

APPLICATION OF *THE PROJECT BASED LEARNING* MODEL TO IMPROVE THE CHARACTER OF THE STUDENT PROFILE PANCASILA FOR GRADE III STUDENTS IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to find out the overview of the implementation of the Project Based Learning model in grade III students of SDN Baddoka and to find out the improvement in the character of Pancasila student profiles after the application of the Project Based Learning model in grade III students of SDN Baddoka. The type and design of the research used in this study is Classroom Action Research (PTK). This research was carried out at SDN Baddoka this research, the subject of the research was grade III students of SDN Baddoka. The data analysis technique used is qualitative descriptive data analysis, namely by simplifying data, exposing or presenting data and drawing conclusions. The results of the study show that: 1). The implementation of the Project Based Learning model in grade III students of SDN Baddoka was successfully implemented using five stages of learning, namely opening (determining basic questions, design (preparing project planning), monitoring students and project progress as well as assessing results and evaluating the implementation of the PjBL: 2). With the implementation of the Project Based Learning model in grade III students of SDN Baddoka there was an increase in profile character Pancasila students in the observed dimension, namely the character of working together in the student element have the ability to collaborate with other individuals/groups (collaboration) and the student element is able to complete the tasks given to him and appreciate the efforts that have been made by other members in his group (positive interdependence) obtained the highest percentage, namely 96.30% with the Very High category, while in the student element is able to communicate, The percentage of hearing and listening to other people's messages and ideas (communication) is 85.40% (Very High). Likewise, in the

Creative dimension, the percentage of students' character is also in the Very High category, which is 88.89%

1. INTRODUCTION

Character education is placed as a foundation to realize the vision of national development, namely to create a society with noble character, morals, ethics, cultured and civilized based on the philosophy of Pancasila (Ministry of National Education, 2010). The mission of national development is an independent, advanced, fair and prosperous Indonesia (Bappenas, 2005). This is also an effort to support and realize the nation's ideals as mandated in Pancasila and the Preamble to the 1945 Constitution (Republic of Indonesia, 1945).

Character development must begin to be implemented at the elementary school level, because at that age it is a critical period for the formation of a person's character, the cultivation of the importance of morals will be easier to direct (Lickona, 2013). The achievement of the goal of character formation is very dependent on learning, example, strengthening and habituation (Ministry of National Education, 2010). This spirit then gave rise to a guideline, a consistent guideline, in education in Indonesia. The guidelines are the Pancasila Student Profile (Ministry of Education and Culture, 2022a). This is in accordance with government policies contained in the Decree of the Minister of Education, Culture, Research and Technology Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery (Kemendikbudristek, 2022b).

The Pancasila Student Profile was initiated as a guideline for Indonesian education (Ministry of Education and Culture, 2022a). Not only for education policy at the national level, but it is also expected to be a handle for teachers, in building the character of students in smaller learning spaces. Pancasila students here mean lifelong learners who are competent and have character according to Pancasila values (Ministry of Education and Culture, 2022a). Students who have this profile are students who are fully awakened to the six dimensions that form them (Kemendikbudristek, 2022a). The Pancasila Student Profile is a competency built in the education unit through intracurricular activities and extracurricular activities (Ministry of Education and Culture, 2022a). The profile in question is noble character, independence, critical reasoning, creative, mutual cooperation and global diversity (Ministry of Education and Culture, 2022a). However, the reality is that the Pancasila Student Profile in schools is still not optimal. Meanwhile, the Pancasila Student Profile is very influential in character development (Sufyadi et al., 2021).

This is relevant to the phenomenon that occurred at SDN Baddoka. Based on the results of observations at SDN Baddoka which was carried out on Wednesday, January 18, 2023 by observing the teaching and learning process in the classroom, observing activities outside the classroom and interviewing classroom teachers at SDN Baddoka, information was obtained that the learning process has not taken place optimally, the learning process is still taking place in one direction, students learn using learning resources in the form of textbooks that have been provided so that students seem passive and characterful. Students who are expected to reason, for example to reason critically, creatively or work together, especially in grade III, have not yet appeared. So it can be said that the more appropriate the teacher chooses the learning model, it is hoped that the more effective the learning will be, making students more active and easy to understand the subject matter taught (Trianto, 2014).

One of the efforts to instill character education can be carried out by implementing the Project Based Learning (PjBL) model in classroom learning (Fathurrohman, 2016). The Project Based Learning

(PjBL) learning model is one of the learning models that can be chosen to develop the principle of play while learning and make students the center of learning (Isriani & Puspitasari, 2015). The role of the project created will provide opportunities for students to cultivate character values in themselves, including having a creative spirit, responsibility and independence (Isriani & Puspitasari, 2015).

This PjBL (Project Based Learning) learning model does not only focus on the final result, but also emphasizes the process of how students can solve problems and finally produce a product (Fathurrohman, 2016). The implications of this PjBL model will encourage and provide opportunities for students to learn in informal situations, flexible learning structures, more interactive learning activities, and also engage directly with the surrounding environment to strengthen their various competencies and participate in global development (Kemendikbudristek, 2022a). Isriani & Puspitasari (2015) explained that Project Based Learning (PjBL) is a learning model that provides opportunities for teachers to manage learning in the classroom by involving project work. This opinion states that Project Based Learning is a student-centered learning model that designates teachers as facilitators. Through project work learning, students' creativity and motivation will increase (Isriani & Puspitasari, 2015). Furthermore, Fathurrohman (2016) stated that this learning model also uses projects or activities as a means of learning to achieve attitude competencies, knowledge and skills (Fathurrohman, 2016). This research is very important in fostering student character, because in essence project-based learning and student character growth are two things that are mutually sustainable. Based on this, the researcher took the title, namely the Implementation of the Project Based Learning Model in Improving the Character of Pancasila Student Profiles in Grade III Students of SDN Baddoka. Which, if it can be applied as well as possible, is expected to be able to realize learning that produces students with Pancasila student profile characteristics.

2. METHODS

The type and design of research used in this study is Classroom Action Research (PTK), where the main characteristic of PTK is that its activities are triggered by practical problems experienced by teachers in classroom learning and the existence of repetitive actions or actions (cycles) (Arikunto, Suhardjono, & Supardi, 2021; Kemmis & McTaggart, 1988). The design of this research is carried out in 2 cycles where the first cycle and the next cycle are a series of interrelated cycles. The next cycle is an improvement from the first cycle. Each cycle consists of 4 stages, namely planning, implementation, observation, and reflection. Each cycle is carried out according to the changes to be achieved (Kemmis & McTaggart, 1988; Arikunto et al., 2021).

This research was carried out at SDN Baddoka, Makassar City, South Sulawesi Province. In this study, the subject of the research was a third grade student of SDN Baddoka. The research was carried out from March 29 to April 19, 2023 in the even semester of the 2022/2023 academic year. The data analysis technique used in this study is qualitative descriptive data analysis, namely by simplifying data, exposing or presenting data, and drawing conclusions (Miles, Huberman, & Saldaña, 2014; Scott, 2022).

3. RESULTS AND DISCUSSION

RESULTS

The results of the study showed that Improving the Character of Pancasila Student Profiles with the Dimension of Working Together and the Creative Dimension with the Application of the Project Based Learning Model in Grade III Students of SDN Baddoka in

At this planning stage, the researcher explores information from students about the learning they have gone through and also provides triggering questions related to the project assignment they will do, for example, how to know the creation of Allah SWT?, What is our attitude as students to be able to see the form of the creature created by Allah? Based on the spark question, the researcher determined the

focal point of the learning implementation plan, namely choosing a learning topic to make simple crafts, namely a collage of images of living creatures in the form of animal drawings in the subject of Islamic Religious Education (PAI). Furthermore, the researcher makes assessment and observation instruments to help the researcher record the facts that occurred during the action. As well as preparing printouts of several pictures of animals, colourful manila cardboard, scissors, bars and paper glue as media for the project task. b. Implementation Stage

At this stage, the researcher identifies the student's state in the form of interest and readiness to carry out project tasks. The researchers then divided the students into six groups according to the number of grade III students. So there is a group consisting of 5 students. Then the researcher presented a topic in the form of living creatures created by Allah SWT that students must know to grow gratitude to Allah, the researcher showed pictures of animals that will be made collages. Furthermore, the researcher gave each group the flexibility to choose an image of the animal that the group liked. Each group takes the materials necessary in making the collage. At the stage of implementing the project, students are instructed to interact, cooperate and help each other between members of their group to work on the project tasks they have chosen. Students are also directed by researchers to be more creative in completing their collages.

Observation/Observation Stage, At this stage, the researcher begins to make observations using the assessment instrument sheet that has been prepared. The assessment instrument sheet prepared is in the form of an observation sheet containing instruments about the character of the Pancasila student profile to be observed, namely the character of working together and being creative. From the observations made in the first cycle for the dimension of working together, in the element of students being able to work together individually/in groups, it was seen that there were only 18 students, while 9 other people were just silent and did nothing even though they had been directed by the researcher, in the element of students were able to communicate, hear and accept other people's ideas there were only 16 students and 11 other students showed an attitude of not wanting to accept their friends' ideas, for example, their friends wanted to color that is different from him, the advice from his friend is ignored and only sticks to his will, while in the element where students are able to complete the project assignment given, it turns out that until the specified time only 15 students from different groups are able to complete their assignments, the rest only do it carelessly. For observation on the creative dimension of the student element, they were able to produce original ideas, works and actions from the results of the observations, there were 15 students who showed their creativity in the collages they made, for example, they gave decorations on the edges without being given instructions and looked beautiful, while the other 12 people from different groups only paid attention to their friends without any ideas or hand movements that helped their friends to be creative in completing his duties. The important impression is to stick without paying attention to the beauty of the collage they make. The completed project assignments were asked to be presented in front of other groups, even here it seems that there are still many students pushing each other to perform in front of the class, their confidence is still lacking. So there were only 4 out of 6 groups performing.

Reflection, At this stage, the teacher, in this case, the researcher and students reflect on the tasks they have done. At this stage of reflection, there are students who express their pleasure in learning with an assignment like this. According to them, learning with a model like this fosters a feeling of happiness and joy even though some are disappointed because the work of their group is not like other groups that are more creative. While the teacher, in this case, reflects on several things related to things that happen in the classroom, namely first, students are not used to working with their group members, students need to be encouraged to start learning to build good communication and cooperation relationships among group members; Second, teachers need to re-emphasize to students to listen to each other's ideas as well as to do balanced tasks in the group, because seeing that there are four of the six groups that were studied do not divide the assignments, it means that there are only one to two students involved in working on the collage project, for example when given a project assignment, there are still some students who just sit still and do not carry out their project tasks, Even though they are one group, there are still students

who do not work to help their group members. This may be due to the pattern of learning habits they face in the past learning process. Likewise, when asked to present the results of their projects, students did not dare to appear in front of other groups and seemed shy and encouraged each other; Third, teachers need to encourage students to dare to be creative in their projects. Because from the observations made by the researcher, there are four groups that only stick together without paying attention to the beauty of the collage.

The project learning model applied in the learning process with the aim of improving the character of Pancasila student profiles with the dimension of working together and being creative in grade III students of SDN Baddoka in the first cycle seems to have not been successful. After seeing the results of the implementation of this first cycle, the researcher will further increase efforts so that the students have an attitude of responsibility and full awareness in carrying out the learning process, the researcher will pay attention to students who have not been maximally involved in learning, with the hope that there will be an improvement and improvement in the character of the Pancasila student profile in these students.

The explanation above shows that there are still many shortcomings in the first cycle, so the results of reflection in the first cycle will be used as a basis for the implementation of the second cycle so that it can run as expected

Based on the results of observations in this second cycle, students and teachers, in this case the researcher reflected, namely students from 6 groups were satisfied with their work even though there were still 1-3 students who still needed direction and guidance related to project learning. According to the researcher in the action in the second cycle, the character of the students began to change in the expected direction, namely the character of the Pancasila student profile with project learning, as evidenced by the observation of student behavior at the time the project assignment took place, the dimension of working together was visible, students were able to cooperate, communicate and give appreciation to their team members. Likewise, in the creative dimension, the results of the collages of students from each group have varied, meaning that students themselves give ornaments on the edges of the image of Asmaul Husna, as well as the color gradation of the cardboard that is pasted is very beautiful. Even so, there is still a need for assistance from teachers to get a more perfect project result. Based on the improvement of the character of the Pancasila student profile in the dimension of mutual cooperation and the creative dimension that has been described above, it can be concluded that the implementation of actions in cycle II was successful and has met the specified success indicators, so that there is no longer a need to carry out the next cycle.

DISCUSSION

The results of the study show that the implementation of Project Based Learning (PjBL) is able to improve the character of the Pancasila Student Profile, especially in the dimension of working together and being creative in the third grade students of SDN Baddoka. The increase was seen gradually from cycle I to cycle II, which shows that the project-based learning process provides opportunities for students to develop social competence and creativity through meaningful learning experiences.

In the planning stage, the researcher begins the learning by providing a sparking question about living beings as the creation of Allah SWT. This strategy aims to build students' initial knowledge while also connecting the material to their real experiences. Spark questions also serve to arouse curiosity, motivate students, and direct them to the project activities to be carried out. This approach is in line with the characteristics of Project Based Learning which places the driving *question* as the starting point of learning so that students are encouraged to explore independently and collaboratively (Thomas, 2000; Bell, 2010).

At the implementation stage, students were divided into six groups to complete the project of making collages of animal images as representations of living creatures created by Allah SWT. During the process, students are given the freedom to choose images, determine the division of tasks, and

complete projects according to the creativity of each group. This condition shows that learning is no longer *teacher-centered*, but has changed to student-centered learning. Teachers act as facilitators who guide the learning process, while students actively build their knowledge through hands-on experience. This finding is in line with the opinion of Isriani and Puspitasari (2015) who stated that Project Based Learning is a learning model that provides opportunities for students to manage learning experiences through project work so that students' creativity, motivation, and responsibility can develop.

The results of observations in the first cycle show that the dimension of working together has not developed optimally. There are still students who are not able to work together, do not respect the opinions of their peers, and have not shown responsibility for completing group assignments. In addition, in the creative dimension, some students only follow their friends' work without providing new ideas or ideas on the results of the project. This condition shows that students are still adapting to learning models that require collaboration and independence. This can be understood because previously students were more accustomed to participating in conventional learning dominated by teachers so that opportunities to collaborate and express creativity were still limited. According to Vygotsky (1978), the ability to cooperate and build knowledge develops through social interaction that takes place continuously in the learning environment.

The results of reflection in cycle I became the basis for making various improvements in cycle II. Teachers provide clearer direction regarding the division of tasks for each group member, guide students to respect each other's opinions, motivate passive students, and strengthen students' courage in presenting project results. In addition, teachers provide examples of how to produce more interesting works without limiting students' creativity. The improvement is in accordance with the nature of Classroom Action Research which places reflection as the basis for refinement of actions in the next cycle (Kemmis & McTaggart, 1988; Arikunto, Suhardjono, & Supardi, 2021).

In cycle II, there was a significant increase in the two dimensions of the Pancasila Student Profile observed. Students begin to be able to work together effectively, help each other in completing group assignments, actively discuss, and be able to accept and respect the opinions of friends. In addition, students' creativity also experienced an increase which was shown through the variety of collage designs, the use of more attractive color combinations, and the addition of ornaments independently without the teacher's instructions. The improvement shows that project-based learning experiences are able to provide space for students to develop creative thinking skills while building their social skills.

The findings of this study strengthen the policy of the Ministry of Education, Culture, Research, and Technology that the development of the Pancasila Student Profile needs to be realized through learning that provides real experiences to students, both through intracurricular activities and project-based learning (Ministry of Education and Culture, 2022). Through project learning, students not only gain knowledge, but also build character according to the six dimensions of the Pancasila Student Profile, especially working together and being creative.

The improvement of the character of working together in this study also supports the constructivist learning theory which emphasizes the importance of social interaction in building knowledge. When students work together to complete a project, they learn to communicate, negotiate, respect differences, and solve problems together. This condition is in line with the opinion of Slavin (2015) that cooperative learning can improve students' social skills, responsibility, and learning outcomes through positive interaction between group members.

Meanwhile, the increase in the creative dimension shows that Project Based Learning provides opportunities for students to produce original works according to their respective ideas. Freedom in choosing the design, color, and shape of collages encourages students to develop divergent thinking skills to produce more varied products. This is in accordance with the opinion of Fathurrohman (2016)

that Project Based Learning is not only oriented towards the end result, but also provides a learning experience that is able to develop creativity, critical thinking skills, problem-solving skills, and 21st century skills.

The results of this study are also in line with the research of Bell (2010) which concluded that Project Based Learning is able to increase student involvement, creativity, high-level thinking skills, communication, and collaboration because students learn through solving real problems that produce a product. Thus, project-based learning not only improves cognitive aspects, but is also effective in shaping the character of students according to the demands of the Independent Curriculum.

Overall, the improvement that occurred in cycle II shows that the implementation of Project Based Learning succeeded in improving the character of the Pancasila Student Profile in the dimension of working together and creatively in grade III students of SDN Baddoka. This success is shown by the increase in students' ability to work together, communicate, respect the opinions of friends, complete tasks responsibly, and produce more creative work compared to the previous cycle. With the achievement of the success indicators that have been set, the research action is declared successful so that there is no need to implement a follow-up cycle.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion that has been carried out by the researcher, it can be concluded that: 1). The implementation of the Project Based Learning model in grade III students of SDN Baddoka was successfully implemented using five learning stages, namely opening (determining basic questions, design (compiling project planning), monitoring students and project progress as well as assessing results and evaluating the implementation of the PjBL: 2). With the implementation of the Project Based model Learning in grade III students of SDN Baddoka there was an increase in the character of Pancasila student profiles in the observed dimension, namely the character of working together in the student element has the ability to cooperate with other individuals/groups (collaboration) and the student element is able to complete the tasks given to him and appreciate the efforts that have been made by other members of his group (Positive interdependence) obtained the highest percentage, namely 96.30% with the Very Very category High, while in the element of students able to communicate, hear and listen to other people's messages and ideas (Communication) the percentage is 85.40% (Very High). Likewise in the Creative dimension, the student character percentage is also in the Very High category, which is 88.89%.

Based on the results of the research and conclusions above, the researcher gave several suggestions, namely: (1) That in implementing the PjBL model, it can also be juxtaposed with other character elements of Pancasila student profiles such as the dimension of global diversity, independence and fear of God Almighty and noble character. Similar follow-up research can be carried out with teachers and education experts so that the research results obtained are maximized. (2) In implementing the PjBL model, teachers need to be sensitive to the materials and equipment used by students in the project to avoid small distractions that may arise during the learning process that can ultimately interfere with the concentration of other students. (3) Teachers need to carry out their role as facilitators to encourage each student to be more courageous to express their ideas or opinions in their group and dare to try new things in the learning activities that take place

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