

Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach

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Abstract

This study aims to discuss in depth the implementation of the Pancasila student profile in elementary school education with a project-based learning approach. This study uses a literature review method with narrative analysis to deepen knowledge about the profile of Pancasila students and its implementation using a project-based learning model approach. The data collection technique used is by reviewing various articles that are relevant to the research topic. The findings are processed by data collection, and documentation and then analyzed and described descriptively. The results of this study show that the implementation of the Pancasila student profile in elementary school education with a project-based learning approach provides opportunities for students to learn in a fun situation, not stuck, having a flexible learning structure, learning activities that are more interactive and also directly involved with the environment. around to strengthen the various competencies that must be possessed by students in the Pancasila student profile. The Pancasila student profile strengthening project is designed so that students can investigate, solve problems and make decisions. Through this project, the cultivation and development of the character of mutual cooperation and creativity in students can be implemented. The use of project-based learning in this learning is also expected to be able to overcome the problems experienced by children including: 1) having low achievement; 2) having low memory; 3) paying less attention; 4) having a slower learning speed than other friends; 5) need more stimulation to do the task, and 6) experiencing problems of adaptation and social relations in the classroom.

Keywords: implementation, Pancasila students, elementary schools, project-based learning.

1. Introduction

The challenges of the 21st Century today prove that the world is increasingly connected to one another. A country including its citizens is interconnected with other countries (Bush & Sargsyan, 2020). Likewise, the challenges and opportunities in the 21st Century are increasingly recognizing national boundaries (Muttaqin et al., 2017). Advances in digital information technology are increasingly accelerating and facilitating the connection of individuals in one country with other people in different countries. Every country is interconnected and increasingly dependent on other countries. Information technology opens up opportunities for everyone to learn from different countries, contexts, and cultures. Being a global citizen is not only part of the real world but also part of a digital society (Selwyn, 2012). Including the development of technology in the world of education (Barreto et al., 2017).

Insight, knowledge, abilities, and character are anticipated to be developed through education in order to achieve social justice, peace, and cooperation in an increasingly diverse world. Recent studies have demonstrated that a variety of initiatives, such as curriculum reform and other policies that reinforce the ideals of equality and social justice, can be implemented in Asian nations, including Indonesia (OECD & ADB, 2015). This suggestion adheres to the Pancasila's national objectives, which emphasize social fairness for the entire Indonesian population (Anggraini et al., 2020). In other words, with the Pancasila philosophy geared towards human values as well as welfare and social justice, being directed towards global aims does not at all conflict with education to promote the nation's noble ideals and culture (Sabon et al., 2022).

It is anticipated that a transformative national education system will create citizens who are capable of making changes and who have the capability and empowerment to raise the nation's standard of living. The nation's culture,

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specifically the value system, knowledge system, and common conduct system, is anticipated to be built and enhanced by education that cultivates one's thinking, feeling, intention, and body. Referring to Ki Hadjar Dewantara's view, "education as a civilizing process is not only oriented to developing a good personality, but also a good society". As a civilizing process, education needs to be dual-oriented, building students who are able to understand themselves as well as their environment (Wiryopranoto et al., 2017). Education should support this balanced approach by assisting people in realizing their potential and by giving them the chance to utilize their distinctive abilities in the community. Therefore, education for civilizing requires the development of mental, gustatory, mechanical, and physical abilities.

One initiative to raise the standard of education in Indonesia that stresses character development is the Pancasila student profile (Srirahmawati & Hunaifi, 2022). To maintain a balance between technology advancements and human development in the current era of globalization's technological advances, value and character education is essential (Hidayah et al., 2021). Instilling character and practical skills in each student through school culture, extracurricular activities, projects to build the profile of Pancasila students, and workplace culture are the main goals of strengthening the profile of Pancasila students (Marsidin, 2022). This is consistent with the answer to the key query regarding Indonesia's educational system. The purpose of the Pancasila student profile is to provide an answer to the fundamental question of what kind of skills the Indonesian educational system seeks to develop. These qualities include competence, moral character, and adhering to Pancasila's principles (Marsidin, 2022). The driving school program at the elementary, junior high, and high school/vocational levels is already beginning to be implemented in the teaching unit with the goal of strengthening the profile of Pancasila pupils. By establishing a prototype curriculum, the motivating school program hopes to inspire educational institutions to change in an effort to raise the standard of learning in classrooms (Amon & Anggal, 2021).

Through school culture, extracurricular learning, and co-curricular and extracurricular activities with a focus on character development and abilities that are created in everyday life and are brought to life in each individual, the Pancasila student profile can be applied to students. The climate, rules, interactions, and communication patterns that exist in schools collectively make up the school culture. Lesson material, activities, or learning experiences are considered extracurricular. The project refers to contact with the environment and contextual project-based learning. The purpose of extracurricular activities is to foster kids' interests and talents (Frank et al., 2003). Students will always be exposed to educational materials or teaching materials when they engage in classroom instruction. Learning through themes is one of them. Thematic learning is integrated learning that connects several subjects using themes to give students rich learning opportunities. Education is a deliberate and organized effort to establish a learning environment and learning process that allows students to actively develop their potential to have the qualities that themselves, their community, their country, and their state need (Kokotsaki et al., 2016).

The learning process in elementary school education still employs traditional teaching methods including lectures and homework. As a result, learning is repetitive and pupils are less free to discover their own talents. Additionally, the utilization of educational media is still quite uncommon (Jela et al., 2022). This demonstrates that the learning method in use has not been able to support and accommodate all of the various learning styles and aptitudes of each student. To make learning more appealing to children as the primary learning subject and foster the development of critical thinking skills in students, there needs to be improvement and originality. The development of the project-based learning approach diverges from constructivism's conception of contextual learning (Bell, 2010). The project-based learning model can also be seen as a learning approach that emphasizes important questions and problems, problem-solving, decision-making, the search for relevant information, giving participants the chance to work together, and concluding with the presentation of finished products.

The focus of this essay is on the upaya-upaya that is carried out by the dasar school teacher in the context of implementing Pancasila's student profile during dasar school instruction with project-based learning (Drummer et al., 2018; Gaduh et al., 2020). The use of a project-based learning model is anticipated to give students the opportunity to improve their learning outcomes while building three learning pillars because students' knowledge can increase through cooperative learning processes that involve doing things together, which will result in a completion of their learning objectives (Tasci, 2015).

A project-based learning model has a good impact on increasing student learning outcomes and critical thinking abilities on learning success in primary school, according to earlier research by Ergül & Kargin (2014) entitled "The Effect of Project-Based Learning on Student's Science Success." Tasci (2015) also did a study titled "Project Based Learning from Primary School to College, Tool: Architecture," which demonstrated how using a project-based learning model in elementary schools may improve student engagement and make learning more fun. Based on the findings of the two studies mentioned above and a background explanation of how the Pancasila student profile was

implemented in elementary school education using a project-based learning strategy, it is necessary to conduct additional research on the creation of instructional materials using the project-based learning model in order to enhance students' critical thinking abilities. primary education (Sabon et al., 2022).

2. Research Method

This study uses a systematic literature review method by identifying some relevant literature, then filtering based on the relevance and quality of the literature found (Flick, 2018). A literature study is a research method that examines various theories, hypotheses, and different sources of reference related to values, culture, and living standards created in the social situation under study (Sukmadinata, 2011). In this study, researchers collect various kinds of literature that are in accordance with the subject of study, then read, record, and search and theoretically pour them into a framework that is closely related to the synergy of students in the project of strengthening the Pancasila student profile. This is carried out in such a way that the various facts obtained can be analyzed to find out the similarities and differences both theoretically and based on the reality on the ground. In addition, researchers also use the method of accessing websites and sites that provide various information related to the development of mutual cooperation and creativity of elementary school students as well as various data regarding projects to strengthen the profile of Pancasila students.

The analysis uses narrative patterns from various relevant and quality literature, with the aim of; (1) the author wants to deepen knowledge about the implementation of the Pancasila student profile in elementary school education with a project learning approach, and (2) the analysis in this study will try to offer in-depth ideas regarding the topic of writing in this article. This study is divided into three main sections, the first is an introductory section; this section considers the relevance of implementing the Pancasila student profile in primary school education today and recalls previous government interventions in addressing the problem of the low quality of education. The second part, the results, and discussion which is the core of this study explains and studies the application of the Pancasila student profile in primary school education with a project learning approach. In the end, the writer draws some conclusions and recommendations.

3. Results and Discussion

3.1. Pancasila Student Profile

The profile of Pancasila students is in accordance with the vision and mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research, Technology) as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry and Culture of 2020-2024, that "Pancasila Students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics; Faith, fear God and have a noble character, Global Diversity, Mutual Cooperation, Independent, Critical and Creative Reasoning."

The project to strengthen the profile of Pancasila students is one of the efforts to shape the profile of Pancasila students by using the new paradigm of learning in the independent curriculum (Sabon et al., 2022). Through the Pancasila student profile strengthening project, students learn in a non-formal situation, the learning activities carried out are more interactive, and also in the process students are directly involved with the surrounding environment. This project to strengthen the Pancasila student profile aims to form 6 dimensions of the Pancasila student profile. The Ministry of Education and Culture determines the theme for each project to be implemented in the education unit.

Each year, the project's theme can change. Based on the major challenges listed in the 2020–2035 National Education Roadmap, the Ministry of Education and Culture of the Republic of Indonesia developed seven topics for the 2021–2022 academic year. The seven themes of sustainable lifestyle, local knowledge, Bhineka Tunggal Ika, build body and soul, the voice of democracy, engineering and technology to build the nation, and entrepreneurship can be used in the project to enhance the profile of Pancasila students in Junior High Schools. With the project title "honest in entrepreneurship," this research explores the issue of entrepreneurship.

The project to strengthen the profile of Pancasila students can run smoothly if the main components of learning, namely educators, students, and the education unit environment, can optimize their roles. Students who are the subject of a lesson need to be actively involved in following the entire series of activities that have been planned. The educator who is the facilitator of the learning is tasked with guiding students in seeking the maximum learning

process (Sabon et al., 2022). The education unit in this case the school plays a role as a supporter of the implementation of learning activities that can provide facilities and a comfortable and safe learning environment.

A comfortable and safe learning environment can be provided by educational units, including schools that are open-minded, happy to learn new things, and collaborative. In implementing the Pancasila student profile strengthening project, the education unit needs to be open in accepting input, and differences that arise and be committed to any suggested improvement efforts by realizing changes for the better. In addition, educational units must also have the ability to maintain curiosity and find satisfaction when discovering new things optimally. Basically, every student must have fun learning new things and consistently and continuously developing themselves and their abilities.

Therefore, with this project, the character of lifelong learners will be able to be presented in each individual's personality. Collaborative education units are very important to build with the culture of life. A collaborative culture will encourage the spirit of being happy to work together, appreciating and supporting each other. Collaborative efforts also need to be made between various key elements in the three education centers (family, school, and community) so that the implementation of the Pancasila student profile strengthening project can take place thoroughly and maximally (Marsidin, 2022).

The Pancasila student profile is intended to answer one important question about students: What kind of profile or competence will our educational system produce? This is especially important given that we are living in a time of disruption. It is hoped that education will equip students with the skills they need to become superior, successful individuals. Do not forget that these things are also accompanied by paying attention to the nation's internal issues connected to the resistance of the ideology and ideals of the Indonesian people. and can become democratic citizens and can participate in sustainable global competitiveness.

The vision of education in Indonesia is to "create Pancasila students in order to realize a developed Indonesia that is sovereign, independent, and has personality." Students at Pancasila are lifelong learners who exhibit competence, character, and Pancasila-compliant behavior. Implementing a separate curriculum is one of the initiatives made to realize the profile of Pancasila pupils. Students are given the chance to be able to explore their potential through the independent curriculum. Additionally, this curriculum emphasizes project-based learning, which gives teachers and students the opportunity to observe difficulties in their daily lives and how to discover solutions for them (Hidayah et al., 2021). Because of this, the government created a project to improve the Pancasila student profile in order to assist the attainment of the Pancasila student profile and allow students to not only learn about life but also experience it first-hand.

3.2. Pancasila Profile Strengthening Project

Cross-disciplinary learning which has the aim of observing and thinking about solutions to some of the problems that occur around the environment is the understanding of the Pancasila Profile Strengthening Project. A project-based learning approach is used in its implementation in schools, but this project is different from the intra-curricular programs that are often carried out in the classroom. Many students are given the opportunity to study in formal conditions, the learning structure is more flexible, and the school can adjust the timing so that learning activities become more interactive because students are directly involved with the surrounding environment with the aim of strengthening various competencies in the Pancasila Student Profile (Srirahmawati & Hunaihi, 2022). The project carried out in the Pancasila student profile project is a sequence of activities that have a specific purpose by examining themes that are considered challenging for students. This project must be packaged by considering the characteristics of students so that they are able to stimulate students to carry out investigations, then they will solve problems, and proceed with decision-making. The predetermined time allocation makes participants have to produce products and also take action.

An independent curriculum is a curriculum that is structured while prioritizing character education. The purpose of character education is to develop affective, cognitive, and psychomotor aspects. This is in line with the purpose of implementing an independent curriculum, namely to develop student profiles so that they have the soul and values contained in the Pancasila precepts in their daily lives (Abdillah, 2021). Linking Pancasila as the basis of the state and building the nation's character, will result in the will of the state and government to prepare the next generation of the nation who are capable and capable in facing changing times (Wijayanti et al., 2022).

The emergence of the Pancasila student profile is a manifestation of this desire and is embedded in primary and secondary education in Indonesia. Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 states that Pancasila students are the

embodiment of Indonesian students who are lifelong students who are competent, have character, and behave according to the values of Pancasila. Throughout their lives, Indonesian students will have the ability to interpret their mortal lives in achieving their full position.

With the assistance of all parties and using six competencies as its core aspects, the Pancasila student profile is an ideal profile that is anticipated to be created and realized in Indonesian students. The six competences are interconnected and mutually supportive, therefore these six dimensions must grow together in order to realize the full profile of Pancasila students. The six dimensions are: critical and creative reasoning; working together; independence; faith, fear of God Almighty, and noble character; worldwide variety.

In the independent curriculum, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Anwar Makarim stated that strengthening the character education of students will be manifested through various strategies centered on efforts to realize Pancasila Students (Hidayah et al., 2021). One of the efforts made is the presence of a project to strengthen the profile of Pancasila students. This strengthening project is present as a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment using a project-based learning approach (Tasci, 2015). By developing this project, students will be able to strengthen their character and develop their competencies as active global citizens; participate in planning learning actively and continuously; develop the skills, attitudes, and knowledge needed to work on a project over a period of time; practice problem-solving skills in a variety of learning situations; show responsibility and concern for the issues around them as a form of learning outcomes, and appreciate the learning process and be proud of the results that have been optimally pursued.

Meanwhile, the project implementation stage starts with project planning (Frank et al., 2003). It is further stated in the module that in project planning there are several steps that can be modified and implemented according to the needs and conditions of the education unit. The first is the design of the project implementation time allocation which is carried out by the education unit together with the educators to design the project implementation time allocation. In addition, the education unit also determines the dimensions for each theme in order to map the distribution of project implementation in the education unit. Second, form a project facilitation team whose role is to plan projects, create project models, manage projects and assist with the dimensions of the Pancasila student profile.

The coordinator of the project will manage the systems needed by the team of educators/facilitators and students in order to support the successful completion of the project. In addition, the coordinator will also ensure that teaching collaboration is established among educators from various subjects and ensure that the assessments provided are in accordance with the success criteria that have been set. The team of facilitators/educators is tasked with paying attention to the learning needs and interests of students, providing space for students to explore contextual learning issues or topics, collecting needed learning resources, collaborating with all relevant parties, teaching students' inquiry process skills and assisting students looking for references, facilitating access needed in the research and evidence process, assisting students in planning and implementing each stage of project activities and being open to giving and receiving input and criticism during the project and at the end of the project.

Third, identify the level of readiness of the education unit in project implementation. The education unit level can conduct initial reflection to determine the stages in carrying out the project. This is useful for assessing the best learning concepts and the urgency of the need for partners outside the school to support project implementation in a sustainable manner. Fourth is the selection of general themes presented by the Ministry of Education and Culture based on relevant issues in the student environment. The selection of the general theme can be based on the stage of readiness of the education unit and educators in carrying out projects, the national learning calendar, issues or topics that are currently happening or become the focus of discussion or priorities of the education unit or themes that have not been carried out in the previous year.

Fifth, is the determination of specific topics by the project facilitation team in determining the scope of specific issues as a project. The education unit determines two themes for the primary school level, examines current issues, and determines project themes and topics. Finally, designing a project module that describes the planning of project activities as a guide for educators in carrying out learning in accordance with the goal of strengthening the Pancasila student profile. The education unit is free to develop project modules according to the environmental context, the vision of the education unit, the readiness of the education unit, and the learning needs of students.

In developing a project to strengthen the profile of Pancasila students, the Ministry of Education and Culture has launched seven themes and is developed based on priority issues stated in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other relevant documents. The five general themes launched for the

elementary school level are Sustainable Lifestyle, Local Wisdom, Bhineka Tunggal Ika, Engineering and Technology to Build the Unitary State of the Republic of Indonesia, and Entrepreneurship.

The collaboration of the students in the execution of this project can demonstrate their mutual cooperation and creative nature. In this module, each group of students will work together to create a list of recyclable garbage, survey the market, evaluate the findings, choose the recycled processed items that will be sold, create marketing materials, and—most importantly—create recycled goods. selling things made from recycled materials. Each of the aforementioned activities calls for collaboration from groups of students as well as from teachers.

In the context of the classroom, students are required to be able to demonstrate positive expectations to their peers and facilitators in order to accomplish group objectives. For these activities to go smoothly, good communication between group members is also necessary. In order to accomplish shared objectives, students must be able to comprehend information from a variety of sources and effectively communicate with others. The collaboration and dialogue that result represent the "gotong royong" dimension.

A person's ability to think outside of the box is what allows them to come up with novel concepts or ideas that can result in meaningful works. When students design recycled processed products to be marketed, construct entrepreneurial plans through a business plan, create original and engaging advertising flyers, and select a marketing strategy, their growth of creative dimensions can be observed. The 2021 Recycling Entrepreneur Project Guide module includes this task. Students are instructed to adjust their creativity level to make recycled products as appealing as possible when creating and processing the products that will be sold. This is also evident in the business plans and advertising flyers that students have created. Students' thoughts and ideas will enhance their.

Students will create original works and actions as part of this project to improve the Pancasila student profile. These works and actions will be derived from their ideas and then complexly represented through images, designs, appearances, digital outputs, and other means. Students are inspired to produce risk-taking creative works and actions by their interest and liking for something combined with the emotional high they experience. Students that are creative are also flexible in their thinking, considering several answers to the issues they encounter.

The capacity to decide between numerous options when faced with an issue that needs to be solved, to recognize and evaluate original ideas, and to come up with backup plans in case the first one doesn't work. Students that are creative will ultimately be able to experiment with different options in a creative manner when dealing with shifting circumstances and surroundings. Student group cohesiveness can direct and encourage students to realize the traits of the Pancasila student profile. This demonstrates how crucial student cooperation and creativity are to the development of the Pancasila student profile strengthening project's core values.

3.3. Project Based Learning

Project Based Learning is a learning model that has been widely developed in developed countries such as the United States. A more comprehensive definition of Project Based Learning according to Lucas (2005) is as follows: 1.) Project-based learning asks a question or poses a problem that each student can answer, Project Based Learning is a learning model that requires teachers and or students to develop a guiding question. Given that each student has a different learning style, Project Based Learning provides opportunities for students to explore content (material) by using various means that are meaningful to themselves, and to conduct collaborative experiments. This allows each student to finally be able to answer the guiding questions; 2.) Project-based learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum, Project Based Learning is a learning approach that requires students to build "bridges" that connect various subject matters. In this way, students can see knowledge holistically. More than that, Project Based Learning is an in-depth investigation of a real-world topic, it will be valuable for the attention and effort of students.

The findings of the Autodesk Foundation's study on the characteristics of project-based learning are reported by Global School Net in 2000. According to the study's findings, project-based learning is a type of instruction that possesses the following qualities: 1) students decide on a framework; 2) problems or challenges are presented to students; 3) processes are designed by students to find solutions to problems or challenges; 4) students work cooperatively to access and manage information to solve problems; 5) the evaluation process is ongoing; 6) students periodically reflect on the activities that have been completed; and 7) the learning activity's outcome (Lucas, 2005)s.

Based on these opinions, it can be said that the Project Based Learning approach was developed based on the philosophy of constructivism in learning. Constructivism develops a learning atmosphere that requires students to

construct their own knowledge (Ergül & Kargin, 2014). Project-based learning is a learning approach that gives students the freedom to plan learning activities, carry out collaborative projects, and ultimately produce work products that can be presented to others. Project Based Learning syntax as developed by Lucas (2005) is: 1.) Start With the Essential Question; 2.) Design a Plan for the Project; 3.) Create a Schedule; 4.) Monitor the Students and the Progress of the Project; 5.) Assess the Outcome; 6.) Evaluate the Experience.

In the Project Based Learning model, the teacher acts as a facilitator for students to get answers to guiding questions. While in the "conventional" class the teacher is considered to be someone who has the most control over the material and therefore all information is given directly to students. In Project Based Learning classes, students are accustomed to working collaboratively, assessments are carried out authentically, and learning resources can be highly developed. This is different from the conventional class which is accustomed to individual classroom situations, the assessment is more dominant in the outcome aspect than the process, and learning resources tend to stagnate. Adjustments can be made by the teacher in the classroom so that the syntax with the project-based learning model can be applied to students with slow learning problems.

3.4. Implementation of the Pancasila Student Profile Project-Based Learning

Based on the learning strategies for all children proposed by Bell (2010), teachers should use learning strategies based on the diversity of learning abilities of each child. In this case, the learning strategy that will be designed in the learning device can adjust the child's learning ability with the objectives, time allocation, rewards, assignments, and assistance in the learning process. The components of the learning strategy in this idea are viewed from the components of learning strategies according to Kokotsaki et al (2016) who suggest that there are five components of learning strategies, including: 1) preliminary learning activities; 2) delivery of information; 3) student participation; 4) learning assessment; and 5) follow-up activities.

The selection of the project-based learning model is very appropriate to be applied based on the consideration of the selection of learning strategies, especially to cultivate students' critical thinking skills as Pancasila students. The syntax of the project-based learning model can also be modified according to the components of the learning strategy by Walter Dick and Carrey that have been described. The selection of this model for children is based on Bruner's theory known as discovery learning.

According to Kokotsaki et al (2016), trying to find solutions to problems and the knowledge that accompanies it, produces knowledge that is truly meaningful. Students are encouraged to learn through activities and experiences and interactions. Learning is carried out in groups with a maximum of 3 students heterogeneously. The teacher's role in learning activities is as a facilitator and companion in the form of team teaching. This design aims to address diversity in the classroom. This is also related to the use of peer tutors during the project-based learning model.

The following is a learning design with a project-based learning model that can be developed in the implementation of strengthening the profile of Pancasila students:

- a) Preliminary activities include providing perceptions, delivering learning objectives, checking prerequisite skills, making the main material chart, and presenting an essential question according to the real-world reality and the topic is relevant for students.
- b) Core activities include delivering material starting from the most important material assisted by various media adjusting the material presented, such as tables, graphs, pictures, videos, and concrete teaching aids, the teacher forms groups of three heterogeneous students, the teacher gives group assignments in the form of projects that must be completed together (can be in the form of observations, experiments, or questions), students are given the freedom to find sources of information around them, the teacher determines the deadline for completing the project in one lesson, the teacher in the form of team teaching provides assistance and assessment during the learning process.
- c) Closing activities include giving rewards for groups with the best results, assessments carried out during the learning process and group project results as well as group presentations, and students and teachers reflecting.
- d) Follow-up activities include giving homework and providing motivation.

The Pancasila Student Profile Strengthening Project is a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. The Pancasila Student Profile Strengthening Project uses a project-based learning approach, which is different from project-based learning in extracurricular programs in the classroom. The Pancasila Student Profile Strengthening Project provides opportunities for students to learn in informal situations,

flexible learning structures, and more interactive learning activities, and also engage directly with the surrounding environment to strengthen various competencies in the Pancasila Student Profile.

4. Conclusion

The Pancasila student profile strengthening project is here to provide opportunities for students to learn in a fun situation, not be stuck, have a flexible learning structure, have more interactive learning activities, and also be directly involved with the surrounding environment to strengthen the various competencies that students must possess. in the student profile of Pancasila. The Pancasila student profile strengthening project is designed so that students can investigate, solve problems and make decisions. Through this project, the cultivation and development of the character of mutual cooperation and creativity in students can be implemented. By presenting a positive school culture, a synergy between students will be formed. The establishment of cooperation, interaction, and communication between the school and parents will build an atmosphere that can grow the profile of Pancasila students, including the character of 'gotong royong' and creativity.

The use of the project-based learning model is in accordance with the ideal learning components for students. By choosing a strategy design that can be adapted to classroom conditions, teachers can accommodate various student abilities. The use of project-based learning in this learning is also expected to be able to overcome the problems experienced by children including 1) having low achievement; 2) having low memory; 3) paying less attention; 4) having a slower learning speed than other friends; 5) need more stimulation to do the task, and 6) experiencing problems of adaptation and social relations in the classroom.

Through a project-based learning model strategy, children's competitive spirit will be spurred on by a group system, teachers must prepare a careful assessment rubric so that student learning achievement can be measured according to their abilities. Learning projects, children will remember longer because the information they get is based on direct experience through this model children will focus on joint projects and coordinate with their group friends to solve projects given by the teacher. This learning strategy helps children with peer discussion and tutoring. The stimulus given in the form of concrete media delivered by the teacher will help the child in carrying out social interactions that require him to be actively involved during learning, the active role of friends is also needed in inviting fellow friends to participate, thus the child will have good social skills as well. Thus the project-based learning model can be used as a model choice that can be modified in the design of learning strategies to strengthen the profile of Pancasila students.

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