

Integration of Scientific and Social Literacy through the Project to Strengthen Pancasila Student Profiles in Elementary Schools

Ustazah Mutiara As'Zaroh^{1*}, Ratnasari Diah Utami² 

^{1,2} Faculty of Teaching and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

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ABSTRAK

Kemendikbud banyak melakukan modifikasi kurikulum merdeka yang berdampak pada metodologi pengajaran. Salah satunya pada muatan pelajaran IPA dan IPS yang dipadukan menjadi satu kesatuan utuh. Oleh karena itu, guru harus menerapkan inovasi pembelajaran yang memadukan literasi sosial dan sains sebagai salah satu jenis kegiatan mendasar bagi siswa agar lebih mengenal integrasi sains dan sosial sebelum pada muatan IPAS. Tujuan dari penelitian ini untuk menelaah proses pengintegrasian kompetensi literasi sains dan literasi sosial melalui program proyek penguatan profil pelajar Pancasila di sekolah dasar. Dengan kombinasi studi lapangan dan studi kepustakaan, penelitian ini menggunakan metodologi kualitatif. Dengan subjek penelitian guru, peserta didik dan kepala sekolah. Cara pengumpulan data melalui observasi, dokumentasi, dan wawancara. Dengan menggunakan beberapa sumber, triangulasi metode berganda, dan analisis data pada tahap reduksi data, penyajian data, dan penarikan kesimpulan, akurasi data diuji. Hasil penelitian menunjukkan bahwa proses pengintegrasian literasi sains dan literasi sosial melalui kegiatan proyek peningkatan profil Pancasila siswa dapat berjalan dengan baik. Selain itu, pengintegrasian literasi sains dan literasi sosial dapat mencapai tujuan implementasi proyek yang merupakan bentuk kegiatan adaptasi bagi siswa sebelum memasuki muatan sains dan IPS dalam kurikulum mandiri.

ABSTRACT

The Ministry of Education and Culture has made many independent curriculum modifications that impact teaching methodology. One is in the context of science and social studies, which are combined into one unified whole. Therefore, teachers must implement learning innovations that combine social and scientific literacy as one of the basic activities for students to become more familiar with integrating science and social before science content. This research examines integrating scientific literacy and social literacy competencies through a project program to strengthen the profile of Pancasila students in elementary schools. With a combination of field and literature studies, this research uses a qualitative methodology. With the subject of research, teachers, students, and principals. How to collect data through observation, documentation, and interviews. By using several sources, multiple method triangulation, and data analysis at the stages of data reduction, data presentation, and conclusion, the accuracy of the data was tested. The study results show that integrating scientific literacy and social literacy through project activities to increase students' Pancasila profiles can run well. In addition, integrating scientific literacy and social literacy can achieve the goal of project implementation, which is a form of adaptation activity for students before entering science and social studies content in an independent curriculum.

1. INTRODUCTION

Education is an effort made by individuals to improve their quality of education. In Indonesia, education develops students' abilities and cognitive, affective, and psychomotor skills (Nafrin & Hudaidah, 2021; Putry, 2019). In addition, education in Indonesia is also carried out by training students' thinking processes through developing scientific literacy and students' social abilities through developing social

literacy (Fadila et al., 2021; Hidayat, 2020). Scientific literacy is an individual's ability to use scientific knowledge in the process of solving problems regarding issues that develop in society, explaining scientific phenomena, evaluating and designing scientific investigations, and drawing conclusions based on existing evidence (Harsiati, 2018; Komalasari et al., 2019; Safrizal, 2021). Scientific literacy has three main components: identifying scientific issues, explaining scientific phenomena, and using scientific evidence (Kristiyowati & Purwanto, 2019; Putri, 2020). Implementing scientific literacy in the learning process focuses on developing cognitive aspects and developing students' thinking processes, where students are directed to make decisions and participate in social life, culture, and economic growth (Narut & Supradi, 2019).

In addition to developing scientific literacy, education in Indonesia is also carried out by developing students' social literacy skills. It is because social literacy is an individual's ability to master the values that apply in a society which is a characteristic of that society (Harahap et al., 2022; Marlina & Halidatunnisa, 2022). In addition, social literacy is also interpreted as a person's ability to interact, maintain, and build relationships with others (Dewi & Affifah, 2019; Setiawati & Novitasari, 2019). Social literacy involves students' abilities to know and express their emotions well (Fitriyani et al., 2023). Social literacy is also called social intelligence or emotional literacy. It refers to a situated learning theory that sees learning occurring in everyday relationships between people in their environment (Fatmawati, 2022; Sari et al., 2020). Social and scientific literacy are important to develop in students, given the importance of literacy mastery in solving social and economic problems (Murti & Sunarti, 2021).

The reality on the ground shows that during the Covid-19 pandemic, the quality of education in Indonesia can be said to have declined. Starting from the early education level to higher education, experiencing a learning crisis. Learning that is carried out online makes learning activities not run optimally, and educational achievements cannot be carried out as intended (Nafrin & Hudaidah, 2021; Seran et al., 2021). In addition, students' scientific and social literacy skills tend to decrease. It is because, in online learning, students stay at home and prefer to play with gadgets. To restore learning after the Covid-19 pandemic, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) issued a new decree of Free Learning in education in Indonesia. This policy was accompanied by the launching a curriculum with special conditions or an emergency curriculum called Merdeka Belajar Curriculum in November 2020 (Nurmitasari et al., 2022; Solehudin et al., 2022).

The independent curriculum is a learning program set carried out intracurricularly or with routine and scheduled activities based on structured learning content with various content to be more optimal in its implementation (Barlian et al., 2022). Implementing this independent learning curriculum, developing technological science where students not only have one skill but will multitask, mastering all competencies (Yamin, 2020; Zakiyyah et al., 2021). In the independent curriculum, students have more time to understand concepts and strengthen their competence. In contrast, teachers have flexible teaching tools and are provided with Merdeka Teaching platform facilities to develop teaching practices to adapt to their students' learning needs and interests (Ansumanti, 2022). Implementing this independent curriculum requires activities to be carried out, especially in learning at school. The main activities that need to be implemented in this independent curriculum include learning activities and extracurricular projects to increase the profile of Pancasila students (Hamdi & Triatna, 2022; Idhartono, 2022).

The Pancasila student profile is one of the efforts of the Ministry of Education and Culture to realize the country's educational goals and continue the character-strengthening program. Regarding the profile of Pancasila students, there are six dimensions as a form of character strengthening that must be applied to students in Indonesia, both in the learning process at school or the process of socializing in social life (Nashir & Pratama, 2022; Utari & Afendi, 2022; Yana et al., 2022). The profile of Pancasila students includes Belief in God and One Supreme God, Global Diversity, Independence, Mutual Cooperation, Critical Thinking, and Creative (Ibad, 2022; Ombili et al., 2022). In implementing the independent curriculum, scientific and social literacy is integrated into natural and social science learning. The purpose of natural and social sciences is to develop curiosity in students, to play an active role in learning, to develop inquiry skills, to understand oneself and the surrounding environment, and to develop knowledge of natural and social science concepts (Agustina et al., 2022; Goliah et al., 2022). The existence of an education office policy regarding the integration of natural and social science content has the aim of triggering students to understand the surrounding environment in the form of integrated management of the natural environment and the social environment in a perfect and inseparable unit and understand everything as it is, concrete, holistic and comprehensive.

Several previous studies have revealed that the socio-cultural literacy that needs to be taught to students is a national commitment, tolerance, anti-violence, and accommodative and inclusive, where the implementation is escorted by the school principal and in collaboration with all teachers and school members by incorporating it into the learning system according to the level of proficiency possessed by

students (Marlina & Halidatunnisa, 2022). The results of other studies reveal that science learning is differentiated into an independent curriculum giving students autonomy to express their learning abilities based on their potential and interests (Yunike et al., 2022). Further research revealed that scientific literacy was applied in science learning using the student-centered Learning simulation method with the stages of contact, elaboration, curiosity, decision-making, nexus, and evaluation (Syofyan & Amir, 2019). Based on some of these results, scientific and social literacy in learning can be done properly by adjusting to student needs. In previous research, no study specifically discussed the integration of scientific and social literacy through the Project to Strengthen Pancasila Student Profiles in Elementary Schools. So this research is focused on this study to examine the process of integrating scientific literacy and social literacy competencies through a project program to strengthen the profile of Pancasila students in elementary schools.

2. METHOD

This research was conducted using a qualitative approach by understanding the existing contextual situation by directing and elaborating in detail on the problems studied by events in the field. This study uses library research and field research. Literature research was conducted from literature sources and primary and secondary information sources, gathering information. Field studies are conducted through observation and interviews with the research focus subjects. After the two studies were conducted, the data was collected and presented as research findings. The findings are abstracted and interpreted to produce facts, information, and knowledge. Primary and secondary data are used in research materials and data sources. Primary data from the teacher can be project design documents for Pancasila student profiles. Moreover, secondary data was obtained through library sources such as books, international and national research journals, and theses related to the research focus.

Subjects participating in this research were teachers as pioneers in integrating scientific literacy and social literacy as project designers and independent curriculum implementers. The other subjects were fourth-grade students at SDN Jetis 01 Baki as objects in integrating scientific and social literacy and implementing the Pancasila student profile project. An additional subject as a reinforcement of the research results is the principal of SDN Jetis 01 Baki, who has a role as a driving force in all activities related to the school, especially in the implementation of the independent curriculum. The object studied in this research is the integration of scientific and social literacy competencies as a project to increase the profile of Pancasila students. The focus being studied is on integrating scientific and social literacy and implementing a project to strengthen the profile of a Pancasila student at SDN Jetis 01 Baki.

Data collection in the research was carried out using observation, interview, and documentation methods. The observation method on project activities to strengthen the profile of Pancasila students starts from the introduction stage to the follow-up stage of the project, which was carried out in fourth grade at SDN Jetis 01 Baki. The second technique is interviews conducted with fourth-grade teachers at SDN Jetis 01 Baki as the designer and implementer of the project to strengthen the profile of Pancasila students, and interviews with the principal of SDN Jetis 01 Baki regarding independent curriculum and project activities to strengthen the profile of Pancasila students because the principal is the head of an educational institution. The last data collection technique is documentation which can be in the form of a Pancasila Student Profile Improvement Project plan, including time allocation for project implementation, profile improvements project modules such as Pancasila students, student worksheets, group worksheets, student assessment charts, and student reflection sheets and so on that are relevant with research studies. This study obtained valid data by comparing and confirming the validity of observation data, interviews, and documents using the data source triangulation method. Triangulation is carried out using source triangulation and technical triangulation. The research instrument grid is presented in Table 1.

Table 1. Research Instruments

No.	Indicator	Sub indicator	Interview	Observation	Documentation
1.	Integrating Scientific and social literacy competencies in Students	Students' understanding of scientific literacy and social literacy	✓	✓	
		Activities that can develop scientific literacy and social literacy competencies in students	✓	✓	

No.	Indicator	Sub indicator	Interview	Observation	Documentation
2.	Project to strengthen the profile of Pancasila students	The process of integrating scientific literacy and social literacy competencies	✓	✓	✓
		Projects arranged by teachers with elements of planting Pancasila student profiles	✓	✓	✓
		Planning a project to strengthen the profile of Pancasila students	✓	✓	✓
		Implementation of a project to strengthen the profile of Pancasila students	✓	✓	✓
		Evaluation of the project to strengthen the profile of Pancasila students	✓	✓	✓

In this research, the data analysis phase was carried out using descriptive analytics during and after data collection using taxonomic analysis techniques. The data analysis phase is used through the data reduction, presentation, inference, and inference phases. The data reduction phase is done by collecting and shortening the required data according to the research study. The data presentation phase is done by processing the data according to the research objectives. Moreover, the inference phase is carried out by concluding to answer problems by the research objectives and producing new concepts from the analysis.

3. RESULT AND DISCUSSION

Result

Literacy activities at SDN Jetis 01 Baki are implemented through various activities in each class from grade one to six, depending on how the teacher implements them. Literacy practice in the form of reading non-fiction books at least 10 minutes before learning activities begin and literacy is also carried out through the reading corner in each class. Whereas for fourth grade, the class teacher not only applies literacy activities in the general field, but literacy in fourth grade also focuses on two areas: scientific literacy and social literacy. The application of scientific literacy and social literacy in fourth grade, which is implemented through project activities to increase the profile of Pancasila students by making scientific literacy and social literacy activities the main activities in implementing the project to increase the profile as Pancasila students which are implemented the same as the Ministry of Education and Culture's policy regarding the independent curriculum.

The student activity in scientific literacy applied to fourth grade is packaged in a strengthening project as a profile of Pancasila students. The activities invite students to see and understand from a video show and poster provided by the teacher regarding the types of waste. Students carry out observation activities in the surrounding environment regarding waste. Students classify the waste that has been observed according to its type, participants students discuss with their group mates about proper waste management, and students together with their group mates make eco-brick as an effort to manage plastic waste. Whereas in the implementation of social literacy activities in fourth grade are implemented through various forms of activity, including students carrying out all project activities to strengthen the Pancasila student profile by discussing groups or exchanging opinions with friends, students conducting interviews with teachers or school residents who are not participants, students, students carry out presentation activities in front of the class to present their work, students carry out socialization activities to other class students through the form of posters from what has been produced from the project to strengthen Pancasila student profiles as a form of sharing knowledge with others.

The process of integrating scientific literacy and social literacy competencies at SDN Jetis 01 Baki is carried out by making scientific literacy and social literacy competencies the main underlying activities and mandatory for participants to complete the project to increase their profile as Pancasila students starting from the introduction stage to the follow-up. The teacher combines both literacies to carry out a project to increase the profile of a Pancasila student. Scientific and social literacy activities in the eco-brick-making project can be seen in [Table 2](#).

Table 2. Scientific Literacy and Social Literacy Activities

Literacy Activities	
Scientific Literacy	Students can identify the questions asked and gain new knowledge, explaining scientific phenomena in the form of long-term impacts caused by the phenomenon that Indonesia is the second largest contributor to plastic in the sea.
Social Literacy	Students can recognize countries in the world, especially the biggest contributors to plastic waste in the sea, from the infographics provided by the teacher. Students can foster an attitude of cooperation and cooperation through discussion activities to complete a case provided.

Based on the table above, it can be seen that scientific literacy and social literacy must be passed by students in the introduction stage during the fourth activity, namely observing data on plastic donors. In this activity, the teacher integrates by combining the two areas of literacy in one activity in the fourth activity. Activities during the fourth activity, namely observing data on plastic contributors, can be seen in Table 3.

Table 3. Project Activities to Strengthen the Pancasila Student Profile Activity 4

Implementation Time	Saturday, September 24, 2022
Objective (end of phase achievement)	Collect, categorize, compare, and select information and ideas from various sources.
Activity	In this activity, you will be invited to look at data from infographics and then discuss them. Come on, follow these steps. 1. Begin the activity by praying together. 2. Pay attention to the teacher's explanation based on infographics regarding Indonesia as the second largest producer of plastic in the world's oceans. 3. Next, discuss with your group the long-term impact of this phenomenon. 4. You can look for additional information through books or the Internet. 5. Write the discussion results in the assignment notebook, then present them to the teacher and other groups. 6. Group representatives present the information obtained in front of their friends.
Supporting description	Facilities and infrastructure 1. LCD projector 2. Laptops 3. Infographics about waste-contributing countries 4. Group discussion worksheets

While implementing the Project to Strengthen Pancasila Student Profiles, SDN Jetis 01 Baki carried out a project with elements of building a profile as a Pancasila student. It is reinforced by the observations and results of documentation from the fourth-grade teacher as the designer and implementer of the profile improvement project as a Pancasila student. Through project activities to increase the profile of Pancasila students, namely making eco-bricks, there is an element of cultivating Pancasila student profiles that can be implemented to foster character in students. Planting a profile as a Pancasila student is also contained in the project module, with dimensions and sub-elements related to the profile as a Pancasila student, as shown in Table 4.

Table 4. Dimensions and Sub-Elements of the Pancasila Student Profile

Dimension	Element	Sub element	Final phase achievement
Have Faith, Fear of God Almighty, and Have Noble Characters	Morals to nature	Protect the natural environment	Accustomed to understanding friendly and unfriendly behavior and getting used to taking environmentally friendly actions
Critical Reasoning	Obtaining and processing	Asking question	Ask questions to identify problems and reinforce your understanding of the

Dimension	Element	Sub element	Final phase achievement
	information and ideas	Identify, clarify, and process information and ideas	problem and the environment around you. Collect, categorize, compare, and select information and ideas from various sources.

Before the project implementation stage, to increase the profile of a Pancasila student, the teacher must first plan the project implementation. The first thing that needs to be done by the teacher is to arrange the time allocation for the implementation of the project. Project implementation time is allocated by managing time with the allocation of learning hours. Besides allocating time, teachers need to do other planning, namely activities in developing scientific and social literacy, learning media, student worksheets, assessment tables, and project modules. At SDN Jetis 01, the remaining project time allocation is done once a week, namely on Saturdays. Thus, all Saturday lessons came from teachers to implement projects to strengthen student profiles on Pancasila, with examples of time allocations shown in Table 5.

Table 5. Allocation of Time for the Project to Strengthen the Profile of Pancasila Students

SEPTEMBER	
Implementation date	Activity Material
Saturday, September 17, 2022	<ol style="list-style-type: none"> 1. Exploring self-potential 2. Recognize the types of waste
Saturday, September 24, 2022	<ol style="list-style-type: none"> 1. Discuss the dangers of plastic waste 2. Observing data on plastic waste contributors
OCTOBER	
Saturday, October 1, 2022	<ol style="list-style-type: none"> 1. Conduct observations and interviews related to plastic waste management 2. Listen to how to manage plastic waste with eco brick 3. Make a note of the steps for making ecobrick
Saturday, October 15, 2022	<ol style="list-style-type: none"> 1. Create a plastic waste management plan with Ecobrick 2. Collecting plastic packaging waste and plastic bottles to be turned into eco-bricks
Saturday, October 22, 2022	<ol style="list-style-type: none"> 1. Cleaning plastic packaging waste and plastic bottles to be converted into eco-bricks 2. Making eco-bricks
Saturday, October 29, 2022	<ol style="list-style-type: none"> 1. Composing eco-brick into a product 2. Decorate eco-brick products
NOVEMBER	
Saturday, November 5, 2022	<ol style="list-style-type: none"> 1. Presentation of reports on plastic waste management activities with eco-bricks and eco-brick products 2. Reflection and evaluation of the activity process
Saturday, November 12, 2022	<ol style="list-style-type: none"> 1. Making posters for plastic waste management with Ecobrick 2. Socialization on how to manage plastic waste with ecobrick.

The implementation of the project to strengthen the Pancasila student profile starts from the introduction stage, which contains theories introduced to students through exploratory activities such as observations, discussions, and case studies. Next is the contextualization stage, which contains observations, interviews, discussions, and planning actions to solve a problem. Then the next stage is the action stage which contains student activities in making eco-brick to manage plastic waste. Furthermore, at the reflection stage, students carry out activities in the form of evaluation of the projects that have been carried out. Moreover, the last stage is a follow-up with students making posters to socialize posters made to school residents or other class students.

The researchers found that the project of making eco-bricks to manage plastic waste could be done well, starting from the introduction, contextualization, action, reflection, evaluation, and follow-up stages. Based on the reflection and evaluation activities of the project to strengthen the profile of Pancasila students that have been carried out, the teacher reflects and distributes reflection sheets to students and, from these reflection sheets, draws the conclusion that students experience obstacles in the action section. The waste made into eco-bricks is not good because the trash is still wet and has yet to be dried in the sun to dry. In addition, the obstacle students experienced was putting plastic waste into bottles because the pieces of

plastic waste were not small enough. Meanwhile, the obstacles experienced by teachers in implementing profile-strengthening projects as Pancasila students for students were that participants preferred activity- or action-based learning activities that students had to carry out compared to lecture learning methods or just observing a video.

Discussion

Literacy activities are basic activities that must be applied to students. Literacy activities can be done by reading books for 10-15 minutes and providing reading corners in each class. These literacy activities can increase students' thinking power (Tabroni et al., 2020). The literacy movement is not only in the area of reading and writing skills, but the scope of literacy is broad because literacy also develops skills in other fields (Harsiati, 2018; Komalasari et al., 2019; Safrizal, 2021). The research subjects, namely fourth graders at SDN Jetis 01, have implemented literacy activities other than reading and writing, namely scientific and social literacy. Scientific literacy is a competency students possess in describing scientific phenomena that occur in science issues (Narut & Supradi, 2019). At the same time, social literacy is students' competence in socializing with their lives (Fatmawati, 2022; Sari et al., 2020). In addition, scientific literacy is also interpreted as scientific ability and knowledge to explain scientific phenomena (Kristyowati & Purwanto, 2019; Putri, 2020). In addition, social literacy is also interpreted as the ability of an individual to apply knowledge and skills in daily life based on the values and standards that apply in society (Fatmawati, 2022; Sari et al., 2020). It shows that scientific and social literacy must be applied to students because these two literacies play a role in developing students' self-abilities in the scientific and social fields.

One form of student activity in scientific literacy is that students observe the surrounding environment regarding waste classification, while one of the social literacy activities carried out by students is conducting interviews with teachers and school residents regarding waste management. The scientific literacy and social literacy activities are integrated into a unified whole in the implementation of the project because the integration of natural sciences and social sciences can develop the competence of human resources who think critically about the progress of the nation (Murti & Sunarti, 2021; Tarsini & Ningsih, 2021). It shows that the integration of scientific and social literacy can develop the competence of students, especially in the field of science, with students having dimensions of processes, products, and scientific attitudes and can integrate these dimensions in the social field concerning strengthening character or value education in social life (Harsiati, 2018; Komalasari et al., 2019; Safrizal, 2021).

The development of scientific literacy and social literacy integration activities was found in the project to strengthen the profile of Pancasila students in all their activities from the introduction stage to the follow-up stage. One of them is in the fourth activity project, namely, paying attention to teachers based on infographics about Indonesia as the second largest source of plastic in the world's oceans and discussions with groups about the long-term impact of this phenomenon. In this activity, there is an integration of scientific literacy and social literacy. The scientific literacy expressed in this activity is gaining new knowledge through infographics presented by teachers, and students can explain scientific phenomena in the form of long-term impacts caused by the phenomenon that Indonesia is the second largest contributor to plastic in the sea (Kristyowati & Purwanto, 2019; Putri, 2020). Meanwhile, the social literacy expressed in this activity is from observing the infographics presented by the teacher. Students can identify countries worldwide, especially the biggest contributors to plastic in the sea. Social literacy can be developed through discussion activities with their group mates. Thus, students can encourage cooperation and build good socialization between friends (Fatmawati, 2022; Fitriyani et al., 2023; Sari et al., 2020). The project to strengthen the profile of Pancasila students that has been prepared certainly contains elements of planting a profile as a Pancasila student.

The application of the Pancasila student profile in the learning process will be able to change students to become dedicated and innovative the learning process. Implementing the profile improvement project as a Pancasila student at SDN Jetis 01 Baki embodies student profiles of Faith and Fear of God Almighty and noble character with elements of morality with nature and sub-elements of caring for the surrounding environment. It implies that the project to strengthen the Pancasila student profile is carried out in an educational institution with the achievement of developing the character of students as a reinforcement of academic competence by the values in the Pancasila student profile packaged by considering the main characteristics of students so that they can stimulate students to carry out investigations, problem-solving, and decision making (Lubaba & Alfiansyah, 2022; Susilawati et al., 2021). The implementation of the P5 project was able to package activities by cultivating the character of students who embody the Pancasila student profile because this project has implemented this will foster an attitude of love for the natural environment by paying attention to waste (Rachmawati et al., 2022). With this eco-

brick project, students will know how to manage waste properly. With this attitude, students have paid attention to a sustainable lifestyle by providing good effects and contributions for the future.

The results obtained in this study are in line with the results of previous research, which also revealed that the socio-cultural literacy that needs to be taught to students is a national commitment, tolerance, non-violence, and accommodative and inclusive, where the implementation is escorted by the school principal and in collaboration with all teachers and residents school by incorporating it into the learning system according to the level of proficiency possessed by students (Marlina & Halidatunnisa, 2022). The results of other studies reveal that science learning is differentiated into an independent curriculum giving students autonomy to express their learning abilities based on their potential and interests (Yunike et al., 2022). Further research revealed that scientific literacy was applied in science learning using the Student-Centred Learning simulation method with contact stages, elaboration curiosity, decision-making, nexus, and evaluation (Syofyan & Amir, 2019). Based on some of these results, scientific and social literacy in learning can be done properly by adjusting to student needs.

4. CONCLUSION

Based on the results of the data analysis that has been carried out, it can be concluded that the process of integrating scientific and social literacy is carried out through project activities to increase the profile as Pancasila students can run well and can achieve the objectives of implementing the project that the integration of scientific and social literacy is a form of adaptation activity students before entering the content of natural and social science lessons in the independent curriculum. This integration of scientific literacy and social literacy can make students have scientific abilities while still paying attention to character values in students.

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