

STRENGTHENING THE PROFILE OF PANCASILA STUDENTS THROUGH PROJECT-BASED LEARNING IN LEARNING HISTORY

Nina Ariani Shofa¹

¹History Teacher, Muhammadiyah Vocational School Kudus
ninaariani92@gmail.com

Abstract. The Pancasila Student Profile strengthening project provides an opportunity for students to “experience knowledge” as a process of character building as well as an opportunity to learn from the environment. This research was carried out in the history lesson of phase E, class 10 Muhammadiyah Vocational School Kudus, with lessons on ” through making replicas. The character building taught to students are mutual cooperation (*gotong royong*), Critical thinking, and creative competence. Lesson study is used to project and capture signals from students in learning in order to provide recommendations for teachers to student needs and interpret student responses as potential that can be developed. Learning uses a project-based learning approach with products in the form of replicas of stone age culture. Students are given the opportunity to collaborate and create a product which is then presented in their language. It is clear that students demonstrate mutual cooperation competence in the process of making replicas, demonstrate Critical thinking competence by connecting materials and information related to the product to be made, and demonstrate creative competence because they have been able to make replicas made of plasticine from stone age culture. The conclusion of the analysis of the Pancasila student profile through the application of project-based learning is 1) each student's behaviour is a picture of potential that can be developed. 2) the choice of approach in learning is able to become a scaffolding in planting the dimensions of the Pancasila student profile.

Keywords : Pancasila Students Profile, Project-based Learning, History

INTRODUCTION

In order to improve the quality of human resources not only requires intellectual abilities, but efforts to build good character in students are also crucial. A generation with noble character is the hope of the Indonesian people. Character building is currently the government's concern. The Minister of Education and Culture Nadiem Anwar Makarim issued a policy on character building that was centred on efforts to realize the Pancasila Student Profile. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila. The Pancasila student profile is contained in the Regulation of the Minister of Education and Culture Number 22 of 2020 regarding the strategic plan of the Ministry of Education and Culture for 2020-2024.

The Pancasila Student Profile is designed to answer one big question, namely how to produce students with the profile (competence) desired by the education system by paying attention to internal factors related to national identity, ideology, and ideals. The External factors of Pancasila Student Profile are the life and challenges the Indonesian nation faces in the 21st century such as the 4.0 revolution period. The Pancasila Student Profile consists of 6 competencies (dimensions) namely Faith, fear of God Almighty and noble character, Global Diversity, Mutual Cooperation (*gotong royong*), Creativity, Critical thinking, and Independent. These dimensions show that the profile of Pancasila students does not only focus on cognitive abilities, but also attitudes and behaviour according to their identity as Indonesians and citizens of the world. In order to realize the profile of Pancasila students in the curriculum, which is a plan and arrangement that contains goals, content, materials and teaching methods, it must be highlighted. One feasible method is through history learning.

History is an inseparable part of the life of every person, society and nation. It is an important part that forms the identity of individuals and nations. The cultural values and wisdom of a nation are

**THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)
SEPTEMBER 9-12, 2021 – SEMARANG, INDONESIA**

an infinite heritage which is a source of wealth for all its citizens. Therefore, history is an integral part in shaping the character of citizens. Learning history on the one hand is a moral obligation to preserve and pass on the values of human civilization. On the other hand, with the inheritance of this value, individuals learn to look to the future based on the social context in that they live in.

In an effort to strengthen the profile of Pancasila students through history learning, *the project-based learning* approach is one of the appropriate learning models to use. This is because *the project-based learning* approach creates a “constructivist” learning environment where students build their own knowledge and educators become facilitators. The characteristics of *the project-based learning* model include students being faced with real problems, looking for solutions, and working on projects in teams to overcome these problems. These characteristics are in accordance with the competency profile of the Pancasila students, namely the dimensions of mutual cooperation, Critical thinking, and creativity.

This research was conducted at Muhammadiyah Vocational School Kudus. The object of the research is grade 10 where students are new and don't know each other yet. The material chosen in this study is “The Products of Stone Age Culture” and presents it in the form of a replica so that the dimensions of the Pancasila student profile can be strengthened through this learning activity. The purpose of this study is to analyse the extent to which students are able to respond and develop their potential in order to strengthen the profile of Pancasila students, especially the dimensions of mutual cooperation, Critical thinking, and creativity. This research was conducted through lesson study, which aims to develop teaching competence where teachers collaborate to plan, observe and improve a lesson. Lesson study is carried out in 3 stages, namely plan, do, and see.

METHOD

The research was conducted on August 18, 2021 with a total of 24 students offline and 5 online observers. Data were obtained through document analysis, observation, field notes, videos, and student work. The data were analysed qualitatively through a descriptive analytic approach. The data obtained is an effort to describe and interpret the object of the study as it is, and describe the existing reality. The material taught is “The Products of Stone Age Culture” in history subjects through a project-based learning approach with a project to make a replica of stone age product with Plasticine. The research was conducted through lesson study which included 3 stages, namely plan, do, and see with 1 model teacher where 2 teachers and 3 lecturers act as observers.

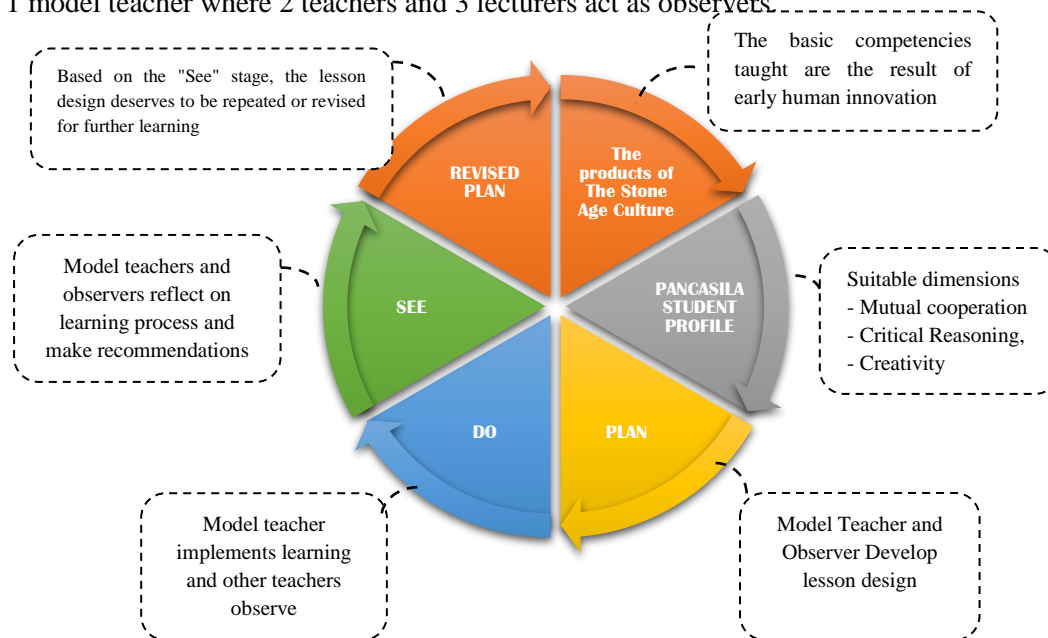


Figure 1 : lesson study flow

**THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)
SEPTEMBER 9-12, 2021 – SEMARANG, INDONESIA**

The data obtained in the plan, do and see process from the lesson study stages were analysed. Assessment is more directed at behavioural changes that occur in Class 10 Broadcasting and Film students. The results of the analysis are related to the dimensions of the Pancasila student profile, especially the dimensions of mutual cooperation, Critical thinking, and creativity.

DISCUSSION

This research was conducted at Muhammadiyah Vocational School Kudus class 10 majoring in Broadcasting and Film. The activity was attended by model teachers, namely Nina Ariani Shofa, S.Pd where 2 teachers (Nila Rahmawati S.Pd and Agnes Fajar N, S.Pd) and 3 UNIMUS lecturers (Dr. Eny Winaryati, M.Pd, Supriyanto, M.Pd, and Dr. Yustinah, M.Pd) acted as observers. The discussion will analyse the strengthening of Pancasila student profile using project-based learning in a history lesson. The dimensions of Pancasila student profile analysed are mutual cooperation, Critical thinking, and creativity.

Collaboration is very important in providing meaningful learning to instil the character values mandated in the Pancasila Student Profile. The collaboration between the model teacher and the observer is carried out in each lesson study stage, namely the plan, do and see stages. It is discussed in more detail as follows:

1. PLAN

The Plan activity begins with coordination between the model teacher and the observer to create a common understanding of lesson study. This coordination is carried out online through a zoom meeting. At the initial stage, model teachers are given the freedom to choose teaching materials and then analyse which dimensions of the Pancasila student profile are appropriate to the teaching materials. The material chosen by the model teacher is "The Product of Stone Age Culture" because the characteristics of this material contain the spirit of early humans to innovate and create tools which help their lives and its influence can be felt until now. The second process is to analyse the character values in the Pancasila student profile to be strengthened. The process of analysing/studying character values in competencies (materials) is carried out by the model teacher through the following steps:

- a. Teachers find values in basic competencies and learning materials that can be taught.
- b. The teacher determines the priority values to be taught in one lesson or one basic competency.

The results of the analysis of the model teacher regarding the dimensions of "The Products of Stone Age Culture" are:

- a. Mutual Cooperation, (basic): in early human life, people working together in a group to achieve common goals, one of which was in an effort to create technology that helped ease their lives. Learning the behaviour of early humans inspires students to work together in completing projects given by the teacher to each group.
- b. Critical thinking, (basic): within existing limitations, early humans did trial and error to create a technology. Critical thinking is the key in the discovery of new technology in its time. The spirit of Critical thinking will be embedded in students through meaningful learning.
- c. Creativity, (basic): without creativity, early humans would not be able to create a technology, this creativity is expected to be embedded in students so that they can produce quality works.

The third step taken by the model teacher is determining the approach or learning model that will be used in the open class process. In the process of selecting a learning model, the model teacher pays attention to the following:

- a. Characteristics and dimensions of knowledge or skills contained in basic competencies
- b. Student character and environment
- c. Choose relevant learning activities
- d. Create varied learning methods
- e. Determine the learning model

Project-based learning was chosen as a learning model that is relevant to the teaching materials "The Product of Stone Age Culture" by considering the above aspects. Students were encouraged

**THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)
SEPTEMBER 9-12, 2021 – SEMARANG, INDONESIA**

to explore the role of undagi (the experts in making tools in the stone age) by being given the task of making replicas of stone age culture products. Students work on projects in groups.

Furthermore, the model teacher compiles a lesson design as a reference in learning. Lesson designs that have been prepared are presented to observers through zoom meeting. Collaboration between the model teacher and observers is carried out to decide and make improvements to the lesson design. After the lesson design (LD) is improved, the model teacher makes the required learning tools and media.



Figure 2 : Coordination to make LD



Figure 3 : LD presentation by the model teacher



Figure 4 : revised LD based on observer's recommendation

2. DO (LEARNING PROCESS)

The researchers did the open class on August 18, 2021, at 09.30, in the multifunction room of Muhammadiyah VHS Kudus. It involved 24 students of X BP. The model teacher had prepared all instruments and media to teach before the activity began. The observer also observed via zoom meeting. The observer had to observe, note, and document all students' activities. The observation focuses were the learners' behaviors, the learners' uniqueness, and the strength of the learners during the lesson. The observer focused on the critical elements of Civics learner profiles. They are:

- a. Mutual Cooperation : Cooperation, collaboration, care, and sharing
- b. Critical thinking : it deals with receiving and processing information and notion; analyzing and evaluating the thought; reflecting the thought and processing the thought; making decisions.
- c. Creativity : It produces original ideas, works, and actions.

The observer wrote on the field notes about the emerging behaviors of the students during the learning. The observer also noted the students' responses from all learning activity sequences. The learning adhered to *the project-based learning* syntaxes. They were 1) starting with the general question, 2) designing the plan for the project, 3) creating the schedule, 4) monitoring the students and the progress of the project, 5) assessing the outcome, and 6) evaluating the experience. The activity began with ice breaking to make the students focused on the lesson. The activities promoted by the teacher model and the students emerged during the learning process. Here are the descriptions of the learning activity:

LEARNING SYNTAXES	FINDINGS	THE ANALYSIS OF THE EMERGING THE PANCASILA STUDENT PROFILE
WHY DO THEY DO SO?		



Figure 5: The teacher prepared the learning.

The learning began with ice-breaking for the students. It was the scaffolding realization because the teacher model greeted the students before they focused on the lesson. The ice-breaking consisted of: Each time the teacher mentioned a word *semut* or ant, the students had to show one of their fingers. When the teacher mentioned *Gajah* or elephant, students had to show two fingers. Then, if the teacher mentioned *ular* or snake, the students had to show three fingers. In the beginning, the teacher model mentioned them orderly. Then, the difficulty was leveled up. Some students were excited and successfully followed the instruction during the ice breaking. However, some students were not responsive. It made the teacher motivated them to follow the instruction.

Critical thinking character:
The students had to keep their focus and critical thinking during the ice-breaking to follow the instructions. The critical thinking characters were observable when the students tried to keep up with what they listened and their finger responses.



Figure 6: The teacher stimulated the students by showing off a *cobek* or mortar.

The teacher showed the mortar and asked the name of the tool during the perception activity. The students answered, "cobek." Then, the teacher asked about the use of the mortar. Some students answered the question. Then, the teacher provided a statement that a mortar is the product of preliterate culture. The teacher asked again to analyze the materials made up for a mortar. The students answered "dari Batu" or from stones. The

The critical thinking character:
The students could connect the reasons why age made many tools from stones with the environmental condition.

teacher asked the reason why the cultural product of the preliterate age was made from stones. The students answered that stones were easy to find in nature.

THE 'I SEE' ACTIVITY



Figure 7: The students explored the concepts via smartphone.

In the second stage, the students had opportunities to explore the concepts by watching the learning videos shown by the teacher. They were enthusiastic and responded to the teacher's questions after the video. They could do it excellently although they were shy. Then, the teacher promoted scaffolding by addressing the learners to answer. The teacher model explained the stone age civilization with the term paleolithic, Mesolithic, and neolithic. The teacher also explained the meanings. The teacher asked the reason why at the age, no people used calendars to label the ages. The students were confused. Then, the teacher elicited them so they could answer the questions. They realized that at that time, no letters were found. Thus, the calendar system also did not exist.

The critical thinking character:

The students could obtain and process the information and notion. They could also deliver it logically.



In a discussion activity, the learners were grouped into four groups. Each group consisted of six students with specific names: Paleolithic, Mesolithic, neolithic, and megalithic. They received an assignment to create replicas of stone

Cooperation character:

The students did the group job excellently. They collaborated to decide what to create and how to do it. They realized the importance of care so that no students remained

Figure 8: The students sought information and started reasoning.



Figure 9: They cooperated to complete the tasks.



Figure 10: The learners explored their creativity.

age cultures based on age labeling. They had to do it with the prepared plasticine. The students started showing the gestures of discussing with their teammates. They were confused at the beginning of the discussion because they had to make a similar replica with the tools.

In the beginning, the students were confused to make.

However, they realized that they had to check the books and information via smartphone. It showed that they did personal scaffolding and knew what they wanted to do. In the beginning, they remained silent, but once they checked the book, they knew what objects to make. They could also discuss excellently. The learners could also determine what objects they would make. They divided the tasks. Some members would make the replicas while others wrote the information on the worksheet given by the teacher.

The students explored their creativity to make the attractive replica. They combined with plasticine and created variations.

ignorant in the group. They tried to provide personal scaffolding so they could contribute in a group. Thus, they could complete the task punctually. In this case, the learners also had excellent awareness of job assignments.

The critical thinking character:

The students sought information from books and the internet. It showed that they did scaffolding to think the information and transformed them via notions.

Creative character.

The students could decide and produce works in the form of replicas based on their imagination. The replicas were also aesthetic since the students mixed the colored plasticine.

THE ‘THAT IS HOW IT IS GOING’ ACTIVITY



Figure 11: The students presented the works.



Figure 12: The products of the paleolithic group



Figure 13: The mesolithic group products

The students had the opportunity to present, and the other groups could respond to the presentations.

- The paleolithic group: the group presenter was Azam. He explained that his group made a hand ax. He shared the information about it. After the presentation, the teacher showed the hand ax and asked the students' responses from other groups whether the replica looked similar to the original version. The other groups argued that it was not similar, but it looked great.
- The Mesolithic group: the presenter was Iin. The replica was a pebble. It explained that the era had been aware of refining techniques because the humans started to think to avoid any damages on their hands. The other group responded to the replica with the original version.
- The Neo group: The presenter was Daffa. The replica was a square ax. The group was the most solid, and the replica was the best one. All team members contributed and discussed totally.
- The megalithic group's presenter was Furqon. The products were stone coffins and dolmen. This group could show the areas that still used the tools. The group also provided new

Cooperation character:

The other groups responded to the works of the presenting groups. They did it honestly and appreciated the works. It showed they tried to care for each other and respect the others' works.

The critical thinking character:

The students could present the works and deliver the information in their languages. It showed that the students could formulate the information.

Creative character:

All groups could produce replicas. Some of them were similar to the original objects, while the others were not. The students could explore the potentials excellently and express them into real works.

Figure 14: The neolithic group products



Figure 15: The megalithic group products

insights for other groups. Although the product was not similar, the other groups appreciated this group.



Figure 16 : The closing activity Formative test

This activity included the drawing conclusion process and promoting the next project. The teacher conducted the formative test via Microsoft form to measure the students' capabilities to understand the materials. The test design used HOT'S questions. From the formative test, the students could reach the learning

Critical thinking character: In the formative test, the students could think critically and do the questions that contained HOTS questions. The evidence was the level of achievement on each question. It averagely reached 70%.

objectives. The data also showed that question number 9 obtained lower achievement, so that it became the evaluation for the next meeting.

3. SEE (REFLECTION)

The reflection provided opportunities for observers to provide feedback. The participating team in the lesson study consisted of a teacher model and observer. They shared their findings and discussed them together. This activity began once the lesson ended. The suggestion recommendations dealt with the behavioral change level of the students and the Pancasila character profile. The observer also supported the findings with the reflection activity for further learning.

The reflection activity began with the message delivery and impression from the teacher model during the learning process. The teacher model explained that: The object consisted of tenth graders. They did not know each other nor the teacher. They were clumsy because they were adopting. However, when they did the project, they could collaborate. One of them was the third group, the neolithic group. The adaptation process of the group occurred quickly, and the tasks were carried out quickly. From the diagnostic test and the field observation, the BP class was capable of discussing. They were shy because they were adapting if they were asked individually. However, when they discussed in a group, they could produce a product and perform excellently. The cooperation, critical thinking, and creativity ran excellently during the learning due to the scaffolding by the teacher and the students independently.

After the teacher model shared the message and impression, the observer shared his field note results. From the observation, the observer found that project-based learning used the technology to evaluate the learning. It could strengthen the characters of cooperation, critical thinking, and creativity. The observer recommended the teacher model to improve the lesson.

- a. The first matter dealt with the seat arrangement that influenced the learners' activeness.
- b. Table management should take various forms, such as U. It could facilitate the teacher to keep his mobility and control the learning. It is essential because during the open class, the teacher was challenging to cover the students quickly. The problem was the table hindered the teacher.
- c. The observer found high enthusiasm behaviors of the students when the teacher model provided the group work. They spontaneously turned their sight into their teams and started collaborating.

CONCLUSION AND SUGGESTION

1. Conclusion:

- a. *Project-based learning* could be the relevant model to empower the Pancasila profile for students in learning history.
- b. The dimensions of cooperation, thinking critically, and creativity appeared during the learning. They were more potent due to the scaffolding by the teacher and autonomously from the students.

2. Suggestions

The learning needs adequate facility and infrastructure from the school stakeholders to maximize the learning. One of them is to arrange the seats.

REFERENCE

- Dewayani, Sofie. 2018. *Panduan Praktis Implementasi Penguatan Pendidikan Karakter (PPK) Berbasis Kelas*. Jakarta: Kemendikbud.
- Goodman, Brandon and Stivers, J. 2010. *Project-Based Learning. Educational Psychology*. ESPY 505.

**THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)
SEPTEMBER 9-12, 2021 – SEMARANG, INDONESIA**

Kemendikbud. *Profil Pelajar Pancasila*. <https://cerdasberkarakter.kemdikbud.go.id/profil-pelajar-pancasila/> diunduh tanggal 3 September 2021

Listyaningsih, 2021, <https://porosinformatif.com/2021/06/16/dimanakah-posisi-profil-pelajar-pancasila-dalam-kurikulum/> diunduh tanggal 3 September 2021

Saryono, Djoko dkk. 2018. *PPK Berbasis Budaya Sekolah Melalui Sejarah*. Jakarta: Kemendikbud.

Sufyadi, Susanti, dkk. 2021. *Panduan Pengembangan Projek Penguatan: Profil Pelajar Pancasila*. Jakarta: Pusat Asesmen dan Pembelajaran Kemendikbud.

Winaryati, E. (2019). *Model Pembelajaran "Wisata Lokal" (Implementasi pembelajaran abad 21)*. UnimusPress; Semarang.

Winaryati, E. *Analysis 4 Cs Pada Pembelajaran Lingkungan Dengan Metode Journey Melalui Lesson Study di TK ABA 01 Mranggen Demak*. diakses pada 3 September 2021