

Misconceptions of the Pancasila Student Profile Strengthening Project by Teachers at the Sekolah Penggerak

Asih Utami¹, Norma Yunaini², Novy Trisnani³, Mohammad Ghufroni Farid⁴,
Atika Dwi Evitasari³, Agus Kichi Hermansyah^{*5}

¹ Universitas Palangka Raya, Palangka Raya, Indonesia

² Universitas Muhammadiyah Pringsewu, Lampung, Indonesia

³ IKIP PGRI Wates, Yogyakarta, Indonesia

⁴ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

⁵ Universitas Musamus Merauke, Papua Selatan, Indonesia

asih.utami@fkip.upr.ac.id, normayunaini@umpri.ac.id, novytrisnani@ipw.ac.id,
mohammadghufroni.2023@student.uny.ac.id, atikadwievitasari@ipw.ac.id, aguskich@unmus.ac.id
corresponding author: aguskich@unmus.ac.id

ABSTRACT

The Pancasila Student Profile is a descriptive framework that formulates the characteristics, attitudes, and fundamental values that are expected to be embedded in every student in Indonesia. This profile is formed based on the appreciation and practice of Pancasila values as the moral and ideological foundation of the nation. The Pancasila student profile has six elements, including (1) faith, fear of God Almighty, and noble character, (2) independence, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) creativity. Although the Pancasila student profile is integrated into all intracurricular, co-curricular, extracurricular and habituation activities at school, the assessment of the Pancasila student profile is more focused on co-curricular activities, namely the project to strengthen the Pancasila student profile. This study aims to describe common misconceptions related to the project of strengthening the Pancasila student profile by teachers. The research method uses descriptive quantitative research, namely using questionnaires and interviews. The results of the study show that there is a misconception of teachers' understanding of PSPSP. These misconceptions are found in S2, S9, S1, S6, S10 and S5. The findings of teachers' misconceptions related to PSPSP encourage several important implications. Intensive socialization and training for teachers is needed, structured learning guides and modules, monitoring and evaluation are needed to ensure the suitability of practices with the goals and values of the Pancasila student profile.

Keywords: *misconceptions, project, pancasila student profile*

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INTRODUCTION

Character education in Indonesia is now strengthened through an merdeka curriculum by providing flexibility for educational units to integrate character education more comprehensively and meaningfully (Iskandar et al., 2023). Strengthening character education (SCE) is designed as a cross-subject approach that involves all components of education, including teachers, curriculum, and the school environment (Sistia et al., 2023). In reality, SCE, which is integrated with subjects, has not provided space for teachers to really improve the character of students but rather focuses on understanding the concept of subject matter. The implementation of SCE still seems to abort administrative obligations only. This is because not all aspects of SCE can be included in all subjects, and the environment is less supportive (Nurrahmah et al., 2019).

Character education in schools is an aspect that is increasingly receiving important attention in the world of education. Character education is the main foundation to form the next generation who are not only academically intelligent, but also have strong moral, ethical and personality values in the face of the complexity of global challenges and rapid social changes (Sahroni, 2017; Saputra et al., 2022). Character

education is not solely about cultivating knowledge, but also the formation of positive attitudes, values, and behaviors (Nantara, 2022). In this context, character is not only interpreted as moral goodness, but also as a personality quality that includes responsibility, cooperation, honesty, and the spirit to contribute to society.

Pancasila, as the basis of the Republic of Indonesia, establishes fundamental values and principles that are in line with the goals of SCE (Iskandar et al., 2023). Pancasila values such as divinity, humanity, unity, populism, and social justice are important foundations in building the character of the Indonesian nation. The Merdeka curriculum, with its flexibility, opens up opportunities to integrate Pancasila values more effectively in learning and character development (Maulida & Dermawan, 2024). However, to achieve this goal, more targeted and comprehensive efforts are needed to overcome the existing challenges. The Pancasila student profile refers to a description of the characteristics, attitudes, and values that are expected to be possessed by every student who has studied and practiced Pancasila as the basis of Indonesian state values (Safitri et al., 2022). In this context, the Pancasila student profile reflects the moral and ethical identity reflected in the attitudes, behaviors, and life views of Indonesian students.

The Pancasila student profile has six elements, including: (1) have faith, fear God Almighty, and have noble character, (2) self-sufficient, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) creative. The six elements of Pancasila student profiles are the embodiment of character that is intended to be developed for Indonesian students through intracurricular, co-curricular and extracurricular activities. Although the Pancasila student profile is integrated into all activities in the school, the assessment of the Pancasila student profile is more focused on co-curricular activities, namely Pancasila student profile strengthening project, better known by the abbreviation PSPSP. The integration of PSPSP in school activities can be seen in Figure 1 adopted from (Kemendikbudristek, 2022b, p. 3).

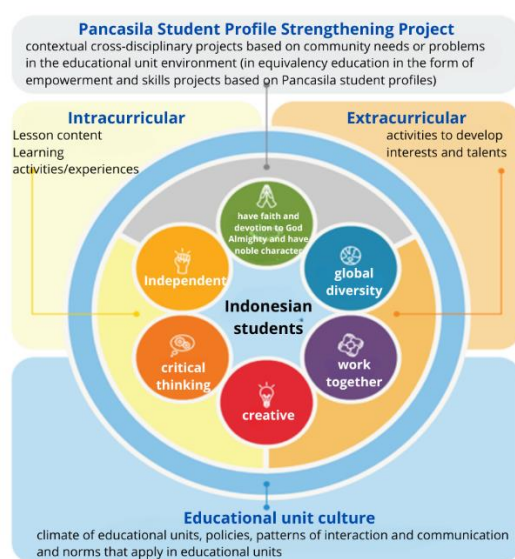


Figure 1. Integration of PSPSP in School Activities

PSPSP in the Merdeka curriculum is designed to comprehensively shape students' character (Maharani & Putri, 2023). Through PSPSP, it is hoped that every student can grow and develop through quality education and based on character. This aims to give birth to a young generation of advanced and prosperous Indonesians. Based on the Ministry of Education and Culture No.262/M/2022, the Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile which is compiled based on the Graduate Competency Standards (Kemendikbudristek, 2022a). The implementation of the Pancasila student profile

strengthening project is carried out flexibly, in terms of content, activities, and implementation time. Pancasila student profile strengthening project is planned separately from intracurricular (Nurwidya & Nurjannah, 2023). The objectives, contents, and learning activities of the project do not have to be linked to the objectives and subject matter of the intracurricular (Artati et al., 2024). The education unit can involve the community and/or the world of work to plan and organize PSPSP (Susanto et al., 2024). PSPSP activities, starting from planning, implementation, management, assessment, evaluation, to follow-up plans for the next activities, are carried out well and structured.

The importance of PSPSP lies not only in the aspect of knowledge, but also in the social impact that can be produced. Pancasila, as the basis of the Indonesian state, contains noble values that are guidelines in the life of the nation and state (Priandani et al., 2023). Therefore, teachers' efforts in strengthening the profile of Pancasila Students through PSPSP have high relevance to support the formation of the next generation who have a strong national identity and noble character (Sasongko & Somantri, n.d.). PSPSP was initially implemented by driving schools and now begins to expand to non-driving schools through the implementation of the Merdeka curriculum (Ashar et al., 2024). Even though it has begun to be widely implemented, there are still misconceptions related to PSPSP faced by teachers (Susanto et al., 2024).

Misconceptions can occur in a variety of fields, and can be in the form of wrong conceptual understanding, unscientific beliefs, or errors in connecting one concept to another (Yuliana, 2023). Misconceptions can affect the learning process and need to be identified and corrected to improve one's understanding of certain concepts (Mariyadi & WA, 2023). A person's misunderstanding of a concept, which may occur during or as a result of teaching, and can be caused by factors such as one's preconceptions, the way of teaching obtained, the teaching materials, the context in learning, and life experiences is called misconception (Yulisnawati et al., 2023). In this study, the meaning of misconception refers to the wrong or misinterpreted understanding by teachers regarding the objectives, implementation, and achievement indicators of PSPSP. This misconception can include various aspects, including how teachers understand the goals of PSPSP, how they plan and implement projects that are in accordance with PSPSP, and how they evaluate the success and impact of PSPSP.

This study aims to describe common misconceptions related to PSPSP by teachers, as well as provide a clearer understanding of the correct concept of PSPSP. By understanding and overcoming this misconception, it is hoped that the implementation of PSPSP can be more effective, in-depth, and have a positive impact on the development of the character of Indonesia's young generation.

METHOD

The research method used is a descriptive quantitative method, with a case study method (Yin, 2018). The research sample used purposive random sampling namely teachers involved in the implementation of PSPSP at the 2nd batch of Sekolah Penggerak in Gunung Mas District, Central Kalimantan. The research technique uses questionnaires and interviews. The research subjects consisted of 30 teachers from elementary and junior high school levels. The number of teachers involved in filling out the questionnaire was 17 elementary school teachers and 13 junior high school teachers spread across 4 elementary schools and 4 junior high schools. Interviews were conducted on 3 randomly selected sample teachers. A questionnaire instrument to measure teachers' perception of teachers' understanding of PSPSP as a co-curricular activity in the implementation of the merdeka curriculum. The questionnaire consisted of 10 statements that referred to the teaching materials of the PSPSP workshop which were used by all driving school facilitators in Indonesia in facilitating the PSPSP workshop. The following statement is presented in the questionnaire in Table 1.

Table 1. Questionnaire grid

Code	Statement
S1	The pancasila student profile strengthening project must be integrated with the content of lessons in the classroom according to their level
S2	The purpose of the pancasila student profile strengthening project should lead to the chosen theme and topic
S3	The purpose of the pancasila student profile strengthening project should target the sub-elements of the selected Pancasila student profile dimension
S4	The pancasila student profile strengthening project should produce products in the form of goods
S5	The pancasila student profile strengthening project should produce products in the form of goods
S6	The pancasila student profile strengthening project should be implemented by dividing the total number of JPs at each level equally with the selected theme
S7	Assessment of the pancasila student profile strengthening project can use various assessment techniques
S8	The work of the Pancasila student profile enhancement project must be exhibited in the title of the work of each person
S9	The evaluation of project report cards is taken from the average assessment of each the pancasila student profile strengthening project meeting in terms of students' understanding of the chosen topic
S10	The theme chosen in the Pancasila student profile strengthening project should be the same for every class in one school

The distribution of the questionnaire was carried out online using *google form* at <https://bit.ly/AngketPSPSPGuru>. The time of the questionnaire distribution is September 2023. After the questionnaire data is collected and considered sufficient, then an interview is conducted. The interview guide used leads to a questionnaire statement so as to convince the researcher of the correctness of filling out the questionnaire results. The respondents for the interview consisted of 3 people with details of 2 elementary school teachers and 1 junior high school teacher. Interview respondents were given code names R1, R2 and R3.

RESULTS AND DISCUSSION

The results of the questionnaire that have been filled out by 30 teachers can be automatically obtained from the results of the Google Form. The percentage gain from *the google form* is then presented in Table 2.

Table 2. PSPSP Questionnaire Results

Questionnaire Code	percentage of teachers	
	Misconceptions	On-concept
S1	80%	20%
S2	100%	0%
S3	6,7%	93,3%
S4	16,7%	83,3%
S5	53,3%	46,7%
S6	66,7%	33,3%
S7	3,3%	96,7%

S8	40%	60%
S9	96,7%	3,3%
S10	56,7%	43,3%

Based on Table 2, the concept of PSPSP which still has many misconceptions in terms of levels is found in S2, S9, S1, S6, S10 and S5. The most dominant misconception because 100% of teachers who fill in all are classified as misconceptions, namely in S2 about the goals of PSPSP. All teachers have an understanding that the purpose of PSPSP activities leads to the chosen theme or topic. Based on the results of interviews with R1, R2 and R3, all three have the same opinion. According to respondents, the purpose of PSPSP activities is described based on the theme or topic chosen. Based on the results of the questionnaire and interviews, it is clear that there is a misconception of the purpose of the PSPSP activity.

The selection of the theme for the PSPSP needs to consider several factors. First, the readiness of schools and teachers to carry out projects is very important (Anderson, 2020). Principals play a crucial role in driving cultural change, communicating the importance of projects, negotiating issues, and providing ongoing support (Roberts et al., 2016). In addition, the theme must be aligned with the national academic calendar to ensure smooth integration into the curriculum (Nevrita & Sujoko, 2023). Theme selection also needs to address current issues or topics that are widely discussed can increase student engagement and relevance (Ozer et al., 2010). It is important to consider themes that have not been explored before to maintain variety and ensure a new learning experience for students (Hendriyani et al., 2023). The selection process should involve detailing the criteria to determine the most suitable theme, taking into account factors such as system reliability, quality, and flexibility to change (Fridkin & Kordova, 2022). In conclusion, when choosing a theme for the Pancasila Student Profile Strengthening Project, it is important to consider the school's readiness, alignment with the academic calendar, relevance to current issues, novelty, success criteria, stakeholder satisfaction, and project-based learning stages.

There are 8 themes provided by the Ministry of Education and Culture for project activities. Of the 8 themes, there are 6 themes that can be chosen for the elementary school and 7 themes for the junior high school level. Themes that can be chosen for the elementary school level include local wisdom; engineering and technology; Entrepreneurship; Bhineka Tunggal Ika; sustainable lifestyle; Awaken his soul and body. As for the junior high school level, the theme is the same as the elementary school level, plus the vote for democracy. The theme provided by the Ministry of Education and Culture is more focused on project activities according to the theme with the aim of forming the character of the Pancasila student profile that each organizing school wants to develop. The purpose of PSPSP activities is not to test cognitively students' knowledge related to the conceptual understanding of the chosen topic or theme. The goal of PSPSP still refers to the development of the Pancasila student profile so that whatever theme is chosen during the Pancasila student profile still develops the same dimensions, elements and sub-elements, then the indicators of achievement of PSPSP activities remain the same. PSPSP is a co-curricular project designed to strengthen students' competencies and character in accordance with the Pancasila student profile in the Merdeka curriculum (Ratnasari, 2024). For example, A School chooses the theme of local wisdom while B School chooses the theme of entrepreneurship, but the dimensions, elements and sub-elements chosen from both schools are the same, for example, the independent dimension, the element of self-understanding and the situation faced, the sub-elements explore the quality and interest of themselves and the challenges faced, then in the same class phase, The purpose of the PSPSP activities of the two schools is the same even though the theme is different.

The second misconception occurred in S9, this is related to the PSPSP report card. Based on the questionnaire answers, 96.7% of teachers answered that the evaluation of the PSPSP report card was taken from the average assessment of each PSPSP meeting in terms of students' understanding of the chosen topic. This was reaffirmed from the results of the interview which gave the same conclusion regarding the teacher's understanding in the PSPSP report card assessment. The results of the interview showed that in the report card, the theme and topic were written which were taken from the students' understanding scores in PSPSP activities

according to the topic. Although there was one respondent, R3, who said that in the report card that was assessed was the profile of Pancasila students, but in the implementation of PSPSP, every meeting was not assessed. This shows that there is a misconception that the PSPSP report card is still interpreted as mere administration.

The PSPSP report card is a report that contains the results of the assessment of PSPSP activities carried out by students. In PSPSP activities, students can learn to acquire emotional and social skills that can improve communication skills, interaction, and positive contributions to their self-confidence (Hindriana et al., 2023). Reporting the PSPSP report card is easy, because the format is not so difficult, but the teacher must be able to account for the character values that he has written with real achievements in real life. With demikian, in PSPSP activities, the assessment notes still focus on the profile of Pancasila students rather than focusing on students' understanding of the chosen theme or topic. The provision of time for PSPSP activities that are long enough without being burdened by cognitive understanding related to the PSPSP theme or topic makes teachers free to direct the expected character and improve the student's character if it is not according to expectations. Teachers have a significant role in shaping students' character, both through school culture and through positive activities such as habitual activities, spontaneous activities, and exemplary activities (Maimunah & Minsih, 2023). Teachers can act as role models, motivators, inspirations, and evaluators in implementing PSPSP, which helps in shaping students' character in accordance with expected values (Waruwu et al., 2024). If this activity is carried out continuously and many times the character is strengthened in PSPSP activities, it is hoped that it will become a good character that is internalized in students.

The third misconception occurred in S1 about the integration of PSPSP activities. The results of the questionnaire showed that 80% of teachers understood that the project to strengthen the Pancasila student profile must be integrated with the content of lessons in the classroom according to their level. Furthermore, the results of the interview show that the profile of Pancasila students is also assessed in learning activities, which tend to be integrated into the *project-based learning model*. Another reason for the respondents who agreed with the majority of teachers' answers was because the time allocation for PSPSP activities was taken from the lesson hours of each subject so that it could be integrated into each subject. Based on the answers to the questionnaire and the results of the interview, there was a misconception related to the integration of PSPSP activities. The PSPSP time allocation is indeed taken 20-30% of the lesson hours from each subject so that the number of lesson hours for PSPSP activities.

The PSPSP time allocation is taken from the lesson hours of each subject, but it does not mean that PSPSP activities are mixed with lesson activities. If this is done, it will be the same later as the implementation of SCE in learning activities which ultimately focuses teachers on understanding students on the subject matter rather than on character. PSPSP is arranged as a co-curricular activity to achieve competence and character according to the profile of Pancasila students, which is separate from regular academic subjects (Palangda et al., 2023). The removal of PSPSP from intracurricular to co-curricular activities is carried out so that the teacher's focus on PSPSP activities can concentrate more on the character to be built. So, PSPSP activities are not integrated with subjects but are adjusted to the theme or topic chosen to develop the character of the Pancasila student profile of students. *Project-based learning* (PjBL) in the learning referred to by teachers is clearly different from PSPSP activities. PjBL is a learning model used by teachers for learning through projects whose goal is to achieve the learning goals that have been set. PjBL is a learning model that involves students working on projects over a long period of time, allowing them to explore real-world problems and challenges (Dewi, 2022). On the other hand, PSPSP is a program in the Indonesian curriculum known as the Merdeka curriculum which focuses on strengthening Pancasila values and student character through project-based learning (Fiangga et al., 2023). Therefore, although PjBL and PSPSP both emphasize project-based learning, PSPSP specifically targets the strengthening of Pancasila values among students by integrating local wisdom and cultural elements into the project (Yasa et al., 2023).

The fourth misconception lies in S6, namely the division of time for PSPSP activities. The results of the questionnaire showed that 96.7% of teachers understood that PSPSP must be carried out by dividing the

total number of lesson hours at each level equally by the theme chosen. Based on the results of the interview, by dividing the number of lesson hours PSPSP equally with the chosen theme, it is easier to make a PSPSP teaching module. Actually, dividing the total number of lesson hours equally by the chosen theme is not wrong, but what makes this a misconception is the necessity of dividing the total number of lesson hours PSPSP equally with the chosen theme. There is no need to divide evenly but it is okay because the correct concept is not to divide evenly but flexibly which is adapted to the time allocation needs of each theme. The implementation of PSPSP is part of a self-paced curriculum that offers a diverse learning experience, allowing students enough time to understand concepts and develop their competencies (Nurjatisari et al., 2023). The time allocated for PSPSP activities is structured within the framework of the curriculum provided by the government, which facilitates the setting of learning schedules by school educators and policymakers (Rendrapuri et al., 2023). Therefore, the completion time for each theme in the PSPSP activity may differ based on the specific focus and objectives of the theme discussed. For example, for phase C of class IX, choose three PSPSP themes in one year while the time allocation provided for PSPSP is 320 lesson hours, then it could be for theme 1 with a duration of 80 lesson hours, theme 2 with a duration of 100 lesson hours, and theme 3 with a duration of 140 lesson hours or with another division.

The fifth misconception lies in S10, which is about the selection of the PSPSP theme. The results of the questionnaire showed that 56.7% of teachers understood that the theme chosen in PSPSP should be the same for each class in one school. Based on the results of interviews from the three respondents, only R1 agreed with the majority of the questionnaire answers. This is because the implementation in R1 schools is carried out with the same theme for all phases. This analysis is the same as the fourth misconception analysis. The theme chosen is the same for each class or phase in one school may but is not mandatory. The misconception lies in having to choose the same theme for every class in the school. The selection of themes is based on the readiness of the class in each school. In fact, by diversifying themes throughout the classroom, schools can cater to the specific needs and interests of different groups of students, ensuring a more personalized and engaging learning experience. For example, integrating themes such as caring for the environment, love of the homeland, or religious and social attitudes can help instill a variety of values in students (Krisnawati & Parmiti, 2023; Puspitasari et al., 2023).

Furthermore, the application of differentiated learning strategies, project-based learning, and habituation techniques can also be adjusted to the theme chosen for each class, thereby optimizing the effectiveness of the PSPSP in building students' character (Sakti & Putimasurai, 2022; Widarini & Suterji, 2023). This flexibility in theme selection also allows schools to adapt to local contexts and needs, promoting a more culturally relevant and meaningful educational experience (Kallang et al., 2024; Kintoko et al., 2023), and the involvement of the community or industry in designing projects related to the chosen theme can increase the practical relevance and impact of the activity.

The sixth misconception lies in S5, namely the assessment of PSPSP products. The results of the questionnaire showed that 53.3% of teachers understood that the PSPSP assessment or assessment targeted the product to be made on the chosen theme and topic. The results of the interview provided reinforcement of the results of the questionnaire that said that PSPSP activities were said to fail if the products of the students failed. Based on the results of the questionnaire and interviews, it is clear that there is a misconception about the final goal of PSPSP. PSPSP activities do not always have to have products in the form of goods (in accordance with S4) but products can be music, dance, or others. The failure of the final product in the PSPSP activity does not make the benchmark for the failure of the PSPSP goal because back to the focus of the PSPSP goal is the character, not the product of the chosen theme.

The PSPSP program is an initiative that aims to improve student character through extracurricular activities that not only focus on improving competence but also developing the character of participants as a Pancasila Student Profile (Asiati & Hasanah, 2022). The assessment or assessment of the program does not target the final product made on the selected theme and topic, but on the character of the Pancasila Student Profile. The Pancasila student profile is understood as the character and abilities that are built in the daily lives

of individual students through the culture of the educational unit (Alim et al., 2024). For example, student entrepreneurial products fail because the packaged food is not good or does not sell well but during the process of PSPSP activities which lasts for a long time until the product appears, of course, the character to be developed has begun to be formed which is the initial goal of PSPSP, if the student's character assessment shows an improvement while the product fails then PSPSP activities are still said to be successful.

CONCLUSIONS AND RECOMMENDATION

The results of the questionnaire and interviews confirmed that there were six dominant misconceptions out of ten statements. Misconceptions in order of level are found in S2, S9, S1, S6, S10 and S5. S2 dominates misconceptions because 100% of the research subjects fail to understand the statement. The correct concept of S2 is the purpose of PSPSP activities not to measure cognitively students' knowledge related to the conceptual understanding of the chosen topic or theme but to focus on the dimensions, elements and sub-elements of the Pancasila student profile. The correct concept of S9 is that in PSPSP activities, the assessment notes still focus on the profile of Pancasila students, not on the understanding of the chosen theme or topic. The correct concept of S1 is that PSPSP activities are not integrated with subjects but are adjusted to the theme or topic chosen to develop the character of the student's Pancasila student profile. The correct concept of S6 is that the duration of each PSPSP activity theme can vary depending on the purpose and depth of exploring each theme. The correct concept of S10 is that in one school, the theme chosen can be the same or different because the essence of choosing a theme is only a means of activities to develop students' character. The correct concept of S5 is that the failure of the final product in PSPSP activities is not a benchmark for the failure of PSPSP goals because the focus of PSPSP goals is the character, not the product of the chosen theme.

Suggestions for the achievement of the Pancasila student profile implemented in the Pancasila student profile strengthening project must be evaluated so that the purpose of character formation is appropriate. This research still focuses on misconceptions in terms of teachers' perceptions so that further research can be carried out related to the implementation of PSPSP in schools, challenges and obstacles, the effectiveness of PSPSP in forming P3 and other relevant topics.

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