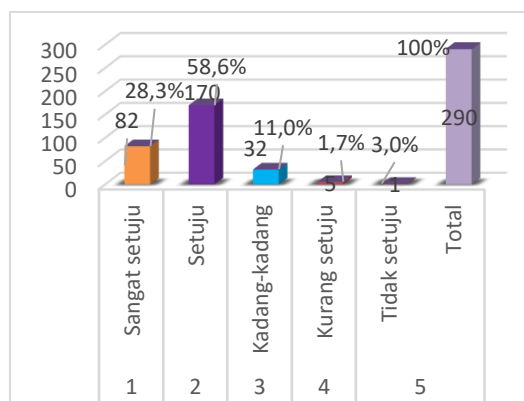


Fig.5 Graph of Critically Reasoned Questionnaire Results.

Based on the results of the study, regarding the Critical Reasoning Dimension, it was stated that (28.3%) strongly agreed with the Critical Reasoning Dimension, (58.6%) Agreed with the Critical Reasoning Dimension, (11.0%) Occasionally with the Critical Reasoning Dimension, (1.7%) Disagreed with the Critical Reasoning Dimension, then (3.0%) did not agree with the Critical Reasoning Dimension.

Source: Quantitative Results

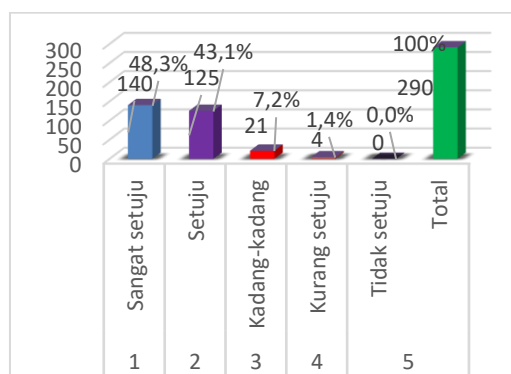


Fig.6 Graph of Creative Questionnaire Results.

Based on the results of the study regarding the Creative Dimension stated that (48.3%) strongly agree with the

Creative Dimension., (43.1%) Agree with the Creative Dimension., (7.2%) Sometimes with the Creative Dimension., (1.4%) Disagree with the Creative Dimension., then (0.0%) Disagree with the Creative Dimension.

DISCUSSION

Formation of Character Values of High School Students through the Project to Strengthen the Profile of Pancasila Students in Driving Schools in Makassar City

Forming character values through the Pancasila Student Profile Strengthening Project is one of the efforts to realize character education in schools. The implementation of the Pancasila Student Profile Strengthening Project at the Driving School in Makassar City is carried out in two stages: the work program planning stage and the work program implementation stage. At the planning stage, the work program is optimized by compiling it into long-term, medium, and short-term plans so that the activities to be carried out are clear and systematic. At the implementation stage, the planned program is carried out by the plan that has been made.

Work program planning stage

The scheduling of work programs is also carefully calculated, where weekly programs such as routine exercises are carried out every Friday. Meanwhile, other activities or work programs are flexible, meaning the implementation schedule can change

according to existing conditions. In the implementation of the Pancasila Student Profile Strengthening Project, the main emphasis is on the formation and development of student character, including habituation in carrying out religious teachings, responsibility, discipline, and concern for others and the environment, because character is formed due to habituation (Muhajir et al., 2023); (Kanji et al., 2020a). In line with (Ledia et al., 2024), the implementation can be carried out if the planning process has been well and perfectly arranged. The planning process includes activities, actions, and actual actions carried out by each person who has been planned. Furthermore, this work program is planned to achieve work goals according to the planning targets. As for the support for implementing this work program, teachers have a role in guiding students and providing adequate school facilities to support teaching and learning activities.

So, according to (Ramadan et al., 2020), The planning for the implementation of the Pancasila Profile strengthening project is adjusted to the needs and conditions of the school. The facilitator team consists of the Principal, 4th-grade teachers, teachers of religion and sports subjects, and the school media team. In the process of identifying school readiness, the facilitator team prepares facilities and infrastructure, such as the location for the project, the school's readiness to provide tools and materials for the project,

the sustainable P5 program to be implemented in the school, and the readiness of teachers to receive information related to P5. A project implementation plan can also help the team overcome various challenges during the implementation process. By considering these aspects, project design can be more effective and support strengthening the Pancasila Student Profile (Gunarni et al., 2024).

The formation of student character through the Pancasila Student Profile Strengthening Project in schools is a business process carried out through activities or work programs by the dimensions of Pancasila. This effort aims to shape students' character by paying attention to aspects such as faith and fear of God Almighty and noble character, respect for global diversity, working together, thinking critically, being self-sufficient, and being creative (Suardi et al., 2023); (Suardi, 2024); (Muhajir et al., 2023); (Suardi, 2023c); (Nursalam & Suardi, 2022b). Research from (Rebana et al. Fath, 2024) stated that the formation of children's character cannot begin only when they have entered school. The school, through the teacher, serves as a model and example for students, but the main factor in character formation is the family environment. Teachers carry out character education in schools by reminding, setting examples, and providing stimuli to students. In general, students at the upper level already understand the difference between good and evil to avoid deviant behavior (Suardi et al.,

2018). The teacher's task is to provide examples and instill attitudes in integrating values and habituation.

(Sukmawati et al., 2016) They stated that character development through the Pancasila Student Profile Strengthening Project is integrated with Pancasila values and supports the formation of student character through habituation activities, such as the implementation of worship, prayers before and after activities, reading the Qur'an, and the application of character values in daily attitudes and behaviors. This includes being polite to older people and peers and cleaning the school environment as a form of concern for the environment. Thus, character formation through P5 activities routinely carried out every semester at school has considered the dimensions of the Pancasila profile that students can apply daily.

Stage of implementation of work program

Activities at the driving school are also enriched with activities carried out in indoor and outdoor rooms that teachers have planned so that the learning atmosphere for students feels more varied. Many positive activities were carried out, including an educational camp with the theme "Anti Mager Movement," held at SMA Muhammadiyah 7 Makassar, one of the driving schools. This activity aims to make students appreciate life more so that their faith and piety improve. This shows that the formation of character based on the dimension of the Pancasila Student Profile through camp

activities has considered aspects of faith, Islam, Ihsan, science, and charity. In line with (Halik et al., 2024) Gradually, each resource person explained the various activities carried out at each stage so that the researcher gained an understanding of the local wisdom project with a consistent flow according to the project guidelines from the Ministry of Education and Culture, Research and Technology, even though the content of the activities was different. The project planning process for Strengthening the Pancasila Student Profile begins with the formation of a team of facilitators, followed by the identification of the school's readiness level, planning of the dimensions of the theme and implementation time, the preparation of project modules, and the planning of project outcome reporting strategies. At this planning stage, schools can prepare materials, activities, and implementation schedules according to their needs.

Furthermore, the formation of student character through the Pramuka Peduli program at Hang Tuah High School will be accomplished by familiarizing and setting an excellent example for students. This includes maintaining good relationships with others, fostering a sense of concern for Scout members by visiting friends who are sick, mourning when a family member dies, and showing concern for the community through fundraising for victims of natural disasters and fires, as well as sharing takjil during the month

of Ramadan. Concern for the environment is manifested through routine social service activities on Fridays and the habit of throwing garbage in its place to maintain personal and environmental hygiene. This shows that the formation of student's character through Pramuka Peduli activities has paid attention to the charitable aspect.

Student character formation through P5 activities also pays attention to the dimensions in the Pancasila Student Profile, although these characters are not constantly improved simultaneously in one activity. Therefore, this P5 activity can improve students' character through the Pancasila Student Profile Strengthening program (Suzetasari et al., 2023).

Through various activities organized by the government, by actively involving students and getting guidance from teachers and coaches, students' character can be well-formed. Character building through the P5 program proved effective, with students gradually becoming more active in participating in activities, and their creativity began to develop. This is due to the focus of all activities in these activities aimed at improving students' competence and character.

The understanding of school principals, classroom teachers, and teachers involved in P5 activities is generally in line with the views of (Suardi et al., 2022), which state that character education aims to shape students into ideal individuals and apply goodness in daily

life. Therefore, researchers can conclude that teachers have understood the importance of strengthening character education. With this understanding, character education will run effectively because character education starts with awareness, understanding, care, and commitment, which are then implemented in action. Based on the research results at the Driving School High School in Makassar City, the formation through the Pancasila student profile strengthening project through the Pancasila student profile project program.

CONCLUSION

The formation of high school students' character values through the Pancasila Student Profile Strengthening Project at driving schools in Makassar City, such as Bosowa School High School, Hang Tuah High School, Muhammadiyah 7 High School, and Athirah Islamic High School, can shape the character of students based on the six dimensions contained in the Pancasila Student Profile. This can be achieved through strengthening, habituation, and coaching in the P5 activity program, which plays a role in character formation.

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