

Project Management for Strengthening the Pancasila Student Profile

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Abstract

This research design aims to find out how the project management of strengthening the student profile of Pancasila as an implementation of the “*kurikulum merdeka*” at SDIT Uswatun Hasanah Padang Jaya. This research uses a qualitative approach with a case study. This research includes descriptive analysis, case study. The subjects in this study were 5 people, namely: 1) Principal, 2) Vice principal for curriculum affairs, 3) Classroom teacher, 4) Mupel teacher and 5) Students of SDIT Uswatun Hasanah Padang Jaya. Various techniques were used to collect data and information. They are: (1) interviews, (2) observations, and (3) documentation studies. In accordance with the method, the research instruments used are as follows: 1) interview method, the instrument is an interview guideline; 2) observation, the instrument is a check list; 3) documentation, the instrument is a documentation guideline. Based on the research that has been conducted, it shows that the management of the art performance project at SDIT Uswatun Hasanah can foster the character of the Pancasila learner profile and the creativity of students in performing their art as an implementation of the “*kurikulum merdeka*”.

Keywords: *project management, kurikulum merdeka*

Introduction

Changes to the curriculum framework require adaptation by all elements of the education system. The process requires careful management so as to produce the desired impact, namely improving the quality of learning and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum options as one of the change management efforts.

National curriculum changes will only occur in 2024. At that time, the Merdeka Curriculum has gone through a 3-year improvement literacy in various schools/madrasas and regions. In 2024, there will be quite a number of schools/madrasas in each region that have studied the Merdeka Curriculum and can later become learning partners for other schools/madrasas.

Merdeka Curriculum is a curriculum with diverse learning. The Merdeka Curriculum focuses on essential content so that learners have enough time to explore concepts and strengthen competencies. From the Pancasila Learner Profile Strengthening Project Development Guidebook, Kemendikbudristek states that the Pancasila learner profile is "Indonesian students are lifelong learners who are competent, have character, and behave according to the values of Pancasila." (Kemendikbudristek, 2022).

The project to strengthen the Pancasila learner profile is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila learner profile compiled based on the Graduate Competency Standards. The implementation of the Pancasila learner profile strengthening project is carried out flexibly, in terms of content, activities, and implementation time. The Pancasila learner profile strengthening project is designed separately from intracurricular. Project learning objectives, content, and activities do not have to be associated with intracurricular objectives and subject matter. Education units can involve the community and/or the world of work to design and organize projects to strengthen the profile of Pancasila students.

The head of the education unit forms a profile project team and participates in planning the profile project, assists the profile project and manages the resources of the education unit in a transparent and accountable manner, builds communication for collaboration between parents of learners, education unit residents, and profile project enrichment sources: community, community, university, practitioners, etc., develops a

community of practitioners in the education unit for continuous improvement of educator competence, conducts regular coaching for educators, plans, implements, reflects on, and evaluates the development of learner-centered profile project activities and assessments.

The role of an educational leader in the book *Leadership and Behavior of Educational Organizations* (Danim, 2021). An educational leader is a manager and in addition he is a person who entertains and invites the support and cooperation of subordinates. "Management" or also called "Management" comes from the word "to manage" which means to manage. Objects that are managed include human resources (teachers, principals, students, school staff, school committees, and so on) and non-human resources (places, buildings, courtyards, gardens, learning facilities, funds and so on). (Sasongko. R.N 2022). Conceptually, education management includes planning, implementation, control, and supervision regarding (human resources, learning resources, curriculum, funds, and facilities) to achieve educational goals effectively and efficiently (Engkoswara 1987; ISPI 1995; Manap 1999, 2008).

From the various definitions above, it shows the importance of the relationship between management and the project of strengthening the profile of Pancasila students in order to achieve the objectives of the project well, careful planning is needed from the education unit. SDIT Uswatun Hasanah Padang Jaya plans "Art Performance" as a project to strengthen the profile of Pancasila students. Art performances are held as a means of developing students' talents, interests and creativity.

Research Method

This research used a qualitative approach with case studies. According to Nasution (2018), case study research is research aimed at understanding situations and conditions in depth about certain situations. This research design aims to find out how the project management of strengthening the Pancasila student profile as an implementation of the "kurikulum merdeka" at SDIT Uswatun Hasanah Padang Jaya. This research includes a descriptive analysis and a case study.

Case studies are included in descriptive analysis research, i.e., research conducted focused on a particular case to be observed and analyzed carefully until completion. The cases in question can be single or plural, for example, in the form of individuals or groups.

Here it is necessary to analyze sharply the various factors related to the case so that an accurate conclusion can be obtained (Sutedi, 2009). Case study data can be obtained from all parties concerned; in other words, the data in this study were collected from various sources (Nawawi, 2003). As a case study, the data collected comes from various sources, and the results of this research only apply to the case under investigation.

In relation to qualitative descriptive research, Arikunto (2002) suggests that the research in question is naturalistic qualitative, namely that the implementation of research occurs naturally, as it is, in normal situations that are not manipulated by circumstances and emphasize natural descriptions, natural circumstances, or natural data collection. By its nature, direct involvement in the field is required. The implementation of this research took place during a certain time, namely approximately three months from February to April 2022, at SDIT Uswatun Hasanah Padang Jaya. The subjects in this study were 5 people, namely: 1) Principal, 2) Vice principal for curriculum affairs, 3) Class teacher, 4) Mupel teacher and 5) SDIT Uswatun Hasanah Padang Jaya students. To collect data and information, various techniques were used. Among them are: (1) interviews, (2) observations, and (3) documentation studies. The reason for using this technique is to obtain in-depth and accurate data and information. In accordance with the method, the research instruments used are as follows: 1) interview method, the instrument is an interview guide; 2) observation, the instrument is a check list; 3) documentation, the instrument is a documentation guide or it can also be a check list (Arikunto, 2002).

Data analysis according to Moleong (2011) is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others. Miles & Huberman (2014) state that data analysis techniques in qualitative research include

1. Data Collection

Processing and preparing data for analysis. This step involves transcribing interviews, scanning materials, typing field data or sorting and organizing the data into different types depending on the source of information. Collecting data in detail and through sources that can be trusted for validity or reliability.

2. Data Reduction

Data reduction is a form of analysis that classifies, directs, discards unnecessary and organizes data that has been reduced to provide a sharper picture of the observations into themes.

3. Data Presentation (Data Display)

Data presentation is an analysis in the form of matrices, networks, carts, or graphics. In qualitative research, data presentation is carried out in the form of brief descriptions, tables, charts and relationships between categories. Through the presentation of the data, the data is organized, and arranged so that it will be easier to understand.

4. Data verification (Verification)

Data verification is important and should not be missed. Basically, verification is intended to ensure the correctness of the data entered, so that the process can be continued with reference to valid data.

5. Conclusion Drawing

The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next collection stage. Conclusions in qualitative research can answer the formulation of the problem formulated from the start.

Triangulation in research is a technique to check the validity of data. Where in its understanding triangulation is a data validity checking technique that utilizes something else in comparing the results of interviews with research objects (Moloeng, 2013). Triangulation can be done using different techniques (Nasution, 2003), namely interviews, observations and documents. Triangulation is not only used to check the truth of the data but also to enrich the data. In addition, triangulation can also be useful for investigating the validity of the researcher's interpretation of the data, therefore triangulation is reflective.

In this study, researchers used inspection techniques by utilizing sources. Triangulation with sources according to Moleong (2016) means comparing and cross-checking the degree of trust in information obtained through different times and tools in qualitative research. As for achieving that trust, the following steps are taken: (1) Comparing observation data with interview data; (2) Comparing what people say in public with what they say in private; (3) Comparing what people say about the research situation with what they say

over time; (4) Comparing the circumstances and perspectives of a person with various opinions and views of people from various classes; (5) Comparing the results of interviews with the contents of a related document; (5) Comparing the results of interviews with the contents of a related document; (5) Comparing the results of interviews with the contents of a related document.

Result and Discussion

Result

After the researchers conducted research at SDIT Uswatun Hasanah Padang Jaya with the methods of observation, documentation, interviews, the research findings can be described that there is an influence between the management of the art performance project on the growth of the character profile of Pancasila students and the increasing creativity of students in producing an art product that is in demand as an implementation of the “kurikulum merdeka”. The exposure of the research results is as follows:

Project Planning for Strengthening the Pancasila Learner Profile as an Implementation of the Merdeka Curriculum at SDIT Uswatun Hasanah Padang Jaya

Based on the results of the study, it is known that the planning of the project to strengthen the profile of Pancasila students as an implementation of the “kurikulum merdeka” at SDIT Uswatun Hasanah Padang Jaya is carried out with the following steps:

1. Form a team of project facilitators to strengthen the profile of Pancasila students.
2. The initial identification of SDIT Uswatun Hasanah's readiness to carry out the project of strengthening the profile of Pancasila students is based on the school's experience in carrying out end-of-semester activities for art performances. Determine the dimension and theme of the project.
3. The facilitator team and the head of the education unit determine the dimensions of the Pancasila learner profile that will be the focus for development in the current school year.
4. Designing the time allocation of the Pancasila learner profile strengthening project
5. Developing the Pancasila Learner Profile Strengthening Project Module

Implementation of the Pancasila Learner Profile Strengthening Project as an Implementation of the “*Kurikulum Merdeka*” at SDIT Uswatun Hasanah Padang Jaya

The results of observations and interviews regarding the implementation of the project to strengthen the profile of Pancasila students as an implementation of the “*kurikulum merdeka*” at SDIT Uswatun Hasanah are described that the implementation of the project went smoothly, the facilitator team paid attention to several things starting from the initial project activities, optimizing implementation, closing the project series and involving profile project partners.

As explained by the planning stage, the project flow used by SDIT Uswatun Hasanah currently refers to the flow (FIDS or Find-Imagine-Do-Share initiated by Kiran Bir Sethi in the I Can! program). Which consists of the find stage, imagine stage, do stage, and finally the share stage.

Evaluation results of the project to strengthen the profile of Pancasila students as an implementation of the “*Kurikulum Merdeka*” through performing arts activities at SDIT Uswatun Hasanah Padang Jaya.

The results of evaluating the project to strengthen the profile of Pancasila students as an implementation of the “*kurikulum merdeka*” at SDIT Uswatun Hasanah Padang Jaya through observations, interviews and document studies are processing and compiling profile project results reporting.

Collecting and processing the results of the assessment there are two activities carried out, namely documentation of profile project activities, which can take the form of educator journals and portfolios. A journal is a documentation of a collection of thoughts, understandings, and explanations of ideas or concepts in writing and is usually set out in a book. Meanwhile, a portfolio is a collection of documents on the results of assessments, awards, and the work of students in certain fields that reflect development (reflective-critical) within a certain period of time. At the end of the period, the portfolio becomes a reference for discussion by the educator together with the learner and then submitted to the educator in the next class and reported to parents as authentic evidence of learner development.

Obstacles and solutions in the implementation of the project to strengthen the profile of Pancasila students as the implementation of “*Kurikulum Merdeka*” through performing arts activities at SDIT Uswatun Hasanah Padang Jaya.

The obstacles in the implementation of the project to strengthen the profile of Pancasila students as an implementation of the “*kurikulum merdeka*” through art performance activities at SDIT Uswatun Hasanah Padang Jaya are that when the profile project is running, it turns out that there are still differences in educators' understanding of several components of the profile project, resulting in confusion in implementation. Furthermore, sometimes educators cannot fulfill the agreed time allocation due to external / unexpected factors (illness, official events, mutations, etc.).

Changes in the context in the education unit and its surroundings, so that the profile project module design is no longer in accordance with the context or not according to the learning needs of students, is also an obstacle that is quite inhibiting. Solutions to face obstacles in the project of strengthening the profile of Pancasila students as the implementation of the curriculum at SDIT Uswatun Hasanah Padang Jaya include the following:

In terms of educators' understanding of the components of the profile project, sometimes there are still differences, because this new curriculum has no assistance from the National Education Office, educators are required to learn independently through the IKM platform, so it is very natural that there are differences in perception. The action taken is to equalize the team's perception of the profile project component by learning together to explore the profile project on the IKM platform in the school cluster and inviting a competent supervisor or teacher to assist.

Then on the time allocation that is still constrained by the fulfillment of educators, it is necessary to adapt the role of all members of the profile project facilitator team to replace unfulfilled time or with backup activities.

Finally, regarding changes in the context in the education unit, it is necessary to adapt the profile project module based on the profile project objectives, namely strengthening the profile of Pancasila students. Involvement of various parties in the discussion of profile project adaptation (including students, parents, resource persons, partners, etc.).

Discussion

Project Planning for Strengthening the Pancasila Learner Profile as an Implementation of the “*Kurikulum Merdeka*” at SDIT Uswatun Hasanah Padang Jaya

Planning is a managerial process in determining what to do and how to do it. In planning, the goals to be achieved are outlined and developed in the form of a work program to achieve these goals. As an important element of determining success, SDIT Uswatun Hasanah plans the project of strengthening the profile of Pancasila students through art performance activities with the theme of Unity in Diversity in the dimension of Global Diversity by the project facilitator team as well as possible.

The project of strengthening the profile of Pancasila students at SDIT Uswatun Hasanah Padang Jaya through art performance activities aims to shape the character of students who recognize and appreciate culture, foster respect for cultural diversity, and explore culture and cultural identity. Profile project activities start from planning, implementation, and supervision, to achieve educational goals so that profile projects can be carried out effectively and efficiently as stated by Somantri (2008) conceptually, education management includes planning, implementation, control, and supervision regarding (human resources, learning resources, curriculum, funds, and facilities) to achieve educational goals effectively and efficiently. On another occasion, Bush and Bell (2002) and Sasongko (2022) argued that education management is a process of organizing in the field of education to achieve goals in accordance with predetermined standards. Given the many elements involved in this profile project and the goals that must be achieved according to the standards set in the curriculum, project planning is an element that must receive important attention from all stakeholders.

Implementation of the Pancasila Learner Profile Strengthening Project as an Implementation of the “*Kurikulum Merdeka*” at SDIT Uswatun Hasanah Padang Jaya

Based on the results of research at SDIT Uswatun Hasanah Padang Jaya, the implementation of the project to strengthen the profile of Pancasila students through art performance activities as an implementation of the “*kurikulum merdeka*” with the theme of Unity in Diversity, the choice of global and Creative dimensions that aim to shape the

character of students who know and appreciate culture, foster respect for cultural diversity, and explore their own culture and cultural identity. As stated by Nadiem Makarim that Pancasila Students are the characteristics of superior students for the future of the Indonesian nation, the Pancasila Student Profile has 6 character traits where these 6 characteristics can be a reference for how Indonesian students will be in the future, namely Beriman Bertaqwa kepada Tuhan YME dan Berhlak Mulia, Berkebhinekaan Global, Bergotong-royong, Mandiri, Bernalarar kritis, Kreatif. The profile project was carried out with steps referring to the flow (FIDS or Find-Imagine-Do-Share initiated by Kiran Bir Sethi in the I Can! program). Which consists of the find stage, imagine stage, do stage, and finally the share stage.

From the theme taken, Bhineka tunggal Ika, the problem that can be formulated is tolerance between cultures. According to Ir. Soekarno, Internationalism is not a denial of Nationalism. True internationalism is a nation that maintains and respects the rights of all nations both in a small scope and a broad scope. Siswoyo (2013) stated that true internationalism is a nation that is not childish, meaning a nation that is mature and responsible. According to Bung Hatta, "free" is a politics that chooses its own way to deal with international issues and is not in both blocks. While "active" is a strategy to work harder to maintain peace and ease the tension between the two blocks. This implements the character of students to be able to freely choose learning according to their interests and be serious. Therefore Hasudungan & Abidin, (2020) conveyed that the character of Global Diversity must be owned by students in the future.

Helping learners engage optimally throughout the profile project activities. The first strategy used is bonding with learners, providing gradual challenges, nurturing curiosity, and periodic reflection. The second strategy provides space and opportunities to develop by conducting reflective dialog, giving voice and making choices. As stated by Lestari (2010) Before teaching, teachers prepare teaching materials and study the condition of students to make it easier for teachers to convey knowledge.

Evaluation results of the project to strengthen the profile of Pancasila students as an implementation of the “*Kurikulum Merdeka*” through performing arts activities at SDIT Uswatun Hasanah Padang Jaya

The results showed that the evaluation of the project to strengthen the profile of Pancasila students through art performance activities was in accordance with the provisions of the independent curriculum. Data obtained from interviews, observations and data studies. It is stated by Laksana et al (2017) that assessment is a structured activity of an educator that is carried out comprehensively and integrated with the learning process with the aim of determining the level of learning achievement of students and as feedback for improving the learning process carried out using relevant instruments.

It is stated by Kemdikbud (2014) that the steps to process and compile evaluation results start from collecting and processing the results of the assessment, there are two activities carried out, namely:

First, documentation of profile project activities in the form of educator journals and portfolios. At the end of the period, the portfolio becomes a reference for discussion by educators together with students and then submitted to educators in the next class and reported to parents as authentic evidence of the development of students.

Second, processing the assessment results after collecting documentation of learners' learning along the process to the end of learning, the facilitator team can process the assessment results to determine the overall achievement of learners.

From the project plan implemented and after obtaining data from interviews, observations, and data studies, it can be concluded that from the art performance activities with the theme of Unity in Diversity, the element of recognizing and appreciating culture and the sub-element of fostering respect for cultural diversity in phase A, in general, students are able to recognize, identify and describe the daily practices of themselves and their culture, while in phase B, the sub-element of culture and cultural identity, most students are able to identify and describe ideas about themselves and several groups in the surrounding environment.

The final step in evaluating this profile project is the preparation of the Pancasila Learner Profile Strengthening Project Report Card. The report card is informative in conveying the development of learners, but does not trouble educators in the process. The report card consists of the results of the assessment of the performance of students in the profile project. Although there are several integrated disciplines in the profile project, the

profile project section focuses on the integration of learning and the development of character and competence according to the Pancasila learner profile.

The description of the report card of the art performance raised is the theme of global diversity and creativity, generally learners have been in the developing phase as expected in the sub-element of exploring and comparing cultural knowledge, beliefs, and practices. On the creative theme, learners are generally able to produce original ideas.

Obstacles and solutions in the implementation of the project to strengthen the profile of Pancasila students as the implementation of “*Kurikulum Merdeka*” through performing arts activities at SDIT Uswatun Hasanah Padang Jaya

The obstacles in the implementation of the project to strengthen the profile of Pancasila students as the implementation of the “*kurikulum merdeka*” through art performance activities at SDIT Uswatun Hasanah Padang Jaya are that there are still differences in educators' understanding of several components of the profile project, resulting in confusion in its implementation, non-fulfillment of the agreed time allocation due to external / unexpected factors (illness, official events, mutations, etc.) so that the project has not been optimally displayed in the celebration, changes in the project plan by the head of the class so that the profile project module design is no longer in context or not according to the learning needs of students this is also an obstacle that is quite inhibiting.

Solutions to face obstacles in the project of strengthening the profile of Pancasila students as curriculum implementation at SDIT Uswatun Hasanah Padang Jaya include the following:

In terms of planning, the principal needs to form a team of competent project facilitators to maximize the management and time of the profile project so that the objectives are achieved optimally. Forming the character of Pancasila students is the target of the implementation of the profile project, so it needs the seriousness of the facilitator team and homeroom teachers as assistants to be able to foster this character through the activeness and involvement of students in the project.

Involving various parties in the discussion of profile project adaptation (including students, parents, resource persons, partners, and so on) so that project implementation is optimal. Planning a workshop to discuss the profile project on the SMI platform in the school

cluster and inviting supervisors, competent mobilizing teachers to assist so that educators better understand the project of strengthening the profile of Pancasila students.

Conclusion

The general conclusion of the research shows that the management of the art performance project at SDIT Uswatun Hasanah can foster the character of the Pancasila learner profile and the creativity of students in performing the art that they are interested in as an implementation of the “kurikulum merdeka”. Specifically, it can be concluded as follows: (1) The planning of the project to strengthen the Pancasila learner profile as an implementation of the “kurikulum merdeka” at SDIT Uswatun Hasanah Padang Jaya is guided by the education unit curriculum which refers to the “kurikulum merdeka”. The first planning steps form a team of facilitators, second identify school readiness, third determine dimensions and themes, fourth design time allocations, fifth compile modules. (2) The implementation of the Pancasila Student Profile Strengthening Project as an Implementation of the “kurikulum merdeka” through performing arts activities at SDIT Uswatun Hasanah Padang Jaya was carried out referring to the flow (FIDS or Find-Imagine-Do-Share initiated by Kiran Bir Sethi in the I Can! program). Which consists of the find stage, imagine stage, do stage, and finally the share stage. (3) The results of the evaluation of the project to strengthen the profile of Pancasila learners as an implementation of the “kurikulum merdeka” through performing arts activities at SDIT Uswatun Hasanah Padang Jaya concluded that generally students were in the developing phase as expected. (4) The obstacles and solutions in the implementation of the project to strengthen the profile of Pancasila students as the implementation of the “kurikulum merdeka” through art performance activities at SDIT Uswatun Hasanah Padang Jaya are that some educators do not understand some of the project components, the solution is that a workshop is needed to discuss the profile project on the independent teaching platform.

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