

Characteristics of Project-Based Learning Models on the Project to Strengthening the Pancasila Student Profiles at Muhammadiyah School

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Abstract

The Project for Strengthening the Pancasila Student Profile utilized a Project-based Learning (PjBL) approach, distinguishing it from intracurricular PjBL programs. The implementation of this project in schools remains complex due to its novelty and the ongoing search for an effective model for planning, implementation, and evaluation. The objectives of this study were as follows: (1) to describe the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile at a Muhammadiyah junior high school in Batu City, (2) to describe the development of the Pancasila Student Profile after the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile, and (3) to outline the challenges faced by the school and their corresponding solutions in implementing the PjBL model in the Project for Strengthening the Pancasila Student Profile. This research adopted a descriptive and qualitative approach. Data collection techniques encompassed in-depth interviews, observations, and documentation studies. The findings revealed that: (1) the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile commenced with material mastery, followed by project execution, and concluded with a celebration, (2) the students demonstrated good character development in alignment with the Pancasila Student Profile, which consists of six competencies formulated as key dimensions, and (3) the encountered challenges in implementing the PjBL model in the Project for Strengthening the Pancasila Student Profile included difficulties in determining the appropriate time for implementing the P5 Project due to the teachers' busy schedules. In conclusion, the activities of the Project for Strengthening the Pancasila Student Profile, utilizing the PjBL approach, have been successfully carried out and have led to the formation of the Pancasila student profile, although there have been implementation obstacles. The best practices observed at Muhammadiyah Middle School in Batu City can serve as an inspiration for other Muhammadiyah schools and private institutions. Widespread implementation of such practices poses a challenge for future researchers.

Keywords: Character; Project-Based Learning Models; Pancasila Student Profile; Muhammadiyah School

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INTRODUCTION

One of the unique features and advantages of the Merdeka Curriculum is the inclusion of the Project for Strengthening the Pancasila Student Profile. The Pancasila

Student Profile embodies the ideal of a lifelong learner who possesses both competence and good character, adhering to the values espoused in Pancasila (Adi, 2024; Hardoko et al., 2024; Muhdhar et al., 2024). The Project for Strengthening the Pancasila Student Profile is a project-based co-curricular activity that aims to enhance the development of competency and character in accordance with the Pancasila Student Profile, which is formulated based on the Graduate Competency Standards (Kemendikbudristekdikti, 2022). By engaging in this project, students are provided with opportunities to "experience knowledge" as a means of fortifying their character and learning from their surroundings (Sufyadi et al., 2021). This implies that students not only acquire theoretical knowledge but also have the chance to apply and integrate it into their lives, all without losing connection with society (Biesta, 2020; Darling-Hammond et al., 2020; Hawkley & Cacioppo, 2010). The Project for Strengthening the Pancasila Student Profile utilizes the Project-Based Learning (PjBL) approach. PjBL is a student-centered model that focuses on generating a comprehensive understanding of relevant topics, events, and problems based on students' everyday experiences. This approach provides students with autonomous learning opportunities (Dunlosky et al., 2013; Guo et al., 2020; Li & Tu, 2024). Students are involved in constructing their own learning and are able to produce valuable and realistic work products (Satria et al., 2022).

The implementation of the PjBL model offers several advantages. Firstly, it enhances students' motivation to learn, problem-solving abilities, and engagement in solving complex problems. It also fosters a collaborative climate and improves students' communication skills and resource management abilities. Furthermore, the PjBL model provides students with comprehensive and complex learning experiences that are designed to align with the real world. It encourages students to gather information, demonstrate their knowledge, and apply it in practical contexts, thus creating an enjoyable learning atmosphere (Murniati, 2021).

Previous studies have indicated that the development of the PjBL model has a positive impact on students' ability to identify research problems in learning strategy courses (Chamisijatin, Zaenab, et al., 2023). Moreover, implementing PjBL contributes to a culture of continuous learning. Students gain valuable experiences and acquire numerous soft skills that can be utilized in the workplace, preparing them for the demands of the 21st-century job market (Hadian et al., 2022).

The PjBL model follows a specific syntax, which includes the following stages: (1) Learning begins with essential questions, (2) Designing the project, (3) Creating a schedule, (4) Monitoring students and project progress, (5) Assessing the outcome, and (6) Evaluating the overall experience (Hindun & Husamah, 2019; Wayan Santyasa et al., 2021; Zulfa et al., 2022). The Project for Strengthening the Pancasila Student Profile (PSP) is an educational program that employs a Project-based Learning (PjBL) approach. This approach sets it apart from traditional project-based learning methods commonly used within the school curriculum. PjBL in the context of PSP involves engaging students in practical activities, such as creating goods or providing services, as a means of acquiring specific competencies (Sufyadi et al., 2021; Kemendikbudristek, 2022).

The primary objective of the PSP is to develop the national character of students, which is encompassed by the Pancasila Student Profile. This profile emphasizes six fundamental attributes: noble character, global diversity, independence, mutual

cooperation, critical reasoning, and creativity. Notably, the PSP differs from intracurricular programs by providing students with informal learning opportunities, flexible structures, interactive activities, and direct engagement with their environment. This cross-disciplinary and context-based project aligns with community needs and challenges within the educational institution (Istianah et al., 2023; Mery et al., 2022).

Despite its potential benefits, the implementation of the PSP in schools presents challenges. As a relatively new program, schools struggle to establish effective models for planning, implementation, and evaluation. Consequently, the government should play an essential role in providing clear guidelines and implementation models. This framework would guide the integration of the PSP into the school curriculum (Asiati & Hasanah, 2022; Rusmiati et al., 2024; Susanto et al., 2024). Although a guide for the PSP has been published, schools still have considerable discretion in interpreting the implementation concept. Furthermore, the teachers' competence in guiding this project is not yet fully understood. Another challenge pertains to reporting student learning outcomes, which are separate from subject-specific learning outcomes. The report format also remains unclear (Farhana & Cholimah, 2024). Therefore, further research is necessary to determine how the PSP can be effectively implemented within educational institutions, ensuring that the essential elements of PjBL are incorporated. This research aims to contribute a practical model for project implementation within the independent curriculum of educational units. To our knowledge, no similar research has been conducted by other scholars.

In the academic year 2022-2023, a Muhammadiyah junior high school in Batu City implemented the Project for Strengthening the Pancasila Student Profile. As previous researchers have noted, schools have been able to design the Implementation of the Pancasila Student Profile Strengthening Project by modifying existing modules to produce grade 7 modules in odd semesters (Chamisijatin, Pantiwati, et al., 2023). The title of the implemented Project for Strengthening the Pancasila Student Profile is "Utilizing organic (eco enzyme) and inorganic waste into pots". Based on these factors, there is a need for research that can describe the model for planning, organizing, implementing, and evaluating learning within the Project for Strengthening the Pancasila Student Profile. The results of this research can provide an overview of the application of the PjBL model in forming students' Pancasila Student Profiles. These findings can also serve as input for all stakeholders involved in further developing project programs to strengthen the profile of Pancasila students at the junior high school and equivalent levels. The research objectives of this study are: (1) To describe the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile at a Muhammadiyah junior high school in Batu City, (2) To describe the formation of the Pancasila Student Profile after implementing the PjBL model in the Project for Strengthening the Pancasila Student Profile, and (3) To describe the obstacles and solutions faced by the school in implementing the PjBL model in the Project for Strengthening the Pancasila Student Profile.

METHOD

Research Design

This study employed a descriptive research design with a qualitative approach. It falls under the category of descriptive research as it aims to describe current

conditions. The qualitative approach is utilized to explore and comprehend the meanings attributed by individuals or groups to social issues, allowing for interpretation, exploration, and a deeper understanding of various aspects of human beliefs, attitudes, and behaviors. Qualitative research is considered as an ex-post facto research, as researchers do not manipulate existing variables but rather seek to identify their presence. Three factors justify the adoption of this approach: 1) qualitative methods are more adaptable to diverse realities; 2) direct engagement between researchers and participants is facilitated; 3) it is more sensitive and flexible, sharpening the collective influence on the encountered value patterns.

Participant and Ethical Consideration

The participants in this study were school principals, deputy principals for curriculum, and teachers involved in the implementation of the Project for Strengthening the Pancasila Student Profile. For ethical considerations, the names of the schools are not explicitly mentioned. This decision aligns with research ethics and the agreement reached with the Primary and Secondary Education Council of Batu City Muhammadiyah Regional Leadership.

Procedure and Instrument

The data utilized in this study consisted of primary and secondary data. Primary data encompassed interview transcripts with key informants, including school principals and participating teachers. Secondary data were obtained through a documentary analysis of the Project for Strengthening the Pancasila Student Profile, which involved an examination of project guides (i.e., project modules), the school's operational curriculum, and project report cards. Observations were conducted systematically, utilizing observation guidelines, as well as non-systematically, without the use of instruments. Non-systematic observations were carried out to observe the activities of students and teachers in the implementation of the Project for Strengthening the Pancasila Student Profile. The observation guidelines served as a record of the observed phenomena during the process, with subsequent interpretation of the findings.

Data Analysis

Once the data was collected, it underwent a descriptive data analysis. The analysis involved a series of steps: 1) preparing and organizing the data; 2) exploring and coding the database; 3) describing the findings and identifying themes; 4) presenting and reporting the findings; 5) interpreting the meaning of the findings; and 6) evaluating the accuracy of the findings.

RESULTS AND DISCUSSION

Implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile

Muhammadiyah junior high schools have commenced the implementation of the Project for Strengthening the Pancasila Student Profile in the academic year 2022-2023. In an interview conducted with the Deputy Principal in charge of the curriculum, it was revealed that the Project for Strengthening the Pancasila Student Profile is conducted three times a year, once during the odd semester and twice during the even semester, while the admission of new students takes place once a year. In the school

year 2023-2024, P5 will be implemented in both seventh and eighth grade classes. During the odd semester, the seventh grade theme for the Project for Strengthening the Pancasila Student Profile is "Sustainable Lifestyle" with the title: "Utilizing Paper Waste for Creating Flower Pots and Mading." The eighth grade theme for the Project for Strengthening the Pancasila Student Profile is "The Voice of Democracy" with the title: "The Voice of Democracy: Embracing Democracy with Politeness and Quality."

The strategy for the Project for Strengthening the Pancasila Student Profile is formulated based on priority issues outlined in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other relevant educational documents. In terms of implementation, the Project for Strengthening the Pancasila Student Profile allows for flexibility while still adhering to specific predetermined criteria. The selection of general themes for P5 is based on several criteria, namely: (1) The readiness of educational units and educators to carry out the projects. (2) The national learning calendar, including national or international celebrations. For example, the theme "Sustainable Lifestyle" is implemented prior to Earth Day, while the theme "Bhinneka Tunggal Ika" is implemented ahead of Indonesian Independence Day. (3) Current issues or topics that are widely discussed or prioritized by educational units. In this case, the suitability or connection to the seven predetermined themes is assessed. (4) Themes that have not been implemented in the previous year and can be repeated in the cycle once all themes have been selected. Ensuring documentation and record-keeping of project portfolios on an educational unit scale is crucial to guarantee the implementation of all themes.

To assess teachers' understanding of module development and the implementation of the Project for Strengthening the Pancasila Student Profile within the Independent Curriculum, an understanding test was conducted. The results of the understanding test are presented in Table 1.

Table 1. Results of the Understanding Test for Module Development and Implementation of the Project for Strengthening the Pancasila Student Profile

No	Number of respondents	Value
1	10 persons	10
2	2 persons	9
3	2 persons	8

According to Table 1, it has been established that all teachers have comprehended the module development and implementation of the Project for Strengthening the Pancasila Student Profile in accordance with the Independent Curriculum. Out of the 22 questions/statements answered by the teachers, only 6 statements (less than 1% of the total 220 answers) were answered incorrectly. This understanding has been bolstered by the mentoring and training programs in which the teachers have actively participated. Several factors contribute to the teachers' comprehension of module development and implementation, such as comprehensive training on Pancasila's fundamental concepts and appropriate teaching methodologies, access to pertinent resources like high-quality teaching materials and supporting technology, and collaborative efforts between teachers and mentors to exchange experiences and enhance teaching approaches (Djusrar et al., 2024; Saputra et al., 2022).

To effectively execute the Project for Strengthening the Pancasila Student Profile, teachers must possess an in-depth understanding of Pancasila's concepts and values and the ability to proficiently transmit this knowledge to students through various innovative and engaging learning methods. Moreover, teachers need to exhibit a strong commitment to shaping students' character and personality, as well as effectively collaborate with their colleagues in designing and implementing comprehensive and sustainable learning activities. Proficient classroom management, student motivation, and accurate assessment of learning outcomes are also pivotal requirements for teachers to achieve the objectives of the Project for Strengthening the Pancasila Student Profile optimally (Nisah et al., 2022; Pamungkas & Warsono, 2023; Rudiawan & Asmaroini, 2022). The implementation of the Project-Based Learning (PjBL) model in the Project for Strengthening the Pancasila Student Profile in Muhammadiyah junior high schools has been effectively carried out. All teachers have actively participated in the implementation of the project, while the students involved in the project for the 2023-2024 academic year are from grades 7 and 8.

Prior to the implementation of the Project for Strengthening the Pancasila Student Profile, the school selects a theme which is then designed and incorporated into a project-based learning approach to enhance the Pancasila Student Profile. This form of learning is included as part of the co-curricular activities, which are aligned with the chosen theme and linked to various subjects, serving as a means to implement the Pancasila Student Profile within the educational unit. The themes selected are carefully mapped out for each academic year, as outlined in the Annual Program. Approximately 20% of the study load per year is allocated for the implementation of projects aimed at strengthening the Pancasila student profile. The timing and load of implementation are flexible, allowing for adaptation according to specific needs.

In terms of content, the project focuses on the development of the Pancasila student profile in accordance with the student's phase, and is not necessarily tied to academic performance in specific subjects. This distinguishes it from the character development curriculum of 2013 and the prototype curriculum. While the 2013 Curriculum integrates character development into the learning content, the prototype curriculum goes beyond this by encompassing both the integration of character development into learning content and the inclusion of a project component that spans one year, aligning with the dimensions of the Pancasila student profile. The PjBL model was implemented in the Project for Strengthening the Pancasila Student Profile over a specified period of five days. The activities encompassed three stages: material mastery, project implementation, and a celebration. Due to varying themes and titles, each stage had its unique characteristics. In the seventh-grade class, the process began with material provision, followed by product creation and an exhibition. Conversely, the eighth-grade class had a different sequence of steps, which included: (1) Introduction to "The Role of Social Media and Democracy in Indonesia" and exploration of related issues, (2) Preparation for visits/interviews with the School Student Affairs Sector/Muhammadiyah Student Association Leadership Election Committee, (3) The expression of democracy within my school and independent data organization, (4) Designing campaign posters for the Muhammadiyah Student Association leadership election, involving the exploration of candidates' vision and mission, as well as promoting the role of IPM in fostering student politeness in democracy, (5) Conducting a direct campaign process through an open debate, aiming

to explore the candidates' vision and mission, and encouraging respectful and high-quality expression of opinions via social media. Table 2 presents the findings from observing the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile in Muhammadiyah Junior High Schools.

Table 2. Observation Results of the Project for Strengthening the Pancasila Student Profile in Muhammadiyah junior high schools

Aspects of implementing the Project for Strengthening the Pancasila Student Profile	Results	
	Yes	No
1. Starting the project by getting students involved in learning activities from the start of the project	✓	
a Start with a trigger question	✓	
b Start with an authentic problem	✓	
2. Optimize the project by helping students to be optimally involved throughout the project activities	✓	
a Encouraging student learning involvement	✓	
b Provide space and opportunities to grow	✓	
c Cultivate positive work values	✓	
3. End the project with optimal activities.	✓	
a Plan a celebration of learning	✓	
b Accompany students in their planning	✓	
c Practice communication skills with	✓	
d general public.	✓	
4. Optimize partner engagement		
a Involving other people or communities outside the unit	✓	
b education that can be used as a learning resource for students	✓	

Based on the analysis conducted on the instruments, as presented in Table 2, it is evident that the teachers effectively managed the Project for Strengthening the Pancasila Student Profile. The successful implementation of this project can be attributed to the following factors.

1. Commencing the project by engaging students in learning activities right from the beginning, which entailed (a) initiating with a thought-provoking question, and (b) commencing with an authentic problem.
2. Maximizing student involvement throughout the project activities by (a) promoting active engagement in learning, (b) providing opportunities and space for personal growth, and (c) fostering positive work ethics.
3. Culminating the project with impactful activities such as (a) designing a celebratory learning event and assisting students in their planning, (b) practicing effective communication skills with the wider community, (c) providing support behind the scenes, and (d) ensuring the project concludes with meaningful activities, including conducting follow-up reflections.
4. Enhancing collaboration with external partners by (a) involving individuals or communities outside the educational institution who can serve as valuable learning resources for the students, and (b) engaging parents and members of the educational unit in the Project for Strengthening the Profile of Pancasila Students.

The successful implementation of the Project-Based Learning (PjBL) model in the Project for Strengthening Pancasila Student Profiles within Muhammadiyah junior high schools is further affirmed by the insights gained from the teachers' reflections, as showcased in Table 3.

Table 3. Results of Teacher Reflection Sheet regarding the implementation of the the Project for Strengthening the Pancasila Student Profile

Reflection	Respon
Did you elaborate on project activities in accordance with the essential components in developing the Project for Strengthening the Pancasila Student Profile module?	- Yes - Because the implementation of the Strengthening Pancasila Student Profile Project involves all stakeholders involved in this project, especially the project team
In developing the project flow, did you work together with the Project Facilitation Team to create a project flow containing project activities using a mutually agreed activity structure?	The project flow will be carried out well if all parties involved understand through mutual explanation and agreement
When implementing the project, did you start the project by getting students involved in learning activities from the start of the project?	Yes, starting from choosing the topic, using the plot/journal stages to the project exhibition, it has involved students.

The successful implementation of the Project for Strengthening the Pancasila Student Profile is contingent upon three key factors: stakeholder involvement, collaboration among teachers, and understanding of student characteristics. By engaging all relevant parties, such as teachers, parents, schools, and communities, the project can garner extensive and enduring support. The collaboration among teachers facilitates the exchange of ideas and strategies, thereby enhancing students' learning experiences. Additionally, a comprehensive grasp of student characteristics enables the customization of learning approaches, ensuring that Pancasila values are effectively conveyed in a manner that is relevant and meaningful to each individual. Consequently, the synergy between stakeholder involvement, collaboration among teachers, and understanding of student characteristics forms a solid foundation for achieving success in strengthening students' Pancasila character profiles (Sari et al., 2023; Souisa et al., 2022; Utami et al., 2023).

Formed Pancasila Student Profile

After the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile in Muhammadiyah Junior High Schools, students exhibited characteristics that aligned with the Pancasila Student Profile. These characteristics included six competencies that were formulated as key dimensions: faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity. While the goal of achieving perfect character formation has not been fully realized, the majority of students in grades 7 and 8 at Muhammadiyah Junior High School have already demonstrated these

attitudes. The impact of the implementation can be observed in the students' scores, which are presented in Table 4, Table 5, and Table 6.

Table 4. List of Project Values for Strengthening the Profile of Class VII Pancasila Students

No	Student Code	Dimensions of Global Diversity			Dimensions of Critical Reasoning		
		(1)	(2)		(3)	(4)	(5)
		(a)	(b)	(c)	(d)	(e)	(f)
1	AA	B	B	A	A	A	A
2	ACA	A	B	A	A	A	A
3	AKA	A	A	A	B	A	A
4	AMP	B	B	B	A	A	A
5	AAR	A	B	A	B	A	A
6	AZF	B	B	B	B	B	A
7	DH	A	B	B	B	A	A
8	DRF	A	B	A	A	A	A
9	FDD	A	B	B	B	A	A
10	GAZ						
11	JVR	A	B	A	A	A	A
12	KJ	C	B	B	B	B	A
13	KPA	B	B	A	B	A	A
14	LCA	A	B	B	B	B	B
15	MLUA	C	B	B	B	B	B
16	MDP	B	B	B	B	A	A
17	MZB	B	B	A	B	A	A
18	MAY	C	B	B	B	A	A
19	MHSR	B	B	A	B	A	A
20	MHSR2	B	B	A	A	A	A
21	NSH	B	B	B	B	B	A
22	APA	B	B	B	B	A	A
23	PRKW	A	B	A	A	A	A
24	RPY	B	B	A	B	B	A
25	RDA	B	B	B	B	B	B
26	RO	A	B	B	B	B	A
27	SAPP	C	B	B	B	B	B
28	ZLN	B	B	B	B	A	A
29	ACD	C	B	A	B	B	A

The descriptions of the numbers in the table are as follows: (1) Reflection and Responsibility for Diversity Experiences; (2) Social Justice; (3) Obtaining and Processing Information and Ideas; (4) Analyzing and Evaluating Reasoning and Procedures; (5) Reflection of Thought and Thinking Process; (a) Harmonizing Cultural Differences; (b) Participating in the Joint Decision-Making Process; (c) Understanding the Role of Individuals in Democracy; (d) Identifying, Clarifying, and Processing Information and Ideas; (e) Evaluating and Analyzing Reasoning Before Making a Decision or Conclusion; and (f) Reflecting and Evaluating One's Own Thinking.

Table 5. List of Project Values for Strengthening the Profile of Pancasila Students for Class VIII A

No	Student Code	Dimensions of Global Diversity			Dimensions of Critical Reasoning		
		(1)	(2)		(3)	(4)	(5)
		(a)	(b)	(c)	(d)	(e)	(a)
1	ANS	B	C	C	D	C	B
2	BMP	B	B	C	D	B	B
3	ESN	B	A	A	B	A	B
4	FS	B	A	B	B	A	A
5	HAMA	A	A	B	B	A	B
6	JAN	A	A	B	B	A	A
7	MMV	B	A	B	A	A	B
8	MVV	B	B	B	C	B	B
9	MIHH	B	B	B	B	B	B
10	MADC	B		A	B	B	A
11	NP	B	A	A	C	A	A
12	PDH						
13	RRA	B	A	B	A	A	A
14	RAR	B	A	B	A	A	A
15	ZIA	B	A	A	A	A	A
16	ZDI	B		A	A		B

Table 4, Table 5, and Table 6 demonstrate that student scores vary significantly, ranging from A (very good) to D (still poor). This variability is to be expected considering the diverse potentials and backgrounds of the students. The variations in the scores of the Project for Strengthening the Pancasila Student Profile can be attributed to various factors, including differences in comprehension, the availability of varying resources and support at the school level, and variations in student backgrounds and circumstances. The success of the implementation often hinges on the commitment and readiness of teachers and school officials to effectively carry out the project, while less successful implementations may be hindered by obstacles such as insufficient training, limited resources, or lack of support from relevant stakeholders. Hence, continuous efforts are necessary to enhance the quality and consistency of the Project for Strengthening the Pancasila Student Profile through comprehensive training, sharing of best practices, and ongoing support from various stakeholders (Kemdikbud, 2021; Lisnawati et al., 2023; Santika & Dafit, 2023).

The evaluation outcomes being discussed are related to the Project for Strengthening the Pancasila Student Profile. These results were obtained with great care through a thorough assessment procedure that took place during the actual execution of the project. This rigorous assessment involved various methodologies, with a particular emphasis on direct observations of the students and their activities. These observations were comprehensively documented in Table 7 of the report. Furthermore, the perspectives of the teachers, who played a crucial role in implementing the project, were also taken into account. These reflections from the

teachers were systematically compiled and presented in Table 8, providing a detailed understanding of the outcomes of the project.

Table 6. List of Project Values for Strengthening the Profile of Pancasila Students for Class VIII AB

No	Student Code	Dimensions of Global Diversity			Dimensions of Critical Reasoning		
		(1)	(2)		(3)	(4)	(5)
		(a)	(b)	(c)	(d)	(e)	(a)
1	ARE	B	A	A	A	A	A
2	ANA	A	B	B	B	B	A
3	ATHD	B	A	A	A	A	A
4	ASO	A	B	B	B	B	B
5	FPAA	B	B	B	B	B	A
6	GR	B	D	B	D	B	C
7	KVA	A	B	A	B	B	A
8	MNS	B	C	A	C	B	A
9	MAN	A	D	A	D	C	B
10	MUIZ	C	B	B	B	B	B
11	NAPT	B	B	B	B	B	A
12	NNA	B	B	A	B	A	A
13	RP	B	B	B	B	B	B
14	RDS	B	C	B	C	B	B
15	RR	B	B	B	B	B	B
16	WAS	A	B	B	B	A	A

The assessment of the Project for Strengthening the Pancasila Student Profile was implemented following the appropriate procedures. These procedures include: (1) Documentation and Reporting of Project Results, (2) Evaluation and Follow-up of the Project, and (3) Follow-up and Sustainability of the Project.

Table 7. Implementation of the Assessment of the Strengthening Pancasila Student Profile Project

Aspects of implementing the Assessment the Project for Strengthening the Pancasila Student Profile	Results	
	Yes	No
A. Document and Report Project Results		
1. Documenting Student Learning Process: JOURNAL (Educator)	✓	
2. Documenting Project Results: PORTFOLIO (Students)	✓	
3. Principles of Implementing Project Report Cards		
Demonstrate cohesiveness	✓	
Not a heavy administrative burden	✓	
Complete competency	✓	
B. Project Evaluation and Follow-up		
1. Principles of Evaluation of Project Implementation being implemented	✓	
Evaluation of project implementation is comprehensive.	✓	
Evaluation of project implementation focuses on the process	✓	

Aspects of implementing the Assessment the Project for Strengthening the Pancasila Student Profile	Results	
	Yes	No
There is no absolute and uniform form of evaluation.	✓	
Use various types of assessments carried out throughout the project to get a more comprehensive picture.	✓	
Involve students in evaluation.	✓	
2. Tools and methods for evaluating project implementation	✓	
Beginning, middle, and end reflections	✓	
Two-way reflection and discussion.	✓	
Reflection through observation and experience	✓	
Reflection using a rubric.	✓	
Student progress report.	✓	
C. Follow-up and Project Sustainability		
Establish cooperation with partners outside the educational unit, such as parents, other educational units, as well as local, national and even international communities, organizations and governments.	✓	
Invite education unit residents to continue the actions and good practices that have been carried out during the project.	✓	
Integrate various existing projects so that they support each other and not compete.	✓	
Invite education unit residents to think about ways to optimize the impact and benefits of projects.	✓	

The successful implementation of the Project for Strengthening the Pancasila Student Profile is dependent on the integration of stakeholder involvement, collaboration among teachers, and a comprehensive understanding of student characteristics. Involving all relevant parties, such as teachers, parents, schools, and communities, is crucial to garnering broad and sustainable support for this project. Collaboration among teachers facilitates the exchange of ideas and strategies that enhance students' learning experiences.

Table 8. Results of Teacher Reflection Sheet regarding the assessment of the Project for Strengthening the Pancasila Student Profile

Reflection	Response
Do you keep a journal and portfolio to document and report project results?	Yes, because the children carry out the project stages based on the existing journal
Does the project report show integration, does not become a heavy administrative burden, complete competence?	Yes, because the project we plan will not be burdensome in terms of financing

Moreover, a deep understanding of student characteristics enables the personalization of learning approaches, ensuring that Pancasila values are effectively conveyed to each individual in a relevant and meaningful manner. Consequently, the synergy between stakeholder involvement, collaboration among teachers, and student understanding forms a solid foundation for achieving success in fortifying

students' Pancasila character profiles (Sari et al., 2023; Souisa et al., 2022; Utami et al., 2023).

Barriers and solutions for schools in implementing the PJBL model in the Project for Strengthening the Pancasila Student Profile

The obstacle encountered in implementing PjBL in the Project for Strengthening the Pancasila Student Profile in Muhammadiyah Junior High Schools was the choice of time for project implementation. This was due to the teachers' heavy workload. However, the implementation of the Project for Strengthening the Pancasila Student Profile was eventually carried out successfully. It was scheduled to coincide with the inauguration of the Muhammadiyah Student Association administrators for class 8 and class 7, which took place during the class meeting after the exam. In order to identify the obstacles faced by the school in implementing the Project for Strengthening the Pancasila Student Profile, interviews were conducted with the school principal/deputy principal. The results of these interviews are presented in Table 9.

Table 9. Obstacles to implementing the Project for Strengthening the Pancasila Student Profile

No	Question	Answer
1	Are there any difficulties for the Team in creating the module of the Project for Strengthening the Pancasila Student Profile?	Alhamdulillah, there were no significant obstacles. It's just a matter of scheduling that needs to be more organized
2	Are there any difficulties for the Team in implementing the Project for Strengthening the Pancasila Student Profile?	Thank God there were no difficulties, because it was implemented in stages and based on plans that had been made previously
3	Can students complete projects in the Project for Strengthening the Pancasila Student Profile?	Not everyone can do it well, there are some children who really need special attention to be able to finish it.
5	What are the results of the projects that students work on?	OK, there is something that students can use directly.
6	How is the exhibition/celebration of the Project for Strengthening the Pancasila Student Profile carried out?	It runs smoothly in general, but to be more perfect there needs to be special preparation.
7	What obstacles arise in implementing the exhibition/celebration of the Project for Strengthening the Pancasila Student Profile?	The obstacle in choosing the time for implementation was because the school's activity agenda was so busy both internally and externally.
8	What are the results of student assessments in the Project for Strengthening the Pancasila Student Profile?	Students are quite enthusiastic about doing it, but there are some who need more motivation

The principal stated that the Project for Strengthening the Pancasila Student Profile in Muhammadiyah junior high schools has been successfully implemented without any notable obstacles. Both teachers and students have shown great enthusiasm towards the project. The commitment of teachers and school officials plays a crucial role in ensuring the project's success, as they are the main stakeholders in the learning process. Teachers with a strong commitment are more likely to effectively integrate Pancasila values into all aspects of learning, thereby creating an environment that fosters the moral and character development of students. On the other hand, the school is dedicated to providing organizational support and necessary resources to facilitate the project's implementation, including time, funds, and other supporting facilities. With the unwavering commitment of teachers and schools, the Project for Strengthening the Pancasila Student Profile can be executed smoothly and have a significant impact on shaping students' character and personality in line with Pancasila values (Erwin, 2023; Qulsum & Hermanto, 2022; Satria et al., 2022). This fact is supported by the findings of interviews conducted with representatives of the teachers, which are presented in Table 10.

Table 10. Obstacles to implementing the Project for Strengthening the Pancasila Student Profile (Teacher Interview Results)

No	Question	Answer
1	Are there any difficulties in creating module of the Project for Strengthening the Pancasila Student Profile?	Some of the Project for Strengthening the Pancasila Student Profile Modules that we have created still adopt school-owned modules and still do not involve students enough to determine the project. Maybe that's what needs to be fixed
2	Are there any difficulties in implementing the Project for Strengthening the Pancasila Student Profile?	Our Pancasila Student Profile Strengthening Project Plan is to collaborate with partners in the environmental sector. However, due to our partners' busy schedules, in the end we didn't work together.
3	How is student participation in determining the project topic?	The Strengthening Pancasila Student Profile Project activity this time has not/doesn't involve students in determining the project topic, we plan to involve them in the future.
4	Can students complete the projects given by the teacher?	Thank God, students have been able to complete the Project for Strengthening the Pancasila Student Profile.
5	What are the results of the projects that students work on?	Alhamdulillah, it is on target, although there are several things that need to be improved
6	Do students seem happy to follow along?	Alhamdulillah, the children looked happy and enthusiastic during the

No	Question	Answer
		implementation of the Pancasila Student Profile Strengthening Project
7	learning about the Project for Strengthening the Profile of Pancasila Students?	We document the results of the assessment of the Project for Strengthening the Pancasila Student Profile in the form of journals, portfolios and rubrics. Then the facilitator team can process the assessment results.
8	How is the assessment carried out in the Project for Strengthening the Pancasila Student Profile?	The assessment results of the Project for Strengthening the Profile of Pancasila Students, especially class VII, are in line with the targets and dimensions of the Project for Strengthening the Profile of Pancasila Students

According to the teachers, they were committed to carrying out the Project for Strengthening the Pancasila Student Profile. The collaboration between teachers was deemed highly important. In the event that problems were encountered, they would work together to find solutions. As a result, students exhibited great enthusiasm in their participation in learning. The collaboration between teachers played a crucial role in the implementation of the Project for Strengthening the Pancasila Student Profile as each teacher possessed distinct skills and experiences in comprehending and teaching Pancasila values. Through collaboration, teachers were able to exchange information, teaching strategies, and best practices in enhancing students' understanding of Pancasila. Collaboration also facilitated effective coordination in designing and implementing comprehensive and integrated learning activities, thereby ensuring consistent and comprehensive transmission of Pancasila values to students across various subjects and learning contexts. In this manner, the collaboration between teachers served as a solid foundation for achieving the primary goal of the Strengthening Pancasila Student Profile Project in molding students' character and personality in accordance with Pancasila values (Lubis, 2023; Mustari et al., 2023; Sari et al., 2023; Setiyaningsih & Wiryanto, 2022).

To optimize the implementation of the Project for Strengthening the Pancasila Student Profile using the PjBL approach in the future, several considerations need to be taken into account. Firstly, more meticulous planning regarding the timing of project implementation is necessary to avoid conflicts with the busy schedules of teachers. For instance, by integrating this project activity with regular school activities. Additionally, schools can enhance the involvement of external parties, such as parents and other communities, as valuable learning resources for students. This will support greater student engagement and optimize the attainment of character formation in line with the Pancasila Student Profile.

Moreover, at the conclusion of project implementation, schools should be capable of organizing more sophisticated learning celebration activities that actively involve students. This activity can serve as a platform for students to practice their communication skills with the public and garner support from relevant stakeholders.

In this manner, the project can be concluded with meaningful activities that have a positive impact on the development of student character.

CONCLUSION

The Project for Strengthening the Pancasila Student Profile activity, which utilizes the PjBL approach, has been successfully conducted, resulting in the development of a Pancasila student profile. However, there were some challenges encountered during its implementation. The application of the PjBL model in the Project for Strengthening the Pancasila Student Profile at Muhammadiyah Middle Schools involved a series of activities, starting from knowledge acquisition, followed by project execution, and concluding with a celebratory event. The implementation process consisted of the following steps: (1) Project initiation by engaging students in learning activities right from the beginning, through (a) posing a trigger question and (b) introducing an authentic problem; (2) Project optimization by ensuring active student participation throughout the project activities, achieved by (a) fostering student engagement, (b) providing opportunities for personal growth, and (c) cultivating positive work values; (3) Project culmination with well-planned activities, including (a) organizing a celebratory learning event and assisting students in its planning, (b) practicing communication skills with the wider community, (c) playing a supporting role behind the scenes, and (d) ensuring the project concludes with meaningful activities (i.e., conducting follow-up reflections); (4) Maximizing partner involvement by engaging external individuals or communities as learning resources for students and involving parents and educational unit members in the Project for Strengthening the Pancasila Student Profile.

Following the implementation of the PjBL model in the Project for Strengthening the Pancasila Student Profile at Muhammadiyah Middle School, students have exhibited the desired characteristics outlined in the Pancasila Student Profile. These characteristics encompass six competencies formulated as key dimensions. Although character development has not been achieved perfectly to a 100% extent, a majority of Muhammadiyah Junior High School students already possess these attributes, particularly among the 7th and 8th grade students. One major obstacle encountered during the implementation of the Project Based Learning model in the Project for Strengthening the Pancasila Student Profile at Muhammadiyah Junior High School was finding a suitable time for executing the P5 Project, given the busy schedules of the teachers. Nonetheless, the P5 implementation was eventually carried out successfully, coinciding with the inauguration of the Muhammadiyah Student Association administrators for the 8th grade, and as a class meeting after the exam for the 7th grade.

RECOMMENDATION

The implementation of the Project for Strengthening the Pancasila Student Profile in Muhammadiyah Junior High Schools was necessary for the upcoming years. It involved the participation of all teachers and students, including those in grade 7, grade 8, and grade 9. The exemplary practices observed in Muhammadiyah Junior High Schools in Batu City served as a source of inspiration for other Muhammadiyah schools, as well as other private schools. The extensive implementation of this project posed a challenge for future researchers.

Author Contributions

The authors have sufficiently contributed to the study. All authors have read and agreed to the published version of the manuscript.

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Conflict of interests

The authors declare no conflict of interest.

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