



# The Resilience of Elementary School Students Through a Project to Strengthen The Pancasila Student Profile

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## ABSTRAK

Tinggi rendahnya kemampuan siswa dalam mengimplementasikan proyek penguatan profil pelajar Pancasila dipengaruhi oleh tingkat ketahananmalangan masing-masing siswa. Adapun tujuan dari penelitian ini adalah untuk mendeskripsikan ketahananmalangan siswa melalui penerapan proyek penguatan profil pelajar pancasila di sekolah dasar. Penelitian ini tergolong kedalam jenis penelitian deskriptif kuantitatif. Populasi dalam penelitian ini yakni 236 siswa kelas IV SD. Penarikan sampel dalam penelitian dilakukan menggunakan teknik proporsional random sampling, dengan pengambilan sampel secara acak dari anggota populasi tanpa memperhatikan strata, sehingga didapatkan jumlah sampel yakni sebanyak 148 orang siswa kelas IV SD. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi, wawancara, serta penyebaran angket, dengan instrument penelitian berupa angket ketahananmalangan siswa. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis statistik deskriptif. Dari hasil analisis data diperoleh rata-rata nilai ketahananmalangan siswa melalui penerapan proyek penguatan profil pelajar pancasila adalah sebesar 76,95. Apabila dikonversikan pada kategorisasi ketahananmalangan menurut Stoltz termasuk dalam kategori sedang (Campers). Berdasarkan hasil analisis tersebut maka dapat disimpulkan bahwa, ketahananmalangan siswa melalui penerapan proyek penguatan pancasila di sekolah dasar berada pada kategori sedang.

## ABSTRACT

Each student's resilience level influences students' ability to implement projects to strengthen Pancasila student profiles. This research aims to describe students' resilience by implementing a project to strengthen the profile of Pancasila students in elementary schools. This research belongs to the type of quantitative descriptive research. The population in this study was 236 students of class IV SD. Sampling in the study was carried out using a proportional random sampling technique by randomly taking samples from members of the population without regard to strata so that the total sample was 148 students of class IV SD. Data collection in the study was carried out using observation, interview, and questionnaire distribution methods, with the research instrument being a student resilience questionnaire. The data obtained in the study were then analyzed using descriptive statistical analysis techniques. From the results of data analysis, it was obtained that the average value of students' resilience through the implementation of the Pancasila student profile strengthening project was 76.95. When converted to the categorization of resilience according to Stoltz, it is included in the medium category (Campers). Based on the results of this analysis, students' resilience through the implementation of Pancasila strengthening projects in elementary schools is in the medium category.

## 1. INTRODUCTION

The implementation of the independent curriculum, which is based on the formation of student profiles, aims to equip students with the spirit and values of the Pancasila precepts in their lives (Rahayu et al., 2022; Safitri et al., 2022). By considering the meaning of learning and the uniqueness of each student, the characteristics of the Independent Curriculum offer hope for student learning recovery (Fahira et al., 2022; Sumarsih et al., 2022). Students are encouraged to collaborate with colleagues as part of an independent curriculum project-based learning approach, which fosters critical thinking (Jojo &

Sihotang, 2022; Sopiansyah & Masruroh, 2021). The independent curriculum provides space for students to become more active, interactive, contextual, and able to solve problems around them with projects to strengthen the profile of Pancasila students (Arnes et al., 2023; Jannati et al., 2023). In contrast to intracurricular learning, the role of the Pancasila student profile provides an open door for students to adapt learning in a relaxed environment, adjustable learning arrangements, intuitive learning exercises, and also directly involved with the general climate to strengthen various skills in the Pancasila student profile (Fahlevi, 2022; Isa et al., 2022; Munawar, 2022). The profile of Pancasila students is one of the important achievements in the independent curriculum. The Pancasila student profile is designed as a competency the Indonesian education system wants to produce in students (Jamaludin et al., 2022; Rachmawati et al., 2022; Safitri et al., 2022). Six competencies must be developed in the Pancasila student profile, including faith, piety to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity (Asiati & Hasanah, 2022; Sulastrri et al., 2022). One of the definitions of the Pancasila student profile is the character and abilities developed from time to time and manifested in each student (Rizal et al., 2022).

The success of forming a Pancasila student profile is influenced by several factors, innate (internal), personality (internal), family (external), teacher/educator (external), and environment (external) (Cahyaningrum & Diana, 2023; Kahfi, 2022). The Pancasila student profile is implemented through a project to strengthen the Pancasila student profile (P5). Pancasila Student Profile uses a Project-Based Learning approach to Pancasila student profiles so that students have opportunities to be more active, interactive, and contextual (Fajriansyah et al., 2023; Rachmawati et al., 2022). They also gain hands-on experience solving problems around them, which can help them develop character values. Thus, the Pancasila student profile will be able to create students who put forward the six competencies possessed by the Pancasila student profile. The project to strengthen the profile of Pancasila students is carried out through a series of exercises to achieve certain goals by looking at difficult subjects (Nurhayati et al., 2022; Supriyati et al., 2023). Students must be able to investigate, solve problems, and make decisions while working on projects. Products and Actions created by students are worked on over a predetermined period. The reality shows that the student ability level in implementing the Pancasila student profile tends to vary (Budiono, 2023; Ombili et al., 2022). There are still many students who find it difficult to follow the process of implementing the Pancasila student profile due to a lack of creativity and problem-solving skills.

Students' ability to implement the Pancasila student profile depends on the level of resilience students possess. Resilience is a person's ability to survive, overcome difficulties, and exceed expectations for their performance and potential (Hari, 2020; Suryadi & Santoso, 2017). Students' understanding of their difficulties will generate much motivation, further supporting their desire to solve their problems successfully. Resilience can be divided into three types, including quitter (low), camper (medium), and climber (high) (Hidayat et al., 2019; Susanto & Sofyani, 2019). One's response to adversity will determine whether it will result in happiness, success, or disappointment (Singh & Sharma, 2017). Students' success in learning depends on how students overcome existing difficulties, which are determined by resilience (Putra et al., 2020; Sagitarini et al., 2023). Students with high IQ scores have no guarantee that they will be more successful academically if they have low adversity resilience (Kuhon, 2020; Widiyanto et al., 2021).

Several previous studies have revealed that resilience significantly increases student motivation (Widiyanto et al., 2021). The results of other studies also reveal that resilience affects the independence of learning mathematics (Wahyuni et al., 2020). The results of other studies revealed that the resilience of Informatics Engineering students in the fifth semester at Indraprasta PGRI University was significantly influenced by the habit of thinking (Qadarsih et al., 2022). Based on some of the results of these studies, resilience affects various student abilities, both learning outcomes and thinking skills. In previous research, no study specifically discusses elementary school students' resilience through a project to strengthen the Pancasila student profile (P5). So this research was focused on this study to analyze the resilience of elementary school students through implementing a project to strengthen the Pancasila student profile.

## 2. METHOD

This research belongs to the type of quantitative descriptive research. The population in this study are fourth-grade students who are members of cluster VII Buleleng District, Buleleng Regency, who have implemented the independent curriculum. Seven schools have implemented the independent curriculum. Sampling in the study was carried out using a proportional random sampling approach—a random sampling of individuals from the population without regard to population strata. After taking the sample, 148 students were obtained as the research sample with details as in Table 1.

Data collection in the study was carried out using the method of observation, interviews, and questionnaires, with the research instrument in the form of a student resilience questionnaire. The instrument was developed using five resilience indicators: willingness to take risks, endurance in facing challenges, self-motivation, self-control, and building relationships. Instrument validation involved two lecturers with psychology expertise as validators. The validation result is 1.00, with a very high content validity category. Furthermore, Cronbach's Alpha technique tested the instrument for reliability. The reliability test results were 0.656. Cronbach's Alpha value > 0.60, so this variable can be declared reliable. The resilience questionnaire/questionnaire consists of 25 statements that respondents must answer.

The data obtained in the study were then analyzed using descriptive analysis techniques, mean (M), median (Me), mode (Mo), and standard deviation (SD). The analysis results are displayed as a frequency distribution table and a histogram table. After obtaining the data, the data were classified using the categorization of the resilience questionnaire: low, medium, and high. Furthermore, the data were also analyzed for each aspect, and the values were categorized using score interpretation criteria obtained from the results of the respondents through the resilience questionnaire that had been distributed.

**Table 1.** Details of the Number of Samples

No.	School name	Total Population	Number of Samples
1	SD Negeri 2 Petandakan	12	7
2	SD Negeri 1 Banyuning	56	35
3	SD Negeri 2 Banyuning	28	17
4	SD Negeri 3 Banyuning	25	16
5	SD Negeri 5 Banyuning	30	19
6	SD Negeri 6 Banyuning	36	23
7	SD Dana Punia	49	31
<b>Average</b>		<b>236</b>	<b>148</b>

### 3. RESULT AND DISCUSSION

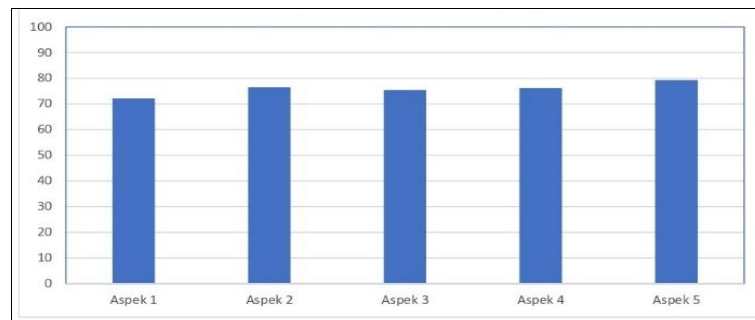
#### Result

Based on the calculations that have been done, the average value of the resilience value obtained is 76.95. If calculated using the categorization of resilience, the average value of students is included in the medium category (Camper). Based on the calculations that have been done, the median value is 77, the mode value is 77.36, and the standard deviation value is 7.48. To find out the distribution of the percentage of respondents' results can be seen in [Table 2](#).

**Table 2.** Distribution of the Percentage of Respondents' Answers

No.	Aspect	Ideal Score	Actual Score	Average	Percentage	Category
1	Dare to take risks	2368	1782	3,01	75,2%	Sedang
2	Endurance in the face of challenges	2960	2267	3,06	76,5%	Sedang
3	Self-motivated	1776	1340	3,01	75,4%	Sedang
4	Self-control	4736	3613	3,05	76,2%	Sedang
5	Build relationships	2960	2349	3,17	79,3%	Sedang

Based on Table 2, it can be seen that the percentage of students' resilience in each aspect ranges from 75.2% to 79.3%. These percentages are then categorized using score interpretation criteria. These aspects fall into the medium category based on the score interpretation criteria. For more details, the data is presented as a histogram graph, as shown in [Figure 1](#).



**Figure 1.** Percentage of Students' Adversity for Each Aspect

The data in [Figure 1](#) shows that the aspect with the highest percentage establishes a relationship equal to 79.3%. In comparison, the aspect with the lowest percentage is taking risks which is equal to 75.2%.

## Discussion

The project to strengthen the Pancasila student profile was carried out as a component of the Pancasila student profile program. This project is meant to help students investigate, solve problems, and make decisions. Students complete a given task to produce a product or action. The results of the student resilience test through the application of the Pancasila student profile project at SD Cluster VII Buleleng District show an average score achieved by students 76.95 if calculated using the categorization of the resilience questionnaire. The average student score is in the medium category. For each indicator, it is calculated using score interpretation criteria, and it is found that all aspects are in the moderate category. The average value of the medium category is included in the camper category. It means that students are easily satisfied with the results that have been achieved. These results also show that the implementation of the project to strengthen the profile of Pancasila students in learning the independent curriculum can increase the resilience of students ([Jamaludin et al., 2022](#); [Rachmawati et al., 2022](#); [Safitri et al., 2022](#)). Implementing this project makes students accustomed to facing a problem, where the problems faced by students will be able to stimulate students' resilience so that student learning outcomes increase ([Asiati & Hasanah, 2022](#); [Sulastris et al., 2022](#)). Implementing the Pancasila student profile project can strengthen student character, demonstrate responsibility, and train problem-solving skills in various learning situations ([Mery et al., 2022](#); [Rizal et al., 2022](#)). There is an increase in positive character values in students through the implementation of a project to strengthen the Pancasila student profile because the Pancasila student profile involves a process of investigation, problem-solving, and decision-making ([Fahira et al., 2022](#); [Sumarsih et al., 2022](#)).

The decision-making process requires students to have aspects of self-motivation and self-control so that the best decisions can be made. Project-based learning is also done in groups, so every student must establish relationships in adversity ([Fajriansyah et al., 2023](#); [Rachmawati et al., 2022](#)). The Pancasila student profile strengthening project has just been implemented in elementary schools, so students are still adapting to new learning. Students' adaptation process makes them resilient to misfortune, still in the medium category, because they are still getting used to dealing with problems ([Nurhayati et al., 2022](#); [Supriyati et al., 2023](#)). While filling out the questionnaire, the students in the category were working orderly, but the students stated that the important thing was that the questionnaire could be resolved. Student thinking "what is important is done" is often found in students in the medium category (camper). It shows that camper students are satisfied with the circumstances or conditions achieved at this time and do not want to take excessive risks ([Hidayat et al., 2019](#); [Susanto & Sofyani, 2019](#)). While students in the moderate category (camper) do not want to use all their abilities to evaluate the answers, they are working on ([Nurlaelah et al., 2021](#); [Pradika et al., 2019](#)). Students in the middle category (camper) have little encouragement, little initiative, and sometimes less than optimal effort ([Ahmar et al., 2018](#)).

The results obtained in this study align with previous research results, which also revealed that resilience to adversity significantly increases student motivation ([Widiyanto et al., 2021](#)). The results of other studies also reveal that resilience affects the independence of learning mathematics ([Wahyuni et al., 2020](#)). The results of other studies revealed that the resilience of Informatics Engineering students in the fifth semester at Indraprasta PGRI University was significantly influenced by the habit of thinking ([Qadarsih et al., 2022](#)). Based on the results of this study, resilience affects various student abilities, both learning outcomes and thinking skills.

## 4. CONCLUSION



Based on the results of data analysis and discussion, it can be concluded that student resilience through the application of a project to strengthen the Pancasila student profile in elementary schools is in the medium category (Camper), which can be seen from the results of the analysis using the resilience questionnaire.

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