



The PJBL Model on Increasing the Pancasila Student Profile (P3) of Grade IV Elementary School Students

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ABSTRAK

Penelitian ini dilatarbelakangi oleh adanya masalah tentang profil pelajar pancasila siswa yang masih tergolong lemah seperti anak masih saja malas dalam membaca buku, tidak mau ikut bergotong royong, kurang mandiri dalam mengerjakan tugas. Penelitian ini bertujuan untuk menganalisis efektifitas model PJBL terhadap peningkatan profil pelajar pancasila (p3) siswa kelas IV SD. Jenis Penelitian ini melalui pendekatan kuantitatif dengan desain penelitian eksperimen. Populasi penelitian ini yakni kelas IV yang terdiri dari 3 kelas. Sedangkan sampel penelitian ini menggunakan teknik pengambilan purposive sampling maka sampel penelitian pada kelas IVC dengan jumlah siswa 25 orang. Teknik pengumpulan data menggunakan angket, dan dokumentasi. Pengujian Instrumen menggunakan validitas dan reliabilitas. Teknik analisis data menggunakan analisis deskriptif dan uji prasyarat yakni uji normalitas, homogenitas, uji hipotesis dan uji N-Gain. Berdasarkan pengolahan data hasil penelitian yakni model PJBL cukup efektif meningkatkan profil pelajar pancasila (P3) siswa kelas IV SD. Hal ini dibuktikan dengan hasil t hitung yaitu ada peningkatan n profil pelajar pancasila (P3) siswa dengan model PJBL yang berada pada kategori sedang, dimana nilai N-Gain yakni 0,56. Disimpulkan bahwa model PJBL dapat meningkatkan profil pelajar pancasila (P3) siswa sekolah dasar kelas IV.

ABSTRACT

This research is motivated by problems regarding the profile of Pancasila students, students who still need to improve, such as children who are still lazy to read books, do not want to work together, and are less independent in doing assignments. This study aims to analyze the effectiveness of the PJBL model in increasing the profile of Pancasila students (p3) in fourth-grade elementary school students. This type of research uses a quantitative approach with an experimental research design. The population of this study is class IV which consists of 3 classes. While the research sample used a purposive sampling technique, the research sample was in the IVC class with 25 students. Data collection techniques using questionnaires and documentation. Instrument testing uses validity and reliability. Data analysis techniques used descriptive analysis and prerequisite tests, namely normality, homogeneity, hypothesis, and N-Gain tests. Based on research data processing, the PJBL model is quite effective in increasing the profile of Pancasila students (P3) in class IV elementary school students. It is proven by the t-count results, namely that there is an increase in the profile of Pancasila students (P3) of students with the PJBL model who are in the medium category, where the N-Gain value is 0.56. It was concluded that the PJBL model could increase the profile of Pancasila students (P3) in grade IV elementary school students. It is proven by the t-count results, namely that there is an increase in the profile of Pancasila students (P3) of students with the PJBL model who are in the medium category, where the N-Gain value is 0.56. It was concluded that the PJBL model could increase the profile of Pancasila students (P3) in grade IV elementary school students. It is proven by the t-count results, namely that there is an increase in the profile of Pancasila students (P3) of students with the PJBL model who are in the medium category, where the N-Gain value is 0.56. It was concluded that the PJBL model could increase the profile of Pancasila students (P3) in grade IV elementary school students.

1. INTRODUCTION

The education provided at elementary school level is intended to enable the development of personal life as well as that of society and citizens. In this case, students who are in elementary school are also prepared so that they can undergo the next stage of education, namely secondary education (Dewi et al., 2017; Karisma et al., 2019; Widiyono & Millati, 2021). From an early age, the quality of human resources needs to continue to be improved considering that this is essential and needs to be paid close attention. Quality human resources can be created if school institutions provide qualified teaching staff who have high professionalism in carrying out their role in guiding students in line with current advances in science. (Damayanti et al., 2018; Leonard, 2016; Ratminingsih, 2018). The Minister of Education and Culture (mendikbud) in the process of perfecting character education stated that, "The Pancasila Student Profile has been made one of the visions and missions of the Ministry of Education and Culture (Kahfi, 2022; Rudiawan & Cahyono, 2022; Zuriyah & Sunaryo, 2022).

The Pancasila student profile is related to the Vision of Education in Indonesia, namely realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Indonesian students. The background to the formation of the Pancasila Student Profile is the low level of human resources who have character in accordance with the values of Pancasila within the scope of education which is starting to be forgotten. The Pancasila Student Profile is a manifestation of the concept of lifelong learners who can have global competence and behave in accordance with Pancasila values (Aditia et al., 2021; I. Kurniawaty et al., 2022). The Pancasila Student Profile is an effort to improve the quality of education in Indonesia which prioritizes character formation (Faiz & Kurniawaty, 2022; I. Kurniawaty et al., 2022; Zuriyah & Sunaryo, 2022). In the current era of technological progress of globalization, the role of values and character education is very much needed to provide a balance between technological development and human development. The Pancasila Student Profile (PPP) as part of the Independent Learning Curriculum is designed to describe the competencies that the Indonesian education system wants to produce with character. (Aisyah & Nawawi, 2023; Rusnaini et al., 2021). Indonesian students are lifelong students who are competent, have character and behave in accordance with the values of Pancasila. (Aisyah & Nawawi, 2023; Rusnaini et al., 2021). This is closely related to the ability to become a democratic Indonesian citizen and become a superior and productive human being in the 21st century. In forming a Pancasila student profile, an appropriate learning model is needed.

However, the current problem is that there are still many teachers who have not been able to implement appropriate learning models for students (Hidayati et al., 2022; Pratiwi & Wuryandani, 2020). From the results of interviews with class IV teachers at SDN 017 Pekanbaru, they have just implemented the Independent Curriculum for 1 year. During the implementation of the independent curriculum, teachers had not implemented the PBL learning model and were still implementing discussions. The problem with children during the independent curriculum is that children are still lazy about reading books. Apart from that, several problems with the students' character do not fully reflect the behavior that describes the Pancasila Student Profile (P3) who has behavior in accordance with Pancasila values, one of which is working together, being independent, having global diversity, critical reasoning and creativity. The Pancasila value of mutual cooperation can be seen still throwing rubbish carelessly. The Pancasila value of global diversity can be seen as children still teasing each other and still choosing to make friends. The Pancasila independence value can be seen from children still ignoring their assignments and not completing the tasks given by the teacher. The value of creative Pancasila can be seen from the lack of interesting things or handicrafts from students in the school environment.

The right solution to form the Pancasila character profile in students is by implementing a cooperative learning model. One of the cooperative learning models is Project Based Learning (PjBL). The application of this learning model can require students to be able to have critical thinking and take active action (Santika et al., 2022; Winatha et al., 2018). In this learning model, the teacher has the function of being a motivator and facilitator, providing direction and guidance to students so that they can complete the project given in the lesson. (Arizona et al., 2020; Ummah et al., 2019; Yahya, 2014). PjBL learning is a learning method that uses problems as an initial stage to collect and integrate new knowledge obtained from students' experiences in activities that are carried out in real life. Implementation of this learning method begins with posing a problem at the beginning of the lesson, then preparing the project design, preparing the project completion schedule, monitoring project progress, assessing project results, and final evaluation. (Prachagool, 2021; AY Sari & Astuti, 2017). Through this method students not only learn theory but also learn practical things in everyday life (Faridy & Rohendi, 2022; Rifmasari et al., 2022). This allows students to obtain the information and knowledge they need and gain experiences that will remain in their memories (Ulya et al., 2020; Wijayati et al., 2019). Previous findings stated that Project Based Learning is a teaching model that prioritizes the learning process with students as the center when carrying out certain projects (Ulya et al., 2020; Wicaksono, 2019). Other findings also reveal that Project

Based Learning is a learning model that utilizes problems as an initial stage for activities to collect and integrate new knowledge obtained from experiences and activities in real life so as to improve students' abilities. (Handayani & Sinaga, 2022; Prihatin, 2019). The principles of the Pjbl model are core curriculum, driving questions, constructive investigation, autonomy and realistic. The benefits of using the Pjbl model in learning are that it becomes more active, interactive or takes place in more than one direction, and students become the center of learning. Based on this, the aim of this research is that this research aims to analyze the effectiveness of the Pjbl model in increasing the profile of Pancasila (p3) students in class IV elementary school.

2. METHOD

The type of research used is a quantitative study using experimental methods. Experimental research is used to be able to see the cause and effect effect between variable This research was carried out at SDN 017 Pandau Jaya, whose address is Jl. Kempas No.9, Pandau Jaya, Kec. Siak Hulu, Kampar Regency, Riau. The population in this research is all class IV students at SDN 017 Pekanbaru. The research sample was in class IV C with 25 students at SDN 017 Pekanbaru. The researcher chose this IVC class because the class teacher had not implemented the Pjbl model in the process of improving P3 in the independent curriculum. Data collection techniques include observation and questionnaires. The instrument in this research is a questionnaire. The questionnaire grid is presented in Table 1. Data analysis techniques include descriptive analysis, analysis requirements test, hypothesis testing, N-Gain data analysis.

Table 1. Questionnaire Grid

No	Aspect	Indicator
1	Have faith, have faith in God Almighty, and have noble character	a. Religious morals b. Personal morals c. Morals towards humans d. Morals towards nature e. State morals
2	Global Diversity	a. Get to know and appreciate culture b. Intercultural communication skills in interacting with others c. Reflection and responsibility for the experience of diversity
3	Work togetherwork together	a. Collaboration b. Concern c. Share
4	Independent	a. Awareness of yourself and the situation you are facing b. Self-regulation
5	Critical Reasoning	a. Obtain and process information and ideas b. Analyze and evaluate reasoning c. Reflecting on thoughts and thought processes d. Make decisions
6	Creative	a. Generate original ideas b. Produce original work and actions

3. RESULT AND DISCUSSION

Result

The results of the validity test carried out on the instrument that will be used for the pretest and posttest were tested using the SPSS version 25 tool. The result was that of all the statement items, namely 25 statements, the results showed that there were 21 statements that were valid, and there were 4 statements that were invalid or not used. . The invalidity of these 4 statements is because the results of the SPSS test carried out show that the calculated r value displayed is still below the r table provisions, namely 0.396. So these 21 statements are feasible and can be used to obtain research data. The next stage after carrying out instrument validity is measuring the reliability of the data. In this research, to determine the reliability of the instrument, the author used SPSS for Windows to calculate the reliability of an instrument. In general, reliability is in the range where 0.60 is poor, 0.07 is acceptable and 0.80 is good. (To determine the reliability of the variable statement items, testing was carried out using the SPSS 25.0 computer program using the Cronbach's Alpha formula. The results of the reliability test data analysis

showed that the Cronbach's alpha value for the pretest and posttest instruments was 0.930. This means that the statement for all statement items is good. The Pancasila Student Profile (P3) instrument has an alpha value of 0.930, which means the instrument is reliable or good. So the questionnaire statements on the variables in this research are good to be used as research instruments. The pretest and posttest scores for the Pancasila Student Profile (P3) are presented in Table 2.

Table 2.Pretest and Posttest Descriptive Scores for Students' Pancasila Student Profile (P3).

Criteria	Mark		N (Number)
	Pretest	Posttest	
Average (Mean)	58.84	90.68	25
Minimum Score	48	81	
Maximum Score	71	100	
Daviation Standard	6.84	5.02	
Median	57.14	90.48	
Mode	61.90	90.48	

The results of data analysis show that the average score for the Pacasila Student Profile (P3) of class IVC students attended by 25 students after being given teaching using the PJBL model. Previously, students were first given a pretest which was intended to find out the student's initial Pancasila Student Profile (P3). The pretest results for the students' Pancasila Student Profile (P3) questionnaire obtained an average score of 58.84 and the posttest results for the students' Pancasila Student Profile (P3) questionnaire obtained an average score of 90.68. The results shown in the Pacasila Student Profile (P3) pretest and posttest show that there is a visible difference that the posttest is better than the pretest. However, this basic assumption cannot be proven if hypothesis testing and N-Gain have not been carried out.

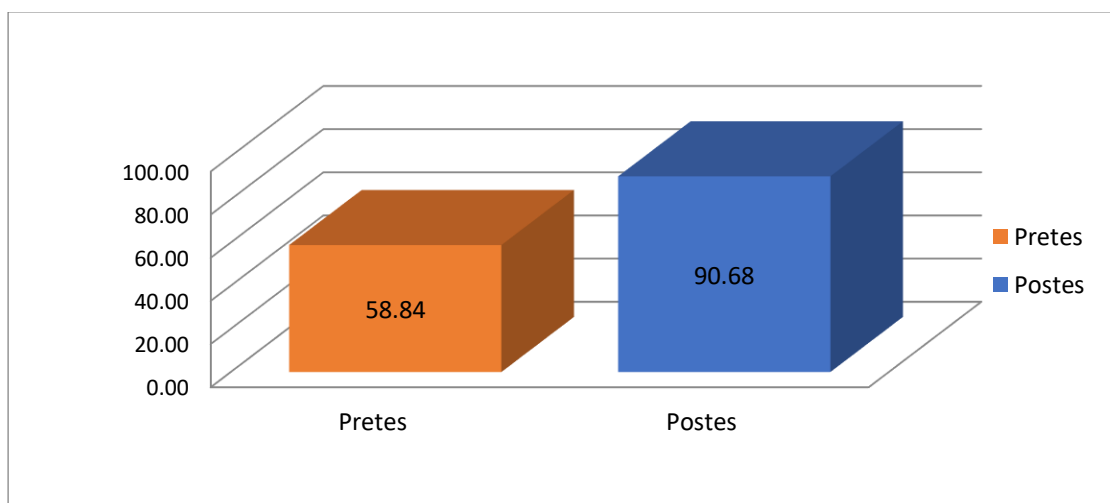


Figure 1. Average Pretest and Posttest Scores for P3 Students

Testing the hypothesis of this research uses the t test in the paired samples test, because in this research the samples used are the same in number and the normality data is normally distributed. Based on the table above, a statistical test was obtained with $t = 12.573$ and $p \text{ (sig)} = 0.000$. Because $p \text{ (sig)} < 0.05$, namely $(0.00 < 0.05)$ and also the calculated t value is greater than the t table, namely 2.063, obtained with $dk \ n-1 = 25-1 = 24$, then $19.227 > 2.063$, with Thus, researchers can conclude that there are differences in the profile of Pancasila students (P3) before and after the PJBL model treatment. So it means that H_0 is rejected and H_a is accepted, which means there is an increase in the Pancasila Student Profile (P3) of class IV students at SDN 017 Pandau Jaya with the PJBL model. The test results in the paired samples t test are presented in Table 3.

Table 3. Statistical Test Results (t Test)

		Paired Differences					Q	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	31.8400	8.2799	1.6559	28.4223	35.257	19,227	24	0.000

Based on calculations, it turns out that the t value of 19.227 falls on Ha's acceptance or Ho's rejection. Thus, it can be concluded that the PJBL model is effective in increasing the Pancasila Student Profile (P3) in the IVC class at SDN 017 Pandau Jaya. The results of the gain calculation on the Pancasila Student Profile (P3) data for class IVC SDN 017 Pandau Jaya obtained a pretest average of 58.84 and a posttest average of 90.68. So we get an N-gain of 0.77. This means an increase in the Pancasila Student Profile for class IVC SDN 017 Pandau Jaya with the PJBL model in the high category because 0.77 is at a value between $g \geq 0.7$. Furthermore, to find out the effective interpretation of the PJBL model in increasing the Pancasila Student Profile for class IVC SDN 017 Pandau Jaya, it can be seen from the N-Gain percentage value which reaches 77% which is between 76% - 100% with the effective category. This means that the implementation of the PJBL model is effective in increasing the Profile of Pancasila Class IVC students at SDN 017 Pandau Jaya. The N-gain test results are presented in Table 4.

Table 4. N-Gain Test Results

Group	Results		
	Average	N-Gain	N-Gain Percentage
Pretest	58.84	0.77	77%
Posttest	90.68		
Category Description		Tall	effective

Discussion

Increasing the Pancasila Student Profile (P3) with the PJBL model is in the high category, because the N-Gain value shows a value of 0.77, while the interpretation of its effectiveness shows that the PJBL model is effective in increasing the Pancasila Student Profile (P3) with the indicated value of 77%. The use of project-based learning has the influence and connection to form students according to the 6 dimensions in the Pancasila student profile (P3), namely faith and devotion to God, global diversity, mutual cooperation, critical reasoning, independence and creativity.(Amalia, 2022; Mery et al., 2022).This means that this research shows that PJBL can improve the profile of Pancasila students. The results of the research show that there is a positive increase between the PJBL model on the student profile of Pancasila students. This has been proven when students are active in the learning activities carried out, namely the PJBL model with answers given or looking for answers, discussing, carrying out science activities independently, so this will definitely influence students' attitudes and understanding of the Pancasila student profile for the better. . The results of this research can be discussed that the PJBL model is quite effective in improving the student profile of Pancasila (p3) students for the better.

Pancasila Student Profile answers the challenges of preserving the nation's noble values and morals, preparing students for global citizenship, achieving social justice, and realizing 21st century life skills as part of character achievement(Gunawan & Suniasih, 2022; Imas Kurniawaty et al., 2022). The Pancasila Student Profile is one of the implementations of Indonesian students who are continuously expected to have global abilities and character in accordance with the values contained in Pancasila.(Kurniastuti et al., 2022; Sulastri et al., 2022). The Pancasila students referred to are students who are able to apply character in everyday life that is directly related to what is contained in the Pancasila principles.(Rachmawati et al., 2022; Rizal et al., 2022). Character education must still be prioritized because it must refer to the Pancasila Student Profile which is implemented in educational units through various cultural activities at school, curricular, intracurricular such as projects and extracurricular. The PJBL learning model requires students to create projects related to related subjects(Guo et al., 2020; Sari et al., 2019). Projects in PJBL are built based on students' ideas as an alternative form of solving certain real problems, so that students experience the process of learning to solve problems directly. The project based learning model can foster a more disciplined student learning attitude and can make students more active and creative in learning(Erisa et al., 2020; Sinta et al., 2022). PJBL is an innovative learning model and emphasizes contextual learning through complex activities that

involve students in the learning process and solving problems as a whole as well as constructing their own thought patterns and finding solutions independently and realistically. (Mulyadi, 2016; Winarlis & Hassanuddin, 2019). Projects carried out by students will make students more skilled, creative, skillful and confident processing and drawing conclusions from projects that have been carried out in a practical manner. The steps in implementing the PJBL model are determining basic questions, designing project plans, preparing schedules, monitoring students and project progress, testing results and evaluating experience.

Previous findings state that the PJBL model has many advantages in providing students with direct experience in lessons and can also improve student learning outcomes (Faizah, 2015; Maisyarah & Lena, 2018). Other findings also reveal that PJBL is learning that involves students in learning activities both in solving problems and providing opportunities for students to express their creativity more so that it can improve learning outcomes and student creativity. (Alawiyah & Sopandi, 2016; Surya et al., 2018). The advantages of PJBL are enhancing problem-solving abilities, improving skills in searching for information, encouraging communication skills, conveying experiences in the form of projects, creating a pleasant learning atmosphere, providing concrete learning experiences. Based on this, PJBL is effectively used in improving student character.

4. CONCLUSION

Based on the research results, it was concluded that there was a positive increase in the pjbl model towards the student profile of pancasila students. This has been improve it when students are active in the learning activities carried out, namely the pjbl model with answers given or looking for answers, discussing, carrying out science activities independently, so that it influences students' attitudes and understanding of the pancasila student profile for the better. The results of this research can be discussed that the pjbl model is quite effective in improving the student profile of pancasila (p3) students for the better.

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