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Strengthening P3 Through Learning Models Project Based

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Abstract

Community Service Activities with the aim of strengthening the Pancasila Student Profile through project-based learning, for teacher partners in the PPKn PPKn High School Subject Teacher Consultation (MGMP) Boyolali Regency. Community service is carried out by covering three stages, namely: planning, implementation, and evaluation. The planning stage is carried out in collaboration with the management of the SMA PPKn MGMP in Boyolali Regency, to share perceptions about Community Service activities and technical implementation. The implementation stage is carried out by a Workshop on strengthening the Pancasila Student Profile, and Assistance in developing project-based learning model mastery. Evaluation stage. carried out after the completion of the activity and the overall evaluation of the activity, and the sustainability of the activity by making the MGMP PPKn SMA in Boyolali Regency a fostered partner. Project citizen learning is an alternative solution in shaping the profile of Pancasila students. Through Project Citizen learning, students have the ability to collaborate and think critically, besides that they can become Indonesian citizens and citizens of the world who are responsible and actively contribute.

Keywords: Profile, Student, Pancasila, Project, Model

INTRODUCTION

Education is one of the foundations for the progress of a nation. With good and quality education, the future and progress of the nation will be even better. Apart from providing knowledge and skills, education also aims to improve the nation's culture, becoming a way to transform the values, traditions and culture of society. Therefore, education is expected to be able to contribute to the development of each individual to become a complete human being. The importance of providing education for each individual human being is also stated in Article 3 of Law Number 3 of 2003 concerning the National Education System (Sisdiknas), namely developing the potential of participants to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

These provisions show that the implementation of National Education is not only to make every Indonesian citizen a human being with a richer or broader insight but also a person who has virtuous attitudes in accordance with the values of Pancasila. In order to support and realize the vision and goals of education, the Ministry of Education and Culture of the Republic of Indonesia issued a P3 policy as contained in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

This policy is committed to creating a Pancasila Student Profile (P3), which is intended to strengthen national character, prepare superior future generations, and answer current and future challenges. The P3 strengthening project provides students with the opportunity to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. In strengthening projects, students have the opportunity to explore and understand actual themes or issues related to problems of society, nation and state. The hope is that students can take real action in responding to actual issues according to their learning stages and needs.

Currently, all countries are facing the challenge of change, due to globalization, industrial revolution 4.0, digitalization and the Covid - 19 pandemic which has had a huge impact on all areas of life. These conditions have an impact on the nation's existence and national resilience, which can bring

opportunities and challenges.

Opportunities arise because the influence of progress will bring benefits for the benefit of life together. However, challenges also arise due to various problems that often pose threats, such as the use of information and communication technology (ICT), which tends to be free, open and value-free. This condition causes the influence of lifestyles from outside which tend to be value-free, the emergence of behavior that is contrary to religious, social and legal norms, as well as various problems that pose a threat to the survival of the nation. The occurrence of radicalism, violence, *bullying* and the spread of hoax news often occurs in the digital world due to improper use of ICT. These various problems need to be faced by making preventive efforts and participating in efforts to resolve them or providing solutions and countermeasures. National and state issues are very important because they relate to public issues, which include the interests of society, nation and state. In a democratic country, public problems are the responsibility of all the people, so they require collective awareness and participation to resolve and deal with them.

Current developments require various abilities to face various problems resulting from changes and progress within the framework of democracy. Especially having the competence to become an Indonesian citizen democracy and to become superior and productive human beings in the 21st century. In this case, Indonesian students expected to participate in global development sustainable and resilient in the face of various challenge. The ability to adapt, have an interest in learning new things, and be independent are characteristics that are very necessary in global competition.

Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values. The dimensions of P3 are outlined in the Minister of Education and Culture Regulation (Permendikbud) Number 22 of 2020, including (1) Having faith, being devoted to God Almighty, and having noble character; (2) Global diversity; (3) Working together; (4) Independent; (5) Critical reasoning; and (6) Creative.

One effort to realize P3 can be done by using a project-based learning model (*Project Based Learning* /PjBL). Students need to have the ability to explore various issues that are problems of the nation and state more from outside the subject in the form of projects, because this will provide greater space to recognize, understand and deepen these issues. It is hoped that students can become Indonesian citizens and world citizens who are responsible and actively contribute

Project-based learning is a learning model that uses projects/activities as media. Students carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. Project -based learning is a learning model that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities. In PjBL, students become the center of learning to carry out in-depth investigations of a topic by exploring, assessing, interpreting, synthesizing and providing information to produce various forms of learning outcomes. In this way, it will give birth to a spirit of independence, collaboration and creativity as the embodiment of the Pancasila Student Profile.

The presence of teachers is very important in implementing project-based learning (PjBL). Teachers need to plan learning that is able to provide learning experiences for students so that they have the ability to explore various social issues or public problems and hopefully can contribute to providing solutions to these various problems.

However, teachers often do not implement project-based learning because they face various obstacles. As a result of observations at high schools in Boyolali Regency, data was obtained that during the learning process, Civics Education (PKn) teachers only applied conventional learning. Often it is only *a teacher center*, less interactive, not optimal in implementing various learning variations, learning is limited to delivering material without any actual learning experience. This condition is caused by limited knowledge and skills of teachers in implementing a variety of learning models, especially project-based learning.

Based on observations by the RG Law and Citizenship community service team at MGMP Boyolali Regency between 1 to 10 May 2022, it was obtained that data on the implementation of Civics learning tends to still use conventional methods such as lectures, independent assignments and written tests. This condition was caused by the fact that during the Covid - 19 pandemic, learning activities underwent changes, from face-to-face in class to online and independent assignments. The learning process carried out cannot be optimal, with restrictions, both activities and time. Online learning also experiences obstacles due to not all students, especially in rural and mountainous areas, not having laptops, *smartphones* and adequate internet networks for learning facilities. The online learning activities that are carried out tend to only be lectures from teachers and the provision of material and

assignments that students must complete independently. Learning is more assignment-based and individual, which causes students to be less creative and less able to work together collaboratively. Apart from that, the results of discussions with MGMP PPKn teachers regarding the characteristics of students, it can be seen that currently students in learning lack discipline, tend to act individually, are less able to work together, are less creative, and are low in participating during learning. This condition shows that students have not fully demonstrated attitudes and character that are in accordance with the Pancasila Student Profile.

These various problems must be addressed immediately because they are the cause of not achieving learning objectives. The results of discussions with MGMP PPKn to achieve learning objectives, teachers should be able to develop learning strategies that are student-oriented, by implementing learning models that provide active and collaborative learning experiences for students. Based on the background of these problems, the RG Law and Citizenship community service team plans to carry out training and mentoring activities in order to strengthen P3 through project-based learning.

METHOD

To address the need to strengthen P3 through project-based learning, especially in Citizenship Education Learning, it is carried out in training and mentoring forums. The Law and Citizenship Research Group carries out Community Service activities with the aim of strengthening P3 through project-based learning, for teacher partners in the Boyolali Regency High School PPKn Subject Teacher Conference (MGMP). The following are the methods implemented in community service activities as described in Figure 1. Methods for Community Service Activities.

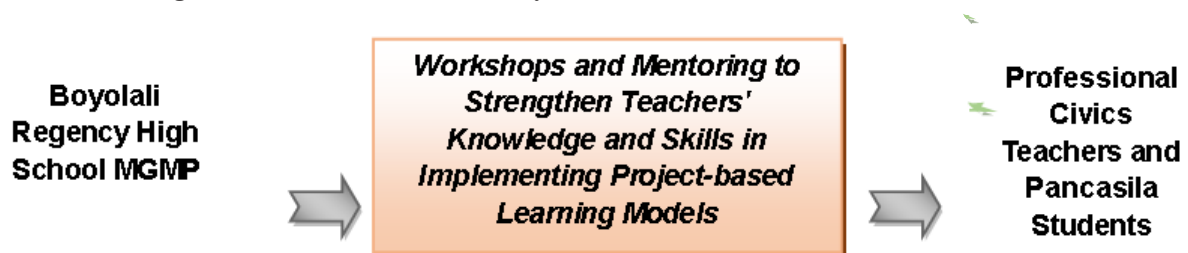


Figure. 1 Method of Community Service Activities

Strengthening P3 through the Project Based Learning Model at MGMP PPKN SMA Boyolali Regency

Below are details of the activity methods that will be carried out in community service activities:

1. Forms of activity

This community service takes the form of: a. *Workshop* on strengthening the Pancasila Student Profile, b. Assistance in developing mastery of project-based learning models in Citizenship Education (PKn) subjects.

2. Activity Steps

This Community Service includes 3 (three) stages, namely: planning, implementation and evaluation.

a. Planning Stage

- 1) The implementing team (lecturers) together with several MGMP PPKn SMA administrators in Boyolali Regency held a meeting to share perceptions about Community Service activities
- 2) The implementation team (lecturers) together with several MGMP PPKn SMA administrators in Boyolali Regency held the next meeting to discuss implementation techniques. Things that will be discussed are determining the place and date for the activity, event arrangement, invitations, consumption and discussion material
- 3) Material Preparation

b. Implementation Stage

At this stage, the following will be implemented:

- 1) *Workshop* on strengthening the Pancasila Student Profile
- 2) Assistance in developing mastery of project-based learning models.

c. Evaluation Stage

Evaluation is carried out after the completion of each form of activity and overall evaluation of this Community Service activity. Sustainability of Community Service activities will be carried out by making MGMP PPKn SMA in Boyolali Regency a target group.

This Community Service was carried out to respond to the reality of limited knowledge and skills possessed by PPKn teachers at Boyolali Regency High School in implementing the project-based learning model, which became an obstacle for teachers in the Citizenship Education learning process. Subject Teachers' Conference (MGMP) PPKn SMA Boyolali Regency is a group of teachers who teach Citizenship Education (PKn) high school subjects in Boyolali Regency. There are approximately 37 (thirty seven) members of the MGMP PPKn SMA Boyolali Regency, both from public and private high schools. MGMP PPKn SMA Boyolali Regency has good relations with the PPKn study program, FKIP, UNS. MGMP PPKn SMA Boyolali Regency has a secretariat located at SMAN 1 Andong, Boyolali. The following is a Figure of the MGMP PPKn secretariat for Boyolali Regency High School.

This is because Citizenship Education (PKn) learning is generally carried out using the lecture method. The teacher is the center of learning activities in the classroom. In addition, the learning process tends to emphasize achieving targets for curriculum material and is more concerned with memorizing concepts, not understanding. Thus, students become passive, which ultimately does not foster students' creativity, independence and collaborative spirit.

This condition shows that SMA PPKn teachers in Boyolali Regency need to strengthen their knowledge and skills in implementing appropriate learning models to be applied in learning activities, especially project-based learning. This strengthening needs to be carried out to increase teacher professionalism and support the process and learning objectives of Civic Education (PKn), which in the end can produce students who have the Pancasila Student Profile.

Therefore, this Community Service will provide a solution by providing *workshops* and mentoring to strengthen the knowledge and skills of PPKn teachers in implementing learning models, especially project-based learning. It is hoped that this activity can help teachers be better prepared and more competent in carrying out learning, so that they become professional teachers in carrying out the Civics Education (PKn) learning process, which in the end can produce students who have the Pancasila Student Profile.

The benefit of this Community Service is that it maintains the continuity of the Tri Dharma functions of Higher Education, namely education, research and community service. This Community Service also seeks to answer strategic issues of human development and national competitiveness, in particular preparing and strengthening the abilities and skills of high school Civics teachers in implementing project-based learning models. The hope is that it will become a means of strengthening the capacity of PPKn teachers to become professional teachers. If teachers are strengthened, then they can carry out the Citizenship Education (PKn) learning process well and become more professional teachers, and students have a Pancasila Student Profile.

RESULTS AND DISCUSSION

This Community Service is carried out in response to the reality, *firstly*, there is still limited knowledge and skills of teachers in implementing project-based learning models in Citizenship Education (PKn) subjects, especially to form P3 and *secondly* there have never been any training activities. and assistance for teachers in implementing the project-based learning model at MGMP PPKn SMA Boyolali Regency.

This shows the problems experienced by SMA PPKn teachers in Boyolali Regency who need to strengthen their knowledge and skills in implementing the project-based learning model. This is an effort to increase professionalism and support the Citizenship Education (PKn) learning process, so that learning objectives can be achieved, and ultimately produce a Pancasila Student Profile.

1. Implementation of Community Service Activities

Community service activities are carried out by conducting P3 strengthening *workshops and assisting in developing mastery of project-based learning models*. The activities are as follows:

a. *Workshop* on strengthening the Pancasila Student Profile

During *the workshop* the resource person gave a glimpse of the Pancasila Student Profile, namely "Indonesian students who are lifelong students who are competent, have character and behave in accordance with Pancasila values." This statement relates to two things, namely the competency to become a democratic Indonesian citizen and to become a superior and productive human being in the 21st Century. In this case, Indonesian students are expected to be able to participate in sustainable

global development and be resilient in facing various challenges.



P3 has six competencies which are formulated as key dimensions in P3 development. The six are interrelated and strengthen so that efforts to realize a complete Pancasila Student Profile require the development of these six dimensions simultaneously, not partially. The six dimensions are: 1) Faith, devotion to God Almighty, and noble character., 2) Global diversity, 3) Working together, 4) Independence, 5) Critical reasoning, 6) Creative.



Figure 2. Dimensions of the Pancasila Student Profile

These dimensions show that P3 does not only focus on cognitive abilities, but also attitudes and behavior in accordance with their identity as Indonesians and global citizens. These six characteristics are realized through the development of Indonesian cultural values and Pancasila, which are the foundation for all national development directions. P3 is character and ability that is built in everyday life and is brought to life in each individual student through the culture of the educational unit,

intracurricular learning, projects to strengthen the Pancasila Student Profile, and extracurriculars.

Regarding the Project for Strengthening the Pancasila Student Profile, so far there have been several misconceptions among the public, namely: 1) The P3 Strengthening Project is often interpreted as learning based on collaborative subject projects (intracurricular learning); 2) There is no need for a change in the role of the teacher to carry out his role according to the subject he is teaching; 3) The project topic has been determined by the teacher/school without involving students; 4) The P3 Strengthening Project should only be carried out by Civics and Guidance teachers; 5) The teacher delivers material, students work on project assignments requested by the teacher; 6) Projects are activities to create crafts.

The P3 project is cross-disciplinary learning to observe and think about solutions to problems in the surrounding environment using a project - based learning approach , which is different from project-based learning in intracurricular programs in the classroom. The P3 Strengthening Project provides opportunities for students to learn in informal situations, flexible learning structures, more interactive learning activities, and also be directly involved with the surrounding environment to strengthen various competencies in P3. So as to provide opportunities for students to experience knowledge as a process of strengthening character as well as an opportunity to learn from the surrounding environment. In this project activity, students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology and democratic life so that students can take real action in responding to these issues in accordance with learning stages and needs. This strengthening project can also inspire students to make contributions and impacts on the surrounding environment.

A project is a whole series of activities oriented towards achieving a specific goal by examining a challenging theme. Projects are designed so that students can carry out investigations, solve problems, and make decisions. Learners work within a scheduled time period to produce products and/or actions. There are 4 (four) key principles in the Pancasila Student Profile Strengthening Project, namely holistic, contextual, student-centered, and exploratory.

b. Assistance in Development of Mastery of Project-based Learning Models.

Assistance activities for developing mastery of the project-based learning model begin with a presentation of the material . The material exposure begins with forming a perception about the nature of learning Citizenship Education (PKn), which is basically learning about Indonesia. Apart from that, learn to become a human being with an Indonesian personality, build a sense of nationality, and love the Indonesian Motherland. Meanwhile, the context of Civics learning is as shown in the following Figure:



Figure 3. Civics Context 1



Figure 4. Civics Context

To implement Civics learning, a learning model is needed which is a set of sequential procedures to realize the learning process Briggs (1978: 23), as in the following Figure:



Figure 5. Learning Model

One model in Project Based Learning (*Project Based Learning=PjBL*) is a learning model that has a learning method that uses projects/activities as media. Students carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. The emergence of the project-based learning model (Project Based Learning) departs from the constructivist view which refers to contextual learning. Learning only occurs when there is active processing of information so that new knowledge must always be connected according to the conditions that occur.



Figure 6. Citizenship Education Learning Model

One of the project-based learning models in Citizenship Education learning as an adaptive model has been introduced by *CCE - Center for Civic Education USA* under the name *Project Citizen*. This learning model has been pioneered on a limited basis by *the Center for Indonesian Civic Education (CICED), the Center for Civic Education (CCE), and Calabasas USA*.

This learning model is known as "*A Portfolio-based civic education project*". The learning approach process that is recommended to be developed is one that is oriented towards critical thinking and problem solving processes, by involving students through "Learning Practices". The citizenship learning project/ *citizen project* is a John Dewey-style learning model with substantive content or ideas for solving problems using a *scientific approach*. As a model, *generic* substances or ideas were chosen, namely various problems whose handling requires public policy. Educating students to be able to analyze various policy alternatives for citizens of a country, trying to provide input on public policy in their environment. The expected result is the quality of citizens who are characterized as authentic learners.

The Project Citizen model has the following substantive and psychopedagogical characteristics:

- 1) Moving in the context of scientific problem solving which functions as a vehicle for interaction between citizens and the state in carrying out their rights and obligations as Indonesian citizens, namely citizens who intelligent, caring, honest, 125p ublic 125which curricularly and pedagogically is the main mission of character, values, morals and citizenship
- 2) Efforts to implement the base learning portfolio model or learning model based on students' complete learning experience and portfolio assessment or assessment assisted by students' learning outcomes, designed in a learning design that synergistically combines the following models:

a) <i>Social problem solving</i>	i) <i>Democratic teaching</i>
b) <i>Social inquiry</i>	j) <i>Power/ill learning</i>
c) <i>Social involvement</i>	k) <i>Integrative</i>
d) <i>Cooperative learning</i>	l) <i>Meaningful</i>
e) <i>Simulated hearing</i>	m) <i>Challenging</i>
f) <i>Deep dialogue and critical thinking</i>	n) <i>14. Activating</i>
g) <i>Value clarification</i>	o) <i>Joy full</i>
h) <i>Value based</i>	
- 3) The pedagogical operational framework that is the basis used is a modification *Scientific* learning steps are as follows:
 - a) Identification of problems
 - b) Problem selection
 - c) Data and information collection

- d) Class portfolio development
 - e) Presentation of a class portfolio or *showcase*
 - f) Reflection on learning experiences
- 4) Product packaging concerns Impression Portfolio and Documentation Portfolio, which packaged using the following systematics:
- a) Portfolio Group 1, which is tasked with explaining the problem
 - b) Portfolio Group 2, which is tasked with reviewing alternative policies for dealing with problems
 - c) is tasked with providing class public policy proposals
 - d) Portfolio Group 4, which is tasked with making work plans or action plans
- 5) *The showcase* activity is designed as a forum with opinions or a *public listening simulation* before the jury.
2. Discussion and Q&A

Community service activities are carried out with partner teachers who are members of the Civics Subject Teachers' Conference (MGMP PKN) as participants who will later apply project citizen learning. To have a more complete understanding of the material presented by the resource person, after the presentation of the material, the activity was continued with a discussion of the material that had been presented through question and answer. This stage ends by watching a video of the application of project *citizen learning* together .



Figure 7. Discussion activities on the implementation of *Project Citizen*



Figure 8. Discussion activities on the implementation of *Project Citizen*

After Community Service activities which aim to strengthen P3 through project-based learning, the activities continue with conducting evaluations. The evaluation stage is carried out after each form of activity is completed and the overall evaluation of the Community Service activities has been completed using interview and observation techniques. Sustainability of Community Service activities will be carried out by making MGMP PKN SMA in Boyolali Regency a Partner of the Law and Citizenship Research Group of the PKN FKIP UNS Study Program.

CONCLUSION

This activity was carried out with the aim of strengthening P3 through project-based learning, for teacher partners in the Boyolali Regency High School PKN Subject Teacher Conference (MGMP). Community service is carried out including 3 stages, namely: planning, implementation and

evaluation. The planning stage was carried out in collaboration with the MGMP PPKn SMA administrators in Boyolali Regency, to equalize perceptions regarding Community Service activities and technical implementation. In the implementation phase, a *workshop* on strengthening the Pancasila Student Profile and assistance in developing mastery of the project-based learning model was carried out. Evaluation stage. carried out after the completion of the activities and overall evaluation of the activities, and the sustainability of the activities by making the MGMP PPKn SMA in Boyolali Regency a Development Partner. Project citizen learning is an alternative solution in forming the profile of Pancasila students. Through Project Citizen learning, students have the ability to collaborate and think critically, apart from that they can become Indonesian citizens and world citizens who are responsible and actively contribute.

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