PROJECT BASED LEARNING AS A MEDIA FOR ACCELERATING THE ACHIEVEMENT OF PROFIL PELAJAR PANCASILA IN THE PROGRAM SEKOLAH PENGGERAK

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Article Info	ABSTRACT
	One of the characteristics of the Merdeka Curriculum implemented in the Program Sekolah Penggerak is the existence of project-based learning. The purpose of this study was to analyze the application of project-based learning as a medium for accelerating the achievement of the Profil Pelajar Pancasila in the Program Sekolah Penggerak. The research method used is descriptive analytical-qualitative. Several principals, teachers, and students in four schools in Klaten District were observed and interviewed for data collection. Document studies were conducted to strengthen the data. The validity of the data using triangulation and data analysis using the Colaizzi method. The results of the study indicate that project-based learning can be a medium to accelerate the achievement of the Profil Pelajar Pancasila, this is evidenced by the achievement of the Pancasila student dimension in each theme chosen by the school. Project-based learning can increase students' understanding of the material studied from various scientific perspectives and can develop students' skills and character. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

The curriculum is one of the most strategic components of education because it is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals [1]. The curriculum as a guide for the implementation of learning activities means that in the curriculum there is a guide for interaction between teachers and students. Thus, the curriculum functions as the "breath or core" of the educational process in schools to empower students' potential [2].

Indonesia has experienced curriculum changes from time to time. The dynamics of curriculum changes as part of the components of the national education system are in line with the development of science and socio-cultural society. The history of the curriculum in Indonesia [3] notes that 10 curricula have been implemented, namely the 1947 Curriculum (Plan 1947), Curriculum 1952 (Described Lesson Plan 1952), Curriculum 1964 (Education Plan 1964), Curriculum 1968, Curriculum 1975, Curriculum 1984 (Improved 1975 Curriculum), 1994 Curriculum and 1999 Curriculum Supplements, 2004 Curriculum (Competency-Based Curriculum), 2006 Curriculum (Education Unit Level Curriculum), 2013 Curriculum.

The Indonesian government continues to make various efforts to improve the curriculum, including the 2013 curriculum, namely by evaluating improvements through the launch of the prototype curriculum. The Program Sekolah Penggerak which will be implemented in 2021 uses the Prototype Curriculum which has been implemented in 2,500 drive schools and also the Center of Excellence Vocational Schools in Indonesia. The prototype curriculum is the forerunner of the independent curriculum. The Independent Curriculum is a learning curriculum that refers to the talent and interest approach, where students can choose what subjects they want to learn according to their talents and interests.

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The Merdeka Curriculum was launched in 2022 and finally officially implemented as a new curriculum for schools that are members of the Program Sekolah Penggerak. Data from the Ministry of Education, Culture, Research and Technology records that 9,238 schools are members of the Program Sekolah Penggerak spread across 34 provinces and 250 regencies/cities in Indonesia. The following is the number of schools that are members of the Program Sekolah Penggerak based on their respective levels:

**Table 1. Number of Schools Joined in the Program Sekolah Penggerak by Level**

Level	PAUD	SD	SMP	SMA	SLB	Total
Amount	2.031	4.188	1.804	1.008	207	9.238

(Source : Ministry of Education, Culture, Research and Technology)

The Program Sekolah Penggerak is a refinement of the previous school transformation program. The Program Sekolah Penggerak will accelerate public/private schools in all school conditions to move 1-2 stages further. The program is carried out in stages and is integrated. Characteristics of the Initiating School Program: (1) a collaborative program between the Ministry of Education and Culture and the Regional Government where the commitment of the Regional Government is the main key, (2) the intervention is carried out holistically starting from school human resources, learning, digitalization planning and regional government assistance, (3) having space a scope that covers all school conditions, not only excellent schools, both public and private, (4) assistance is carried out for 3 academic years and schools continue their transformation efforts independently, and (5) the program is integrated with the ecosystem so that all schools in Indonesia become Driving School.

The Sekolah Penggerak is a school that focuses on developing student learning outcomes holistically by realizing the Profil Pelajar Pancasila which includes competence, literacy, numeracy, and character starting with superior human resources (principals and teachers). The Profil Pelajar Pancasila according to the Vision and Mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 is the embodiment of Indonesian students as lifelong students who have global competence and behave according to with the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, cooperation, independence, critical reasoning, and creativity.

In its development, the government issued a policy of implementing the Independent Curriculum in all schools in stages. Data from the Ministry of Education, Culture, Research, and Technology noted that there were 41,271 schools in 34 provinces and 514 districts/cities that had implemented the Independent Curriculum. More detail can be seen in the following chart:

Chart 1. Number of Schools Implementing Merdeka Curriculum
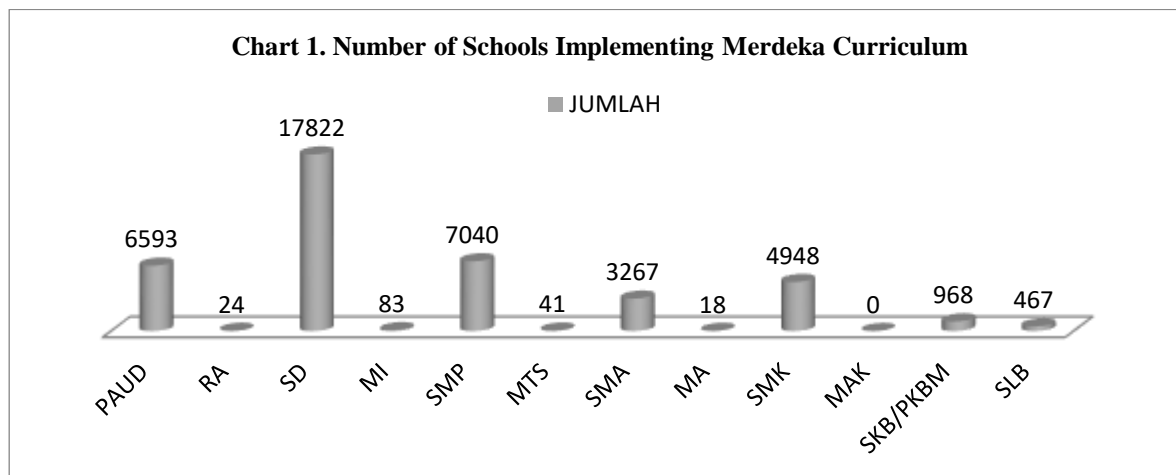
(Source : Ministry of Education, Culture, Research and Technology)

One of the characteristics of the Independent Curriculum is the application of project-based learning to support character development in accordance with the Profil Pelajar Pancasila. In implementing the Independent Curriculum, schools are given the flexibility and independence to provide learning projects that are relevant and close to the school environment. The purpose of this study was to analyze the implementation of Project-Based

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Learning as a Media for Accelerating the Achievement of the Profil Pelajar Pancasila in the Program Sekolah Penggerak.

2.   RESEARCH METHOD

This study uses a qualitative descriptive-analytical method which is a research method based on post-positivist philosophy, used to examine the condition of natural objects, where the researcher is the key instrument, the sampling of data sources is carried out purposively, data collection techniques are combined, data analysis is inductive/qualitative and qualitative research results emphasize meaning rather than generalization [4]. Therefore, this study places more emphasis on disclosing the meaning contained in the description of the data. The subjects of this study amounted to 4 schools that are members of the Program Sekolah Penggerak in Klaten Regency. Researchers made observations regarding the implementation of Project-Based Learning in the 4 schools, identifying how the stages were carried out in each school, including planning, implementation, evaluation, and follow-up. In addition, the researcher also identified the similarities and differences. In-depth interviews were conducted with teachers and students to see the extent of their understanding of Project-Based Learning and how they felt when doing Project-Based Learning. Document studies were conducted to identify the level of success of Project-Based Learning in each school. The data validity technique uses data triangulation, namely by checking the suitability of observation data, interviews, and documents. The analysis technique used in this study uses the Colaizzi method, with the following stages: (1) researchers collect data from interviews in the form of primary and secondary data; (2) the researcher reads the transcript of the existing data repeatedly so that the researcher can find the meaning of the significant data and underline the important statements of the participants; (3) determine the category, namely the data that is underlined is factual data as the main data in the study (answers the problem formulation), while the data that is not underlined is supporting data and can be findings; (4) write the report.

3.   RESULTS AND ANALYSIS

According to Fathurrohman [5], project-based learning is a learning model that uses projects or activities as a learning tool to achieve attitude, knowledge, and skill competencies. Meanwhile, Saefudin [6] argues that project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on his experience in real activities. Thus, it is not the project that is at the core of this learning, but problem-solving and implementation of the new knowledge experienced from project activities. Project-based learning emphasizes various contextual problems that will be experienced by students directly from the projects or activities they undertake. Meanwhile, according to Hardini [7], project-based learning is a learning model that provides opportunities for teachers to manage to learn in the classroom by involving project work. This opinion implicitly states that project-based learning is a student-centered learning model that determines the teacher as a facilitator. Based on some of the expert opinions above, it can be concluded that the project-based learning model is a student-centered learning model and departs from a problem background to work on a real project or activity that will make students experience various contextual constraints so they must investigate/ inquiry and problem solving to be able to complete the project so that it can achieve attitude, knowledge and skill competencies. That way, the project-based learning model is very innovative in independent learning.

Stages of Project Based Learning in Each School

The basic syntax or guidelines in determining the steps for implementing Project-Based Learning [8] are as follows: (1) Prepare questions or project assignments: this stage is the first step so that students observe more deeply the questions that arise from existing phenomena; (2) Designing a project plan: as a concrete step to answer the existing questions, a project plan can be prepared through an experiment; (3) Develop a schedule as a concrete step of a project: scheduling is very important so that the project is carried out in accordance with the available time and according to the target; (4) Monitoring project activities and progress: students evaluate the project being worked on. The steps of the project-based learning model [9] can be applied or applied through the following steps:

1. Determination of basic questions
   Learning begins with essential questions, namely questions that can give assignments to students in carrying out an activity. Assignment topics according to the real world that is relevant to students. and begins with an in-depth investigation.
2. Design the project plan
   Planning is done collaboratively between teachers and students. Thus, students are expected to feel "ownership" of the project. Planning contains the rules of the game, the selection of activities that can support answering essential questions, by integrating various possible subjects and knowing the tools and materials that can be accessed to help complete the project.

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3. Schedule
    Teachers and students collaboratively arrange activity schedules for completing projects. Activities at this stage include:
    a. create a timeline (time allocation) to complete the project,
    b. make deadlines for project completion,
    c. lead students to plan new ways,
    d. guide students as they create ways that are not related to the project, and
    e. Ask students to make an explanation (reason) about the selection.
4. Monitor students and project progress
    The teacher is responsible for monitoring the activities of students while completing the project. Monitoring is done by facilitating students in each process. In other words, the teacher acts as a mentor for student activities. In order to simplify the monitoring process, a rubric is created that can record all important activities.
5. Test results
    The assessment is carried out to assist teachers in measuring the achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that has been achieved by students, and assist teachers in preparing the next learning strategy.
6. Evaluating experience
    At the end of the lesson, the teacher and students reflect on the activities and project results that have been carried out. The reflection process is carried out individually or in groups.

The stages of Project-Based Learning in each of the schools studied were different as shown in the following table:

Table 2. Stages of Project Based Learning in Each School

Stages	School			
	1	2	3	4
1	The project-based learning team determines the theme of the project to be carried out	Teachers identify materials that can implement project-based learning	The school MGMP formulates materials that can implement project-based learning	The project-based learning team determines the theme of the project to be carried out
2	The project-based learning team arranges the schedule	Teacher designs project plans	MGMP designs project plans	The project-based learning team arranges the schedule
3	The teacher socializes the project with students	Teacher arranges schedule	Teacher arranges schedule	The teacher socializes the project with students
4	Implementation of project-based learning	Implementation of project-based learning	Implementation of project-based learning	Implementation and reporting of project-based learning by students
5	Project-based learning team makes reports	The teacher monitors students and project progress and asks students to make project reports	Teachers monitor students, project progress, and reporting	Project-based learning team evaluates reporting
6	Evaluation of reporting by teachers in each class	The teacher does the assessment	The teacher does the assessment	Teachers and students evaluate the experience gained and the achievement of the Profil Pelajar Pancasila
7	Evaluation of the experience and achievement of the	Teachers and students evaluate the experience gained and	Teachers and students evaluate the experience gained and	

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	Profil Pelajar Pancasila by teachers and students	the achievement of the Profil Pelajar Pancasila	the achievement of the Profil Pelajar Pancasila	

Based on the table above, each school has its own stages, some use 7 stages, some use 6 stages.

Similarities and Differences in the Implementation of Project-Based Learning in Every School

Each school uses different stages as shown in Table 2. Stages of Project-Based Learning in Each School. The following are the similarities and differences in the implementation of project-based learning in each school:

Table 3. Similarities and Differences in the Implementation of Project-Based Learning in Each School

Component	School			
	1	2	3	4
Similarities	- Equally use the stages of planning, implementation, reporting, and evaluation - Equally, prioritize the experience gained by students in the implementation of project-based learning - Both target the achievement of the Profil Pelajar Pancasila in the implementation of project-based learning			
Differences	- Using 7 stages - Planning is carried out by a project-based learning team formed by the school - Implementation of project-based learning is carried out simultaneously in all classes with the same theme - Reports are made by the project-based learning team formed by the school	- Using 7 stages - Planning is carried out by the teacher based on the identification of the material being taught to students - Implementation according to the material being taught in class - Reports are made by each student	- Using 7 stages - Planning is carried out by the school MGMP - Implementation of project-based learning based on each subject - Reports are made by students in groups	- Using 6 stages - Planning is carried out by a project-based learning team formed by the school - Implementation of project-based learning is carried out simultaneously in all classes with the same theme - Reports are made by students in groups

There are differences in the implementation of Project-Based Learning in each school due to the different policies/regulations of the Principal in each school. The results of the in-depth interview showed that each principal had a different understanding of the implementation of Project-Based Learning, some stated that Project Based Learning was carried out by each subject teacher, and some stated that the implementation of Project-Based Learning was carried out in an integrated manner by the school.

Project-Based Learning and Achievement of Profil Pelajar Pancasilas in Every School

Project-based learning has advantages and disadvantages like other learning models. The advantages of the project-based learning model are: (1) Increasing students' learning motivation to learn, encouraging their ability to do important work, and they need to be rewarded; (2) Improving problem-solving ability; (3) Making students more active and successful in solving complex problems; (4) Improving collaboration; (5) Encouraging students to develop and practice communication skills; (6) Improving students' skills in managing resources; (7) Provide students with experience in learning and practice in organizing projects, and making allocations of time and other resources such as equipment to complete assignments; (8) Provide a learning experience that involves students in a complex and designed to develop according to the real world; (9) Make the learning atmosphere fun, so that students and educators enjoy the learning process [10].

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The weaknesses of project-based learning are (1) Project-based learning requires a lot of time to be provided to solve complex problems; (2) Many parents feel disadvantaged because they add to the cost of entering the new system; (3) Many instructors feel comfortable with traditional classrooms, where the instructor plays a major role in the classroom, especially for teachers who are less or less proficient in technology; (4) The amount of equipment that must be provided; (5) Students have weaknesses in the experiment and gathering information will have difficulty; (6) It is possible that students are less active in group work; (7) If the topics given to each group are different, it is feared that students will not understand the topic as a whole.

Apart from its strengths and weaknesses, project-based learning is one of the characteristics of learning in the Independent Curriculum that must be implemented by teachers. Based on the results of the study, it was shown that the implementation of project-based learning in each school was carried out to achieve learning objectives and to achieve the student profile of Pancasila. The Profil Pelajar Pancasila is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila. There are 6 dimensions in the Profil Pelajar Pancasila, namely: faith and piety to God Almighty and noble character, global diversity, mutual cooperation, independence, and critical and creative reasoning. There are 7 themes for the Profil Pelajar Pancasila project, namely Sustainable Lifestyle, Local Wisdom, Bhineka Tunggal Ika, Build Soul and Body, Voice of Democracy, Engineering and Technology to Build the Unitary State of the Republic of Indonesia, Entrepreneurship. The following themes were taken by each school studied: School 1 took the theme of entrepreneurship through making herbal medicine, School 2 took the theme of Unity in Diversity through making diversity clippings, School 3 took the theme of entrepreneurship through batik making and School 4 took the theme of local wisdom through batik making. . The following are the achievements of each Profil Pelajar Pancasila in implementing project-based learning in each school:

Table 4. Achievement of Profil Pelajar Pancasila in Implementation Project-Based Learning

School	Project-Based Learning Theme	Profil Pelajar Pancasila					
		Have faith, fear God Almighty, and have noble character	Global Diversity	Mutual Help	Independent	Critical Reasoning	Creative
1	Entrepreneurship			v	v	v	v
2	Bhineka Tunggal Ika	v	v	v		v	v
3	Entrepreneurship	v		v	v	v	v
4	Local wisdom	v	v	v	v	v	v

Based on the table above, it can be concluded that each theme in project-based learning can accelerate the achievement of the Profil Pelajar Pancasila because in each theme there is an achievement of the Profil Pelajar Pancasila dimensions.

4. CONCLUSION

Project-based learning can accelerate the achievement of the Profil Pelajar Pancasila in the Program Sekolah Penggerak. This is evidenced by the achievement of dimensions in each theme taken in project-based learning. Implementation of project-based learning in accordance with the stages can increase students' understanding of the material contained in the chosen theme and can also develop students' skills and character, especially those included in the dimensions of the Profil Pelajar Pancasila. Through project-based learning, students can learn a theme based on various scientific perspectives so as to create a comprehensive understanding for students. Through the products produced, students can acquire new skills and can also shape students character.

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