



Realizing the Profile of Pancasila Students Through Short Film Project-Based Learning

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Abstract

The Pancasila student profile strengthening project is one of the primary forms of learning activities in the Independent Curriculum, in addition to intracurricular learning activities. Thus, short film project-based learning can realize the profile of Pancasila students for class VII B students of SMP Negeri 1 Indralaya Utara the Pancasila student profile. The subjects of this research were class VII B students of SMP Negeri 1 Indralaya Utara. This study uses a descriptive method with a quantitative approach and data collection techniques using observation and questionnaires. The results of this study indicate a significant increase in the student profile of Pancasila students; this is because after implementing project-based learning in the learning process, the indicator of the Pancasila student profile of students has increased. At meeting 1, the students' character got a result of 19.40%; then, at meeting 2, it grew to 40.78%. At meeting 3, it increased again to 64.63%, and then at meeting 4, it experienced a significant increase of 84.04%. Thus, short film project-based learning can realize the profile of Pancasila students for class VII B students of SMP Negeri 1 Indralaya Utara.

Keywords: *Merdeka Curriculum; Pancasila Student Profile; Project-Based Learning; Short Film; Technology*

Introduction

The curriculum plays an essential role in the administration of education. In Indonesia, the curriculum has always changed over time. Curriculum changes are inevitable and must be embraced and adapted to meet the determined needs and principles (Sadewa: 2022 in (Rachmawati et al., 2022)). Curriculum renewal sometimes occurs not only to face future challenges but also as a response to current challenges—for example, the prototype curriculum. After implementing the prototype curriculum in 2500 schools, the Ministry of Education and Culture released the Merdeka Belajar Episode 15 program, the Merdeka Curriculum and the Merdeka Mengajar Platform. The Merdeka Curriculum has three structures for implementing learning, one of which is the project to strengthen the Pancasila student profile (Nahdiyah et al., n.d.).

One of the programs launched by the Ministry of Education and Culture is the Initiator School Program. An Initiator School primarily focuses on the overall progress of students' learning outcomes by embodying the Pancasila Student Profile in the students. The Initiator School Program is an effort to realize the vision of Indonesian education in achieving a sovereign, independent, and personality-rich

advanced Indonesia through the creation of Pancasila students. The Initiator School Program focuses on the holistic development of students' learning outcomes, including competence and character, beginning with excellent human resources (principals and teachers) (Firdaus Syafi'i, 2021). According to the decision of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020 on Guidelines for Implementing the Initiator School Program, the objectives of the Initiator School Program are to improve competencies and character in line with the Pancasila student profile, ensure equitable quality of education through programs that enhance the capacity of principals to lead educational units in achieving quality learning, build a more robust educational ecosystem focused on improving quality, and create a collaborative climate for stakeholders in the field of education, both at the school level and at regional and central government levels.

The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 explains that a Pancasila Student is a lifelong learner who is competent and behaves in accordance with Pancasila values. The main indicators include being faithful, pious to God Almighty, and noble in character, embracing global diversity, working together, being independent, having critical reasoning, and being creative. The project to strengthen the Pancasila student profile is an interdisciplinary project involving various subjects within the educational unit. This project is carried out by addressing the needs or issues within the school environment. In its implementation, the project to strengthen the Pancasila student profile uses a unique project-based learning model, which, while similar to the intramural learning model, involves several teachers from different subjects. The project to strengthen the Pancasila student profile is a series of activities designed to shape the dimensions of the Pancasila student profile around a specific theme. The implementation of the project requires students to design, make decisions, solve problems, conduct investigations, and provide opportunities for students to work both independently and in groups (Fadillah et al., 2022).

In response to the six indicators of the Pancasila Student Profile, educators play a crucial role in designing learning plans that incorporate these six indicators. One of the actions that can be taken is to determine a learning model that supports the realization of the Pancasila Student Profile. The learning model used in this research is the project-based learning model. Project-based learning is a model that involves focusing on meaningful questions and problems, problem-solving, decision-making, the process of searching for various sources, providing opportunities for members to work collaboratively, and concluding with the presentation of a tangible product (Rati et al., 2017). Bass (2011) and Railsback (2022) in (Basilotta Gómez-Pablos et al., 2017) argue that project-based learning is an authentic instructional strategy in which students have the opportunity to solve problems, make decisions, and perform complex and challenging tasks (Brundiens & Wiek, 2013; Krajcik & Shin, 2014 in (Guo et al., 2020). In the project-based learning model educators need to understand how to implement a good project-based learning model to ensure that the project that strengthens the Pancasila Student Profile in schools can run well (Nugrohadi & Anwar, 2022).

Several previous studies have been conducted by relevant researchers, including research conducted by Iis Nurasiah et al. (2022) in Sukabumi entitled "Local Wisdom Values: A New Paradigm Project for Driving School Programs to Realize the Pancasila Student Profile," which suggests that local wisdom values are a strategy that can realize a new paradigm in global competence to achieve global competence towards the profile of Pancasila pioneers through character education in initiator schools (Nurasiah et al., 2020). Additionally, the same research was also carried out by Ravyansah et al. (2021) in Jakarta entitled "Tracing 'Pancasila Student Profile' Within The Civic Education Textbook: Mapping Values For Adequacy," which suggests that the content of Pancasila Student Profile character values is scattered and varied in weighting. To support the realization of the Pancasila Student Profile, this research recommends that the government adjust the content and substance to be more representative and relevant to the latest learning achievements (Ravyansah & Abdillah, 2021).

Further research relevant to the Pancasila Student Profile at SMPN 1 Indralaya Utara is a study conducted by Eni Susilawati et al. (2021) in South Tangerang entitled "Internalization of Pancasila Values

in Learning Through the Application of the Pancasila Student Profile Assisted by the Merdeka Mengajar Platform", which suggests that the internalization of Pancasila values in the implementation of the Pancasila Student Profile in the new average era assisted by the "Merdeka Mengajar" Platform is applied in daily character building and cultivation within each student through school culture, extracurricular, extracurricular, and co-curricular learning activities at school (Susilawati et al., 2021). About the negative impacts of globalization: 1) the strength of tradition and the uniqueness of indigenous communities are increasingly fading and may even mix with Western culture, 2) the loss of mutual assistance or "gotong royong" spirit in indigenous communities, 3) the decline in the moral values of indigenous communities as they begin to disregard the norms and teachings of their ancestors (Pratiwi et al., 2018).

Thus, implementing project-based learning processes is an appropriate step to realize the Pancasila student profile within students. Additionally, the short film-based project learning model will be an effort to overcome the ongoing negative impacts of globalization, as students can utilize globalization, especially in social media, to create and upload short films featuring the Pancasila student profile on social media. Today's students, who have made social media a daily routine, will have more enthusiasm for working on projects as they are very interested in matters related to social media. Based on the explanation above, the researcher is interested in conducting a study entitled "Realization of the Pancasila student profile through project-based learning of short films".

Research Method

In this study, the researcher used a descriptive method with a qualitative approach. The research was conducted at SMP Negeri 1 Indralaya Utara-South Sumatera. The population in this study was all seventh-grade classes at SMP Negeri 1 Indralaya Utara. Class VII B was selected as the sample from this population for this study. The sample selection technique in this research used purposive sampling, which is a technique for determining samples by considering specific criteria. This research was conducted on the material in Civics Education (still using the 2013 curriculum) for seventh-grade students in the odd semester, specifically on the material of Formulation and Establishment of Pancasila as the Basis of the State, which is included in basic competence 3.1 analyzing the process of formulation and establishment of Pancasila as the basis of the state. The measurement instruments used were questionnaires and observation sheets to assess six indicators of the Pancasila student profile among students, and a questionnaire to evaluate students' responses to the implementation of project-based learning using e-module-based teaching materials, and ICT-based learning media such as PowerPoint, animated videos, digital magazines, and instructional videos. Data analysis was performed using qualitative descriptive data analysis techniques.

Result and Discussion

Educational practices in Indonesia have traditionally focused more on developing skills and knowledge than on cultivating noble character and national pride among citizens. It has been observed that education in Indonesia has placed excessive emphasis on intellectual aspects while neglecting moral elements. Pancasila and Civic Education are designed to prepare the nation's next generation to interact with their surroundings, including technological developments. Therefore, a learning model that can support both aspects effectively is needed in response to the changing times and curriculum developments. The research team implemented project-based learning incorporating two essential elements: technology and projects reinforcing the Pancasila student profile.

The syntax of project-based learning for short films used in this study follows the guidelines provided by The George Lucas Educational Foundation, which include starting with essential questions, planning the project, setting project completion schedules, monitoring project progress, assessing project outcomes, and evaluating students' experiences in doing the project (Nurohman, 2015). The

implementation of project-based learning for short films was carried out over four sessions, which can be outlined as follows:

1. In the first session, the research team actively guided the students through the project-based learning process. They asked the students, 'Have the students become Pancasila students?' The students answered no, primarily because they did not know what Pancasila students were. The research team then provided knowledge related to the Pancasila student profile to the students. The research team then asked again, 'Have the students become Pancasila students?' The students still answered yes, stating they needed to learn what activities were meant in the Pancasila student profile indicators. The research team then showed examples of short films from *the Cerdas Berkarakter Kemdikbud RI* YouTube channel. After watching several short films, the research team asked again, 'Have the students become Pancasila students?' The students still answered no, saying that there were still some indicators that they had not practiced in their daily lives. The research team, together with the Civics Education teacher, directed the students to form 6 groups. The research team informed the students that they would work together as a group to create short films about Pancasila students and provided a schedule for the short film project.
2. In the second session, the research team distributed the topics for the short films to each group, covering topics such as loving the environment, forgetting dating for the future, stopping Bullying, filtering before sharing, being proud to speak Indonesian, and daring to be entrepreneurial. From these topics, the students and their groups planned their short films, including titles, synopses, scenarios, role assignments, and necessary equipment. The research team also directed the students to create scenarios that include various environments such as family, school, peer group, and community. The research team and the Civics Education teacher-guided and supervised the design of the short films. At the end of the session, the students and their groups were asked to present their short film designs, followed by comments from other students and corrections from the research team and the Civics Education teachers.
3. In the third session, the students and their groups carried out the filming process within the school environment. Each group chose a different location, including classrooms, libraries, cafeterias, prayer rooms, schoolyards, etc. The research team and the Civics Education teacher supervised and guided the filming process. After completing the filming, the students returned to the classroom. The research team provided tips on video editing, creating thumbnails, and uploading videos on YouTube. At the end of the session, the research team instructed the students to finish uploading their short films before the fourth session and prepare to present them in front of the class.
4. In the fourth session, the students, together with their groups, presented their short films about Pancasila students in a structured manner. Each group presented their film in turn, followed by a random presentation. The titles of the students' short films were as follows:
 - a. Group 1: Stop Bullying for the Future
 - b. Group 2: From Hobby to Independence
 - c. Group 3: Between Pancasila Students and Their Environment
 - d. Group 4: Proud to Be a Language-Bearing Child of the Nation
 - e. Group 5: Critical Thinking: Democratic vs. Apathetic
 - f. Group 6: One Step to Reach the Future.

This structured presentation allowed for a comprehensive review of the student's understanding and application of the Pancasila student profile and their creative and technical skills in film-making.

In addition to the presentation, each group received feedback from other students and the research team. The research team and the Civics Education teacher evaluated each group's short film and rewarded them accordingly. At the end of the learning process, the research team and the Civics Education teacher assessed the students' experiences and knowledge regarding the Pancasila student profile. The research

team again asked, "Have the students become Pancasila students?" and 90% of the students answered yes. In this research, interviews were conducted with Civics Education teachers at UPT SMP Negeri 1 Indralaya Utara to assess the level of the Pancasila student profile indicators among seventh-grade students. From the interviews, it was found that the students still needed to possess all six indicators of the Pancasila student profile. Out of 32 students, only about six exhibited all six indicators of the Pancasila student profile.

Additionally, when teaching using project-based learning, teachers only focused on 1 or 2 indicators, resulting in students needing to embody all six indicators of the Pancasila student profile fully. Furthermore, the Pancasila student profile is also a part of the independent curriculum initiative by the Ministry of Education, Culture, Research, and Technology. Therefore, SMP Negeri 1 Indralaya Utara still needs to implement projects to reinforce the Pancasila student profile and requires the appropriate teaching materials to realize the Pancasila student profile. To address this issue, the researchers implemented project-based learning to embody the Pancasila student profile among students through short film projects.

The short films created by the students were uploaded to the class's YouTube channel, "Kelas 7B SMPN 1 Indralaya Utara," or can be accessed through the link: <https://www.youtube.com/channel/UCZ1hsKSDyhQYHucVt2choZA>. Below is the appearance of the class's YouTube channel:

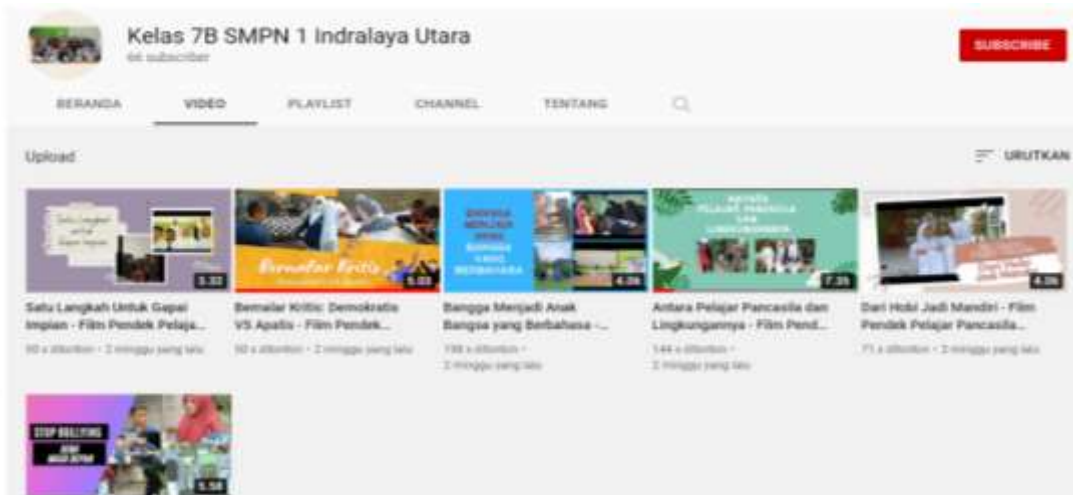


Figure 1. Appearance of the Class's Youtube Channel

From several short films created by the students, 5 out of 6 short films have fulfilled the six indicators of the Pancasila student profile, which can be observed from the screenshots in each group's short film as follows:

1. Faith, Piety towards the One Almighty God, and Noble Character

Believing, being pious, and having noble character depict their relationship with TYME. The religious aspect in this learning process will further strengthen the formation of students' characters because character education is about physical and psychological aspects (Fadillah et al., 2022). Students are taught religious teachings according to their beliefs and can implement these teachings in their daily lives. Pancasila students understand the meaning of morality, social justice, spirituality, love for religion, humanity, and nature. Students with this dimension are expected to practice the values of their religion and beliefs as a form of religiosity, believe in and understand the existence of God, and deepen their religious teachings reflected in their daily behavior as a form of applying their understanding of their religious teachings (Rahayuningsih, 2022). The main elements of faith, piety towards TYME, and noble character include religious and personal morals, morals towards humans, nature, and state morals (Sherly et al., 2021). Scenes depicting faith, piety towards the One Almighty God, and noble character vary in each group's short film. There are scenes of reading the Qur'an, praying together in the mosque, praying

before starting learning or discussion activities, saying goodbye to parents when going to school, and so on. Below is an image of a scene from a short film that reflects the value of faith, piety towards the One Almighty God, and noble character.



Figure 2. Scene in the Short Film Depicting the Value of Faith, Piety Towards the One Almighty God, and Noble Character

2. Global Diversity

To face the demands of rapid changes in a multicultural world, preparations are made for the next generation of Indonesians to be mature in dealing with the existing multiculturalism in Indonesia. Suppose Indonesia needs to address this issue. In that case, it is not impossible that the problems arising due to diversity in Indonesia will continue to expand, and ethnic and religious conflicts that have occurred in Indonesia may recur (Wibowo & Wahono, 2017). Indonesian students must maintain their noble culture, locality, and identity and remain open-minded in interacting with other cultures, thereby fostering mutual respect and the possibility of forming positive noble cultures that do not contradict the nation's noble culture. The elements and keys to global diversity include recognizing and appreciating cultures, intercultural communication skills in interacting with others, and reflection and responsibility for multicultural experiences (Ismail et al., 2021). Scenes depicting global diversity in each group's short film vary. Below is one scene from a short film where students do not consider ethnicity, religion, race, and culture; they befriend and gather together, spending time on positive activities.



Figure 3. Scene in the Short Film Depicting the Value of Global Diversity

3. Cooperation

Collaboration can provide benefits that maximize achievements and develop students' character. Working together with others will open our eyes to the abilities we possess. Having others with insights in the same field will make determining our understanding level in a particular field easier. Cooperation

can develop communication skills, respect for differences, empathy, and achievement of group goals (Nurazizah & Wuryandani, 2019). In achieving success in a project, cooperation among students is undoubtedly needed. The spirit of cooperation is essential in working on a project. With cooperation, Indonesian students will be able to carry out activities together voluntarily so that the results of the activities run smoothly, quickly, and effortlessly (Mery et al., 2022). Indonesian students can cooperate, which is the ability to carry out activities voluntarily to ensure smooth, easy, and effortless activities. The elements found in the third characteristic include collaboration, caring, and sharing (Lubaba & Alfiansyah, 2022). Scenes in short films reflecting the value of cooperation in each group include collective cleaning of the schoolyard, cleaning the prayer room and community environment, collaborating to start a business, and so on. Here is an image of a scene depicting cooperation in the short film.



Figure 4. Scene in the Short Film Depicting the Value of Cooperation

4. Independence

The meaning of a Pancasila independent student is a student responsible for the process and results of their learning. Sub-elements of independence include self-awareness and awareness of the situation faced. They reflect on their condition and the situations they face, starting by understanding their emotions, strengths, and limitations so that they can recognize and realize their developmental needs according to the changes and developments. Second is self-regulation, which means regulating one's thoughts, feelings, and behaviors to achieve learning goals (Jamaludin et al., 2022). Motivation, curiosity, courage, activity, self-confidence, and fearlessness emerge in an atmosphere of independence. The following activities involve seeking, choosing, discovering, analyzing, and solving problems independently (Bastari, 2021). Scenes in group short films reflecting the value of independence include washing dishes after meals, making their bed, daring to start their own business, and so on. Here is an image of a scene in a short film reflecting the value of independence.



Figure 5. Scene in the Short Film Depicting the Value of Independence

5. Critical Thinking

Critical thinking is the ability to solve problems and process information. A tangible form of critical thinking is students processing information before it can be accepted by their thinking (Kahfi, 2022). Civics lessons allow students to learn how to think critically about citizenship issues. Furthermore, civic education must strengthen students' consistency in realizing Pancasila values (Chotimah et al., 2021). Moreover, Indonesian students who think critically can see things from different perspectives and are open to new evidence, including evidence that may contradict their initially held beliefs. Critical thinking has several key elements: (a) receiving and processing ideas or information and ideas, (b) analyzing and evaluating reasoning, and (c) reflecting on the process and thought in critical thinking (Zuriah & Sunaryo, 2022). Scenes in group short films reflecting the value of critical thinking include solving problems between customers and sellers, solving problems with lost money, discussing hoaxes with friends, providing understanding to those who pollute the environment, solving bullying in schools, etc. Here is an image of a scene in a group short film reflecting the value of critical thinking.



Figure 6. Scene in the Short Film Depicting the Value of Critical Thinking

6. Creativity

The characteristics of creative students are openness to new experiences, flexibility in attitude, courage in expressing thoughts, appreciation for fantasy, having a high interest in creative activities, having high self-confidence in their ideas or thoughts, independence, and having a high initiative and courage to make decisions (Munandar, 2004). Being creative students means they can make changes or modifications and produce something original, meaningful, beneficial, and valuable to the public (Sufyadi et al., 2021). Pancasila students can produce original ideas, works, and actions and have flexibility in thinking to find other solutions. The elements of creativity include (1) producing original ideas and (2) producing original works and actions (Diptera et al., 2022). Scenes in group short films reflecting the value of creativity include making kites from recycled materials, building a house from popsicle sticks, providing business ideas, suggesting movements or activities to address environmental pollution, etc. Here is an image of a scene in a short film reflecting the value of creativity.



Figure 7. Scene in the Short Film Depicting Creativity

To assess students' responses to project-based learning through short films on Pancasila student profiles, a questionnaire was administered to all students in class VII B at UPT SMP Negeri 1 Indralaya Utara. The results are summarized as follows.

Based on the data table from the questionnaire, a total score of 99% was obtained, indicating that project-based learning through short films was very well applied and met the syntax of project-based learning.

The questionnaire was designed using a Likert scale ranging from 1-4.

Table 1. Recapitulation of Questionnaire on Pancasila Student Profile Dimensions after Implementing Project-Based Learning

No.	Dimension	Total	Percentage(%)
1.	Faithful, devout to the One Almighty God and noble-mannered	431	84
2.	Global diversity	421	82
3.	Cooperation	326	85
4.	Independence	209	82
5.	Critical thinking	325	85
6.	Creativity	326	85
Average Total		2038	84

Source: Primary Data, Processed in 2022.

Based on the above results, a rating of 84% was obtained for project-based learning, indicating that project-based learning through short films for Pancasila students is very effective in the learning process to realize Pancasila student profiles in students. Furthermore, to assess the final results regarding the improvement of students' characters through the questionnaire, the following results were obtained: Faithful to the One Almighty God and noble-mannered: 84%, Global diversity: 82%, Cooperation: 85%, Independence: 82%, Critical thinking: 85%, Creativity: 85%. The questionnaire results indicate that all six dimensions of the Pancasila student profile are perfect and have become habits after implementing project-based learning through short films. In conclusion, implementing project-based learning significantly influences the realization of Pancasila student profiles. Additionally, project-based learning through short films aligns with the student's needs and characteristics.

This research applied project-based learning to realize the six indicators of Pancasila student profiles. Observations were conducted by the indicators of Pancasila student profiles listed in the Decision of the Head of the Agency for Standardization, Curriculum, and Educational Assessment of the Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022 concerning Dimensions, Elements, and Supplements of the Pancasila Student Profile in the Merdeka Curriculum.

Furthermore, it complies with 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 the Year 2020-2024, which states that Pancasila students are manifestations of lifelong learners in Indonesia who then have global competencies and behaviors that align with Pancasila values with leading indicators including faith, devotion to God Almighty, and noble character, global diversity, cooperation, independence, critical thinking, and creativity.

The research on realizing the Pancasila student profile through project-based learning with short films was conducted over 4 meetings. The first meeting was held on September 5, 2022. The researcher prepared lesson plans and research preparation completeness, including research instruments, teaching materials, media, and methods used in learning. In the first meeting, the researcher did not use the project-based learning model and used lecture methods to observe the differences in students' Pancasila student profiles. The observation results for cycle 1 are as follows:

Table 2. Observation Results of the Pancasila Student Profile in the First Meeting

No.	Pancasila Student Profile Dimension	Number of Visible Descriptors	Average(%)	Category
1.	Faithful, devout to the One Almighty God and noble-mannered	25	19.53	Not apparent
2.	Global diversity	23	17.96	Not apparent
3.	Cooperation	20	20.08	Not apparent
4.	Independence	13	20.31	Not apparent
5.	Critical thinking	19	19.79	Not apparent
6.	Creativity	18	18.75	Not apparent
Average Total		118	19.40	Not apparent

Source: Primary Data, Processed in 2022.

The table above clearly shows that the Pancasila student profiles of Civics learners before project-based learning was implemented were very low. This is because students were not active in learning, many did not pay attention to the lesson, and so on. However, in this meeting, students were informed about the project they would undertake, and group assignments were given.

The second meeting was held on September 12, 2022. The researcher prepared lesson plans or teaching modules and research preparation completeness such as research instruments, teaching materials, media, and methods used in learning. In the second meeting, the researcher began implementing project-based learning by creating a short film scenario with role assignments and using discussion, question and answer, assignments, and presentation methods. The observation results for cycle 2 are as follows:

Table 3. Observation Results of the Pancasila Student Profile in the Second Meeting

No.	Pancasila Student Profile Dimension	Number of Visible Descriptors	Average(%)	Category
1.	Faithful, devout to the One Almighty God and noble-mannered	53	41.40	Beginning to develop
2.	Global diversity	51	39.84	Starting to appear
3.	Cooperation	43	44.79	Beginning to develop
4.	Independence	27	42.18	Beginning to develop
5.	Critical thinking	32	33.33	Starting to appear
6.	Creativity	42	43.75	Beginning to develop
Average Total		248	40.78	Starting to appear

Source: Primary Data, Processed in 2022.

From the table above, after implementing project-based learning in the learning process, we can see an improvement in the Pancasila student profiles. This is because students began to ask and answer questions from the teacher actively and paid sincere attention to the teacher's explanations. Furthermore, they started diligently working on tasks such as creating scenarios and assigning roles.

The third meeting was held on September 19, 2022. The researcher prepared lesson plans, teaching modules, and research preparation completeness similar to previous meetings. In the third meeting, the researcher continued the project-based learning model, focusing on shooting and editing short films, supported by discussion, question and answer, and assignment methods. The observation results for cycle 3 are as follows:

Table 4. Observation Results of the Pancasila Student Profile in the Third Meeting

No.	Pancasila Student Profile Dimension	Number of Visible Descriptors	Average(%)	Category
1.	Faithful, devout to the One Almighty God and noble-mannered	80	62.5	Developed
2.	Global diversity	78	60.93	Developed
3.	Cooperation	67	69.79	Developed
4.	Independence	40	62.50	Developed
5.	Critical thinking	59	61.45	Developed
6.	Creativity	69	71.85	Developed
Average Total		393	64.63	Developed

Source: Primary Data, Processed in 2022.

The table above shows a significant increase in the average Pancasila student profiles, from 40.78% to 64.63%. This improvement occurred because the students became more active in the learning process, actively participating in shooting and editing short films. Additionally, they paid sincere attention to the teacher's explanations and collaborated enthusiastically with their respective groups.

The fourth meeting was held on September 26, 2022, with preparations similar to previous meetings. In this meeting, the researcher continued the final stage of the project-based learning model, which involved presenting short films on Pancasila students and evaluating the students' experiences. Teaching materials, ICT-based learning media, and methods such as discussion, question and answer, and assignments in learning supported this. The observation results for cycle 4 are as follows:

Table 5. Observation Results of the Pancasila Student Profile in the Fourth Meeting

No.	Pancasila Student Profile Dimension	Number of Visible Descriptors	Average(%)	Category
1.	Faithful, devout to the One Almighty God and noble-mannered	107	83.59	Becoming a habit
2.	Global diversity	105	82.03	Becoming a habit
3.	Cooperation	83	86.45	Becoming a habit
4.	Independence	54	84.37	Becoming a habit
5.	Critical thinking	80	83.33	Becoming a habit
6.	Creativity	82	85.41	Becoming a habit
Average Total		511	84.04	Becoming a habit

Source: Primary Data, Processed in 2022.

The table above shows that the indicators of the Pancasila student profiles of the students significantly increased through project-based learning via short films. During discussions, the students

were very active, and during question and answer sessions, they were enthusiastic and competitive in answering the teacher's questions. Additionally, the students paid sincere attention to the teacher's explanations, took notes, and completed assignments on time. Most importantly, the students were enthusiastic about creating short films on Pancasila.

For clarity, the researcher presents the improvement of the Pancasila student profile indicators of the students in the following table:

Table 6. Summary of Observation Results of Pancasila Student Profile Indicators

No.	Dimension	Meeting			
		1	2	3	4
1.	Faithful, devout to the One Almighty God and noble-mannered	25	53	80	107
2.	Global diversity	23	51	78	105
3.	Cooperation	20	43	67	83
4.	Independence	13	27	40	54
5.	Critical thinking	19	32	59	80
6.	Creativity	18	42	69	82
Average Total		118	248	393	511
Percentage		19,40%	40,78%	64,63%	84,04%
Criteria		Not apparent	Starting to appear	Developed	Becoming a habit

Source: Primary Data, Processed in 2022.

The table above is based on the average percentage of Pancasila student profile indicators that emerged in each meeting. It indicates that the Pancasila student profiles of the students in Civics learning through project-based learning with short films experienced improvement. In the first meeting, the average percentage was 19.40%; in the second meeting, it was 40.78%; in the third meeting, it was 64.63%; and in the fourth meeting, it reached 84.04%. In each cycle, the Pancasila student profiles of the students tended to increase. This improvement occurred due to various enhancements in each cycle and the student's responses to the Civics learning performance.

Conclusion

The conclusion drawn from this research is that, although still low, before project-based learning was implemented, students already exhibited one or two indicators of the Pancasila student profile. Then, after project-based learning was applied in the learning process, the indicators of students' Pancasila profile showed improvement. In the first meeting, the students' Pancasila profile indicators scored 19.40%, then increased to 40.78% in the second meeting, experienced another increase to 64.63% in the third meeting, and significantly increased to 84.04% in the fourth meeting. This is the conclusion that the researcher can draw based on the research results. The researcher hopes that implementing project-based learning can be beneficial in realizing the Pancasila student profile of the students and improving the quality of education.

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