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Implementation of the Project to Strengthen the Student Profile of Pancasila Through MMB (Muhammadiyah Advancing Talent) Activities at SMP Muhammadiyah 8 Batu

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Abstract

This study aims to describe and examine the implementation of the Pancasila student profile strengthening project through Muhammadiyah Advancing Talent activities at SMP Muhammadiyah 8 Batu. The purpose of this study is to implement a project to strengthen the profile of Pancasila students through the activities of Muhammadiyah Advancing Talent at SMP Muhammadiyah 8 Batu. The method used in this study is a qualitative approach with a descriptive type, data collection techniques through observation, interviews and documentation. The results of the study show that the form of implementation of the Pancasila student profile strengthening project is packaged through the Muhammadiyah Advancing Talent activity which contains local wisdom with the theme "From M8 to Batu City and Indonesia". These activities provide opportunities for students to develop their potential and creativity.

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INTRODUCTION

An independent curriculum is one of the solutions to problems in education. Curriculum is the result of freedom of thought. Teachers decide what is free speech. This shows that teachers are the main key in maintaining the success of education. (Salam, Sultan, & Tirtayasa, 2023) , states that the Merdeka Curriculum was prepared with the aim of improving the quality of education in Indonesia while equipping the younger

generation to be ready to understand and face global challenges in the future. It is expected that through the implementation of the Project Strengthening the Profile of Pancasila Students (P5), students are expected to be able to internalise the values of Pancasila and apply them in real life, both in a social context and in their contribution to nation and state development. Therefore, this curriculum has an important role in shaping the character of students and preparing the next generation of the nation who are noble and able to bring Indonesia to progress. The independent curriculum is planned to become the national curriculum in 2024. In 2024, the independent curriculum is expected to be implemented nationally. The convergence of society's ambition and potential is reflected in this curriculum. Helping learners develop in non-cognitive skills and building character in accordance with the values of the Pancasila Learner Profile Strengthening Project is an important part of implementing the independent curriculum (Muktamar, Yusri, Reski Amalia, Esse, & Ramadhani, 2024) .

Strengthening the Pancasila Learner Profile serves as a prototype in the application of project-based learning, which is expected to strengthen the character building of students and support the *learning* recovery process affected by *learning loss* (Wahyuningsih, 2022) . According to (Wahyudi & Ummah, 2022) , the Pancasila Learner Profile is used to achieve the development of learner character quality through the implementation of this independent curriculum. The characteristics of the Pancasila Learner Profile reflect the spirit of lifelong learners who continue to develop and adapt in various situations. The spirit of lifelong learning is referred to in the characteristics of the Pancasila Learner Profile. The quality reflects the ability that gives birth to competence, moral character, and behaviour in line with the noble values of Pancasila. This view is in line with the thoughts of Ki Hajar Dewantara who emphasised that education has a close relationship with the formation of morals, values and character of students as future citizens. In this context, the Pancasila Learner Profile is one of the strategic steps to improve the quality of education, with the main focus on character development as a fundamental basis. Thus, the Pancasila Learner Profile becomes the main foundation in improving the quality of education and character development of learners at all levels of education, from early childhood to senior secondary and vocational education, and becomes an integral part of Merdeka Curriculum implemented in Indonesia (Nuril Lubaba & Alfiansyah, 2022) . This programme is designed to form a

young generation that has a deep understanding and is able to practice the values of Pancasila in various aspects of daily life (Salam, Sultan, & Tirtayasa, 2023) .

The Pancasila Learner Profile Strengthening Project (P5) is a project-based extracurricular activity designed to improve the personality and abilities of learners, in accordance with the Graduate Competency Standards and Learner Profile. The main objective of this curriculum is to equip learners with solid moral qualities, in order to support their contribution to the progress of the nation and state (Salam, Sultan, & Tirtayasa, 2023) . Therefore, it is imperative to enhance understanding by integrating Pancasila values into the educational environment, especially in Junior High School (SMP) which is an educational component that shapes the character of students and the calibre of the next generation, it is imperative to strengthen understanding by incorporating Pancasila values into the learning environment (T, Zuriah Nurul, Sunaryo Hari, 2024) . Pancasila serves as the fundamental ideology and main foundation of national development, as well as the main identity of the Indonesian nation (Character, Di, & Globalisation, 2021) . The Pancasila Learner Profile Strengthening Programme is one of the most important learning components in the independent curriculum (Asrori, Muharini, Magister, School, & University, 2022) .

The six main dimensions of the Pancasila Learner Profile are faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, and critical and creative reasoning. In addition, in collaboration with the Centre for Character Strengthening of the Ministry of Education and Culture (PPKK), techniques for instilling character for learners are taught to families, educational institutions, and the wider community through various programmes culminating in the implementation of P5 (Maula & Rifqi, 2023) . According to the idea, it is emphasised that various project-based learning strategies, including curricular, co-curricular, and extracurricular activities, can be used to implement the Pancasila Learner Profile. One important strategy that allows educators to design a curriculum that is relevant to everyday life is the Pancasila Learner Profile Strengthening Project. Through this approach, it allows educators to integrate Pancasila values directly into applicable and interactive learning processes, while supporting character development as well as 21st century competencies, such as creativity, critical thinking, collaboration skills, and effective communication. P5 also provides space for the involvement of the community and the world of work in planning

and implementation, so that the curriculum created is truly related to everyday life and the real needs of students. Thus, P5 is an effective strategy in equipping learners with skills and character that are aligned with the national education goals, which include not only cognitive but also affective and psychomotor aspects.

The main objective of the Pancasila Learner Profile Strengthening Project is to encourage the achievement of the Pancasila Learner Profile by providing opportunities for learners to experience the process of strengthening character while learning from the surrounding environment in a contextualised manner. In one school year, students at the junior high school level learn P5 with three different themes. As is done by SMP Muhammadiyah 8 Batu. The MMB (Muhammadiyah Memajukan Bakat) activity was carried out to package the P5 topic Local Wisdom in the third edition this year. With the theme of Local Wisdom as the main focus, this project integrates the characteristics reflected in the six dimensions of the Pancasila Learner Profile. In its implementation, learners are directed to pay special attention to three main dimensions, namely Believing and Fearing God Almighty and having Noble Character, Global Diversity, and Mutual Cooperation.

Local wisdom can be understood as all forms of intangible cultural heritage produced by local communities, both individually and collectively, which develop non-systematically and are integrated in the spiritual and cultural traditions of the community. As explained in Article 2 of Law No. 32/2009 on Environmental Protection and Management, which defines intangible cultural heritage as the result of practices, expressions, knowledge, and skills that are passed down through generations through preservation and reinvention, including behavioural systems, beliefs, customs, and expressions in the form of sounds, movements, and ideas (Triwahyuningsih, Zuliyah, Abdi, & Baehaqi Arif, 2023) . Meanwhile, (Abdiyantoro, Fitri, Gunawan, & Istan, 2024) , asserts that local wisdom is a different perspective on life, knowledge, and life strategies that are manifested in the actions of local communities to respond to various challenges in meeting their life needs.

One ethnic cultural treasure that has great potential is local wisdom. Across the archipelago, Indonesians are endowed with a wide range of indigenous knowledge. Each region has unique indigenous knowledge, every learner in any region needs to be aware of the different forms and varieties of local knowledge that exist there (Fauzi, Cahyono, &

Sapulete, 2023) . According to (Kurniawan & Lutfiana, 2021) , local knowledge can be defined as valued, wise, and prudent local concepts that are enshrined and adhered to by community members.

Based on previous research, the implementation of P5 in various schools shows varied results. (Ruwaida, Hambali, & Rizal, 2023) , describes character education for students of SMAN 1 Malang in the P5 Batik Malangan project, while (Seriana, Wahyuningsih, Khairani, & Sitorus, 2023) , provides an overview of the peculiarities of the Manoe Pucok Ceremony and women's contribution to the performance of traditional poetry, which students discovered in the practice of the P5 project. Research by (Juangga et al., 2024) has implications for future curriculum, character education and related initiatives, highlighting how important it is to recognise and incorporate local cultural values to give learners a greater sense of national identity. In addition, (Haromain, Hariawan, & Tsamara, 2023) concluded that implementation methods as well as various forms of evaluation of local wisdom programmes are effective implementation and assessment strategies in order to strengthen the Pancasila Learner Profile.

Similar research conducted by (Abdiyantoro et al., 2024) , outlines the stages of implementation of the Pancasila Learner Profile Strengthening Project in class IV SDN 02 Rejang Lebong with the theme of local wisdom. There is also another study by (Fauzi et al., 2023) , highlighting the importance of understanding the skills of students in implementing the Pancasila Learner Profile Strengthening Project (P5) themed local wisdom in the context of Traditional Sports, especially among East Kalimantan SKOI students. Another study by (Rizal & Nur, 2024) , showed that the implementation of the P5 programme contributed significantly to increasing the internalisation of local wisdom values in learners. In addition, (Wila Agustika Rahayu, Merika Setiawati, & Ikhwan Ikhwan, 2023) , also discussed the implementation of the Strengthening Project Profile of Pancasila Students (P5) with the theme of Local Wisdom as a concrete effort in strengthening student character.

Therefore, the Pancasila learner profile is a crucial aspect to be implemented through the allocation of special time, in order to provide space for students to learn contextually in the surrounding environment and as part of the character building process. Through the development of this profile, it is expected that individuals with moral integrity and a

high spirit of togetherness will be formed, which in turn can contribute to increasing tolerance and social cohesion in society.

Thus, learners become the centre of attention in the transformation process of character education. Based on this, this study aims to examine the implementation process of the project to strengthen the Pancasila learner profile through Muhammadiyah Memajukan Bakat (MMB) activities at SMP Muhammadiyah 8 Batu, as well as identify various challenges faced and solutions that can be applied to optimise the implementation of the P5 project.

RESEARCH METHOD

This study uses a qualitative method to comprehensively describe the implementation process of the Pancasila Student Profile Strengthening Project through the Muhammadiyah Advancing Talent (MMB) programme at SMP Muhammadiyah 8 Batu. In its implementation, this research uses descriptive methods to solve problems by using data analysis of written and spoken words, which are related to the implementation of the Pancasila student profile project (Kharisma, Faridi, & Yusuf, 2023). According to (Moleong, 2006) , a method is a set of principles, rules, and procedures arranged based on scientific principles in order to conduct a research in a particular scientific domain, with results that can be scientifically accounted for. Qualitative research, also referred to as naturalistic research, is a type of research that focuses on understanding meaning and process, which cannot be measured or evaluated through descriptive quantitative data.

This research describes experiences obtained through listening observations, feelings, and narrative statements from participants, in accordance with the main characteristics of the qualitative approach (Qualitative, n.d.). To collect direct data, this research conducted direct observation to SMP Muhammadiyah 8 Batu. Interviews were conducted with the principal, teachers and students to gain a thorough understanding of the implementation of the P5 project, where interviews are direct interactions between researchers and respondents to explore their views, experiences and perceptions. Meanwhile, documentation is understood as the process of collecting, selecting, processing, and storing information related to knowledge, including evidence such as pictures, quotes, and other relevant references. These three techniques complement each other to obtain comprehensive and in-depth data in qualitative research.

This research study uses a data analysis method based on the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing. At the data reduction stage, the information obtained was simplified by summarising, sorting out important things, focusing on relevant aspects, finding patterns and main themes, and eliminating unnecessary data. In the data presentation stage, the results of the reduction are arranged in a more structured and easy-to-understand format, such as in the form of graphs, tables, diagrams, matrices, or other visual representations to support the data interpretation process. The final stage is conclusion drawing and verification, this stage involves drawing initial conclusions based on the data that has been reduced and presented. The conclusions drawn can be revised if during the data collection process new evidence is found that is more convincing.

RESULTS AND DISCUSSION

RESULTS

4.1. P5 (Pancasila Profile Strengthening Project)

The Pancasila Learner Profile Strengthening Project is a project that aims to create a Pancasila Learner Profile in students. Presidential Regulation of the Republic of Indonesia No. 87/2017 contains the key values that form the foundation of the Pancasila Learner Profile. This regulation regulates government policy and serves as the first step in creating the dimensions of the Pancasila Learner Profile (Wibowo, Mansur, & Ayudini, 2024) . This government policy is a response to the challenges currently being faced. Through Nadiem Makarim's programme, namely the Merdeka Belajar Episode 15 programme implements the Merdeka Curriculum and also the Merdeka Teaching Platform at the education level (Hamdi, Triatna, & Nurdin, 2022) .

The implementation of the Pancasila Learner Profile is very important because extracurricular activities are designed to reduce the workload of learners in the classroom. This, as learners can learn in various subjects through projects, gives them the opportunity to learn in various time settings, such as participating in the community. Instead, the Pancasila Learner Profile is utilised in extra-curricular activities as a programme to help learners develop their character. This is done not only by using learners' knowledge but also by ensuring that learners always receive character-related instructions that are aligned with Pancasila (Nurhayati & , Langlang Handayani, 2020) .

Based on the results of the study, it shows that SMP Muhammadiyah 8 Batu is a first-mover school that implements an independent curriculum structure, namely the Pancasila Learner Profile Strengthening Project programme. The Pancasila Learner Profile Strengthening Project for students is the goal of the Pancasila Learner Profile. In one year, junior high school students learn three different themes. This is what SMP Muhammadiyah 8 Batu is doing. This year's third edition carries the theme P5 Local Wisdom, which has previously carried the theme of Engineering and Technology and Build the Soul and Ragayanya which is packaged through MMB (Muhammadiyah Advancing Talent) activities (Amami, 2024) .

4.2 Local Wisdom

This project focuses on the theme of Local Wisdom and covers aspects of the characteristics contained in the Pancasila Learner Profile, which consists of six dimensions. In this project, learners are asked to focus on three specific dimensions, namely Beriman, Bertakwa kepada Tuhan Yang Maha Esa, Berakhlak Mulia, Berkebhinekaan Global and Bergotong-Royong. The Believing in God Almighty, Behaving Nobly dimension requires learners to recognise perspectives and emotions or feelings from the point of view of other people or groups that they have never met or known. Prioritising similarities and valuing differences as a unifying tool in situations of conflict or debate. In the Global Diversity dimension, learners are invited to understand the importance of preserving and celebrating cultural traditions to develop their personal, social, and national identity and begin to make efforts to preserve culture in their daily lives. Meanwhile, in the Mutual Cooperation dimension, learners are able to divide roles and harmonise actions in groups and keep actions in harmony to achieve common goals.

4.3 MMB (Muhammadiyah Advancing Talent)

Muhammadiyah Advancing Talent (MMB) is an annual activity organised by SMP Muhammadiyah 8 Batu. In 2022 to 2023, MMB was known as "Muhammadiyah Looking for Talent", then in 2024 it changed to "Muhammadiyah Advancing Talent". Before there was P5, SMP Muhammadiyah 8 Batu had routinely conducted MMB every year. So that MMB is included in P5 with the theme of local wisdom. The reason for carrying out the theme, because local wisdom has become part of P5 which in the previous year had carried the theme of Bhinneka Tunggal Ika. In addition, this local wisdom theme provides an opportunity for students to get to know the local wisdom that exists in Batu City.

Therefore, P5 was formed which was packaged through Muhammadiyah Memajukan Bakat (MMB) activities organised by SMP Muhammadiyah 8 Batu.

Muhammadiyah Memajukan Bakat (MMB) is an event in the 3rd Edition of P5 that aims to showcase the creativity of students, especially in terms of performing arts that contain local wisdom of Batu City. The purpose of the project is different every year, because it adapts to the theme that is carried. In addition, the purpose of this project is to introduce local culture or local wisdom to students who are considered gen z so that they do not have to be all digital or IT. However, they also need to get to know their surroundings.

"From M8 for Batu City and Indonesia" was the theme carried by SMP Muhammadiyah 8 Batu for the Pancasila Student Profile Strengthening Project (P5) last year. The theme means that Muhammadiyah 8 Batu Junior High School shows a lot of local wisdom in Batu City that can be promoted as a theme in Muhammadiyah Memajukan Bakat (MMB) activities. Therefore, each class consisting of 18 classes has a different theme from grade 7 to grade 9. For example, the theme of the history of Songgoriti Temple, the history of Punten Village, the history of Temas Village, Ngarak Manten, Bantengan and others. However, what is emphasised by SMP Muhammadiyah 8 Batu in addition to knowing the history or local wisdom in Batu City, students must understand the moral message contained in the theme they carry. According to SMP Muhammadiyah 8 Batu, this is part of the da'wah of the Muhammadiyah community, which considers that art does not always bring ugliness or shirk. So, students have an understanding of the meaning of the theme that is carried.

The steps in the project implementation process took about 1 month. Learners for 2 weeks focus on P5 activities without any subjects. Starting from learners making observations or introductions in advance to sources to get information about the history they will carry. After students are able to understand the concept they will carry out, there are several stages before carrying out the implementation process. Learners will be given material by the resource person from general to specific and then finally take real action or can be called practice. In the process of implementing the project, all school members are involved. From the principal, teachers, Quran teachers, student associations or guardians and school employees. They work together with each other so that the organised project runs smoothly as expected.

4.4 P5 Challenges and Solutions Through MMB Activities

The challenges faced in implementing this project were. Firstly, some students do not have an arts background or not all students like arts. Therefore, SMP Muhammadiyah 8 Batu overcame these challenges by working with student guardians, studios and arts councils in Batu City to help resolve these challenges so that students believe in their abilities. Secondly, the timeline that has been prepared by the school so that students do not continuously practice in 2 weeks which can cause students to get sick and tired which can cause a decrease in their performance. Therefore, the school organises the rhythm so as not to cause this.

4.5 Benefits of MMB Activities

The implementation of the Pancasila learner profile strengthening project, which is packaged through the Muhammadiyah Advancing Talent activity at SMP Muhammadiyah 8 Batu, also provides benefits and motivation for students. Learners get new experiences, establish cooperation between classes, remind each other and learners can develop the creativity that exists in themselves through these activities. Not only that, learners also feel proud of the results of their training because they can be shown to the wider community who are in the Among Tani Batu Market.

This Muhammadiyah Memajukan Bakat (MMB) activity supports the strengthening of the Pancasila student profile at SMP Muhammadiyah 8 Batu. In accordance with the theme, which is related to local wisdom that includes aspects of the characteristics contained in the Pancasila Learner Profile, which consists of six dimensions. Learners are able to prioritise equality with others, foster respect for the diversity of surrounding cultures, and are able to establish communication to achieve common goals.

CONCLUSION

Based on the description above, the researcher can draw the conclusion that SMP Muhammadiyah 8 Batu successfully integrates Pancasila values into learning and student activities, so it can be concluded that the implementation of P5 in this school has been running well and optimally. Muhammadiyah Memajukan Bakat (MMB) activities with the

theme of local wisdom are organised as a means of integrating various dimensions in the Pancasila Learner Profile. This activity strengthens the implementation of the Pancasila Learner Profile at SMP Muhammadiyah 8 Batu. Through the Muhammadiyah Memajukan Bakat (MMB) programme, students gain knowledge about local wisdom that develops in Batu City. The Muhammadiyah Memajukan Bakat (MMB) activity, which is an annual agenda of SMP Muhammadiyah 8 Batu, is an effective forum for implementing the local wisdom dimension as part of the Pancasila Learner Profile. Through this activity, local values can be integrated in strengthening student character so as to support the formation of students who are not only academically competent, but also have high cultural and social awareness. Overall, the implementation of P5 at SMP Muhammadiyah 8 Batu shows success in strengthening students' character through a contextualised and collaborative project-based learning approach, in accordance with the principles of the Pancasila Learner Profile and Merdeka Curriculum.

The results showed that the P5 project packaged through MMB activities provided benefits and motivation to students. One of them is that students are able to develop the creativity that exists in themselves and can show their creativity to others. Although there are challenges where each class is different. There are learners who are quick to grasp the themes they carry and there are also learners who are less *stuck* or slower to grasp the themes they carry. However, learners are able to practice co-operation between classes and remind each other. An understanding of the multiculturalism perspective is considered capable of overcoming the phenomenon of ego ethnicity among community groups, where there is an agreement between people from various social groups that is fair, mutually recognising and respecting without marginalising minority ethnic groups who live together with majority ethnic groups.

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