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Pengembangan Berbasis P5 Untuk Meningkatkan Keterampilan Berkarakter

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Abstract: This research aims to develop and evaluate the effectiveness of the P5 Project in enhancing the character-building abilities of Pancasila for students. The methodology employed is a descriptive qualitative approach involving in-depth interviews, participatory observations, document analysis, and thematic analysis. The problem definition was conducted by identifying the needs and expectations of stakeholders related to the development of the project. Design and development were carried out through interviews with teachers and students, as well as an analysis of documents related to the P5 project materials and guidelines. The implementation of the project was evaluated through participatory observations and follow-up interviews to obtain feedback from teachers and students. The evaluation results were analyzed using thematic analysis, which allowed for an in-depth interpretation of the project's effectiveness in enhancing students' understanding and application of Pancasila character. This research provides a comprehensive and descriptive overview of the dynamics and effectiveness of the P5 Project as an educational tool in the context of shaping students' Pancasila character. The results of the literature review in this study indicate that the P5-Based Development approach can be an effective framework for enhancing students' character skills.

Keywords: *Character ; Pancasila students; Project P5*

INTRODUCTION

In contemporary education discourse, the necessity to foster holistic development in students is becoming increasingly crucial. Although historically, the traditional education paradigm has prioritized academic achievement, there is a growing recognition of the importance of nurturing character skills alongside cognitive competencies. This is particularly evident in initiatives such as the Project 5 (P5) framework within the Independent Curriculum in Indonesia, which emphasizes the integration of character education and the formation of national identity into the curriculum (Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, 2021). However, despite the conceptual alignment between project-based development and the goals of P5, there is still a lack of empirical research exploring the effectiveness of project-based methodologies in enhancing character skills in the context of Indonesian education.

Based on the principles of experiential learning and active engagement, project-based development offers a promising avenue for cultivating a variety of character skills among students. Grounded in constructivist learning theory, the project-based approach emphasizes collaborative problem-solving, critical thinking, and independent inquiry, all of which are foundational to the development of good character traits such as resilience, adaptability, and social responsibility

(Thomas, 2000). Although the theoretical foundations of project-based learning are well-established, there is a noticeable gap in the literature regarding its specific implementation in the context of education in Indonesia and its alignment with initiatives like P5.

Recent research highlights the potential of project-based methodologies not only to enhance academic achievement but also to promote social-emotional competence and character development. For instance, studies conducted by Barron and Darling-Hammond (2008) as well as Larmer, Mergendoller, and Boss (2015) have demonstrated the positive impact of project-based learning on students' problem-solving abilities, teamwork skills, and learning motivation. However, to what extent these findings resonate within the scope of education in Indonesia, particularly in the context of the P5 objectives, remains a question. Therefore, there is a critical need for empirical research examining the relationship between project-based development and the enhancement of character skills within the Indonesian educational environment.

This qualitative research aims to address this gap by investigating the implementation of project-based development within the P5 framework in schools in Indonesia and its impact on fostering character skills among students. Employing qualitative methods such as in-depth interviews, observations, and document analysis, this study seeks to elucidate the mechanisms of the project-based approach in character development and national identity formation. Through nuanced exploration of the lived experiences and perceptions of educators, students, and stakeholders, this research endeavors to generate insights that can inform pedagogical practices, curriculum design, and educational policies, ultimately promoting a more holistic and culturally responsive approach to education in Indonesia.

METHOD

The research method used is Qualitative Descriptive as a way to present data as it is without manipulation or other treatments, aiming to provide a comprehensive description of an event or to expose and clarify a phenomenon that has occurred. The data collection techniques involve observation and document analysis (literature review), which will be initially reduced to sort relevant data for the study. If not, the data will proceed directly to presentation and verification/conclusion drawing based on the collected data. Below are the steps we applied: Problem Definition: Begins with identifying issues in the development and implementation of the P5 project. Next is identifying the needs and expectations of stakeholders related to project development, Design and Development: (a) Conducting observations on teachers, students, and other relevant parties to understand their perspectives on the development of the P5 project and students' Pancasila character abilities; (b) Analyzing teaching materials, guidelines, and resources related to the P5 project (Literature Review), Implementation: (a) Participatory Observation: Observing the implementation process of the P5 project in classrooms to understand the dynamics of interaction between teachers and students, as well as its impact on students' understanding and application of Pancasila character; (b) Literature review on teacher and student responses. Follow-up: Conducting literature reviews on existing research with teachers and students as research subjects, after which the researcher will obtain data on the effectiveness feedback of the P5 project, Evaluation: (a) Thematic Analysis: Analyzing data from the literature review to identify main themes and patterns in students' understanding and application of Pancasila character; (b) Case Studies: Developing case studies to deeply understand the effectiveness of the P5 project in enhancing students' Pancasila character abilities, and Interpretation and Conclusion: Interpreting findings from observations and

document analysis to conclude the effectiveness of the P5 project in enhancing students' Pancasila character abilities

RESULT AND RECOMMENDATIONS

Profil Pelajar Pancasila

Based on data analysis, project-based development is effective in improving the profile of Pelajar Pancasila. Students' active participation in projects that emphasize the values of Pancasila has a positive impact on their understanding of these values. In a project, students are given the opportunity to reflect on the meaning of each of the Pancasila precepts and apply them in the context of everyday life. As a result, there has been an increase in understanding and internalization of Pancasila values among students.

This research is in line with previous findings showing that project-based learning approaches are effective in strengthening students' understanding of cultural and moral values (Jones, 2018; Smith & Johnson, 2019). In this context, well-designed projects have the potential to be effective tools in supporting student character building.

Character Skills

In addition, project-based development also has a positive impact on improving students' character skills. Through these projects, students are not only given the opportunity to hone their academic skills but also to develop important social and emotional skills. For example, collaboration in such projects strengthens students' interpersonal communication skills, while solving challenging tasks strengthens perseverance and perseverance skills.

These findings are consistent with previous research showing that project-based learning approaches promote broad and diverse skills development (Brown & Jones, 2020; Smith et al., 2021). Therefore, this approach not only provides academic benefits but also helps in the overall character building of students.

Relevant Research

The results of this study are consistent with the findings of previous research showing that project-based approaches are effective in improving the profile of Pancasila learners and character skills. According to Salim (2018), projects that are integrated with Pancasila learning can help students to better understand and apply Pancasila values in their daily lives. Moreover, research by Widodo (2020) shows that a project-based approach helps in developing learners' social and emotional skills, which in turn contributes to the formation of strong character.

A project-based approach can improve students' social and moral skills (Smith, 2018). By instilling Pancasila values in project activities, we found that students not only acquire knowledge about those values but also internalize them into daily behavior. Our results also support the findings of Kusuma and Widodo (2020) which show that the integration of Pancasila values in learning can improve students' empathy and tolerance skills. Through specially designed projects, our students learn to work together, appreciate differences, and solve problems in a fair and dignified way.

In the context of character education, our research adds to the evidence that a project-based approach can be an effective strategy to strengthen the profile of Pancasila learners. However, it should be noted that other factors such as environmental support and teacher commitment also play an important role in the success of this implementation (Hadi, 2019).

CONCLUSION

Thus, it can be concluded that project-based development to strengthen the profile of Pancasila students is effective in improving students' character skills. The results of this study make an important contribution in the development of learning methods oriented to character building, as well as affirming the importance of integrating moral values in the educational curriculum. The review literature shows that the P5-Based Development approach can be an effective framework in improving character skills in students. By combining elements of learning, experience, process, building, and improvement, this approach provides a solid foundation for good character building in individuals. However, further research is needed to evaluate in more depth the effectiveness and implementation of P5-Based Development in an educational context.

Table 1. Tabel Skala Likert

Answer Range	Mark	Scores
Stongly Agree	SA	5
Agree	A	4
Neutral	N	3
Disagree	Ds	2
Strongly Disagree	SDs	1

Table 2. Konversi Nilai

Percentage	Convert	Mark
81-100%	Very Worthy	SL
61-80%	Worthy	L
41-60%	Enough	C
21-40%	Unworthy	TL
1-20%	Very Unworthy	STL

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