



Implementation of the Project for Strengthening Pancasila Student Profiles in Shaping Student Character at Patriot Puturuh Vocational School - Purworejo

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Abstract: The Pancasila Student Profile Strengthening Project (P5) is a project that aims to strengthen student character and competency. It is hoped that by implementing P5 in schools, teachers and school stakeholders will be able to create and produce a generation that has character. This research aims to analyze the implementation of P5 at Patriot Puturuh Vocational School in shaping the character of its students. This research is qualitative research, where data mining is carried out through interviews, observation and documentation. The validity of the data in early research was carried out by triangulating the data and checking the data again. The research was conducted at Patriot Pituruh Vocational School with research subjects, school principals, teachers, students and other stakeholders related to the research. The research results explain that the implementation of P5 can shape the character of vocational school students with several activity projects carried out. This is proven by the enthusiasm of students to take part.

Keywords: implementation, P5, character

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Introduction

Education is the main, fundamental point in a country's civilization. Apart from educating the nation's children, education should not only focus on mastering material, but also on forming students' character (Abdusshomad, 2018). Good character is very important because it influences the way students behave, interact, and deal with various situations in life. Strong character helps students become individuals who are not only academically intelligent, but also have integrity, empathy and a sense of responsibility (Fadhillah Quratul 'Aini et al., 2024). Students who

have good character will grow into individuals who are disciplined, honest and trustworthy. They will learn to respect other people, respect differences, and be able to work together in a team. These values are important not only at school, but also in social life and the world of work. Good character is the basis for positive behavior that continues to develop over time (MARINI, 2017). Especially in this modern era, all knowledge can be accessed by everyone. But not with character knowledge, which requires continuous habituation.

Apart from that, character building is also very important to create a positive and supportive school environment. When students apply values such as

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honesty, mutual respect and responsibility, the learning atmosphere becomes more comfortable and productive (Ismail, 2021). This of course has an impact on students' academic achievement, because they will be more focused, disciplined and motivated to achieve their goals. The importance of character formation is also related to the challenges students face in everyday life. They often face pressure from peers, family, or the surrounding environment. With good character, students will more easily make wise decisions, overcome stress, and avoid negative behavior such as bullying or violence (R. Septianingsih, D. Safitri, 2023). Character formation gives them guidelines to live according to the right values and treat others with respect and compassion.

In general, character building is an investment that will be beneficial for students' future. Strong character will help them face various life challenges, achieve goals, and become individuals who make positive contributions to society. Therefore, character education must be an inseparable part of every learning process to create a generation that is better, wiser and cares for others. (Sagala et al., 2024). The implementation of character education is a mandatory law that must be implemented by every school in Indonesia, including Patriot Pituruh Vocational School.

Patriot Vocational School, in its independent curriculum, forms the character of its students, one of which is P5. In P5 it can be understood that Indonesian students are lifelong learners who are competent, have character and behave in accordance with the values of Pancasila. (Asiati & Hasanah, 2022). The current young generation, including Patriot Vocational School students, are required to be agents of change, where the young generation must have clear goals and have the character of persistence in realizing their ideals, apart from that the young generation must also have a theoretical and analytical nature in the problems they face. So that the young generation is the golden generation who is truly able to have a big impact on themselves and others. This can be realized through quality education and good character.

At Patriot Pituruh Vocational School, which focuses on vocational education, P5 can be implemented through entrepreneurship projects that involve students in planning, developing and running a business. This activity teaches students entrepreneurial values such as responsibility, hard work and creativity, which are in line with the principles of Pancasila, especially the second principle (Just and civilized humanity) (Ayub et al., 2023). Apart from that, extracurricular activities can also be carried out, such as scouts and OSIS, which can be used to instill values such as mutual cooperation, togetherness and social responsibility. Social activities or community

service will help students understand and apply the values of Pancasila, especially the third principle (Indonesian Unity) and the fifth principle (Social Justice for All Indonesian People) (Purnawanto, 2022).

Method

This research is qualitative research, data mining was carried out by interviews with school principals, interviews with the deputy head of curriculum and P5 coordinator, interviews with P5 team implementers. Apart from that, data collection was carried out by observing and documenting several activities in implementing P5 at Patriot Pituruh Vocational School. The validity of research data is ensured by data triangulation, the aim is that the data obtained is correct and accurate because it combines from various parties (Alfansyur & Mariyani, 2020). Also maintaining the validity of the data is done by rechecking the data obtained.

Result and Discussion

Implementation is the process of implementing plans, policies, or ideas into action that can be implemented. In various contexts such as organizations, education, or public policy, implementation refers to a series of practical steps taken to realize planned goals in the form of executable programs or activities. (Rizzolo et al., 2010).

The implementation process does not only focus on translating theory or plans into action, but also involves resource management, coordination between related parties, as well as monitoring and evaluation to ensure that implementation goes well. Successful implementation requires commitment, effective communication, and the ability to adapt strategies to existing conditions in the field, in this case the real conditions at Patriot Pituruh Vocational School.

Before going further into implementation, Patriot Vocational School of course makes a plan which will become a reference in its implementation. This planning can be done with an agreement resulting from a meeting or deliberation that is approved and then recorded so that it becomes a guide for each teacher or stakeholder to implement the points of the agreement. Some stake holders and things to pay attention to are:

1. Head of education unit

Things that the head of the education unit can do in implementing P5 are, forming a P5 implementation team, assisting in the implementation of P5, building communication and collaboration between partners, building a community within the education unit for the smooth running of P5, conducting regular coaching for educators and conducting evaluations.

2. Teachers
3. Several things that education can do in planning are; formulate activity objectives, activity flow, implementation and assessment strategies. Educators also play an active role as facilitators, companions and supervisors. As a facilitator, the goal is to facilitate students in implementing P5 according to their interests (Arfandi & Samsudin, 2021), sedangkan sebagai pembimbing adalah Meanwhile, as a mentor, you are guiding students by encouraging the growth and development of students' thinking on renewable issues. As for education as a supervisor, namely being a consultant, supervising and directing students in achieving P5.
4. Students
Even though it is the goal or person who is important in the results, students or students also have a big role in the success of P5. Things that can be done include; hone commitment in achieving goals, develop an independent attitude, carry out continuous self-reflection.
5. Education departement
It's not just the grass roots that are the wheels, the department is also the one that has a planning role in the implementation of P5 and determines the level of success. Things that the department needs to do are coordinating with education units, providing support and training in improving school human resources, ensuring that assessment results become material for reciprocal improvements, ensuring involvement and synergy between interested parties.
6. Scholl commitee
The school committee has a role in providing support related to the implementation of P5 in schools, such as in the communication system and coordination of the school with partners, the community or related to other institutions.
7. Community/Partners
Both roles can be a source of learning, helping to find and identify renewable issues or problems, providing support with assistance in implementing P5.

Local wisdom as a means of implementing P5 to shape student character

Local wisdom refers to the knowledge, values and traditions that develop in a particular community or society, which are passed down from generation to generation as a guide to daily life. This wisdom describes a balanced relationship between humans, nature and culture which is created through the interaction between the two. This results in a value system that pays attention to how to adapt to the

environment and maintain the continuity of social relations (Rizal & Nur, 2024)

In Indonesia, local wisdom can be seen in various forms, such as customs, folklore, art, and sustainable ways of managing nature. For example, the Subak system in Bali regulates rice field irrigation based on the principle of mutual cooperation which reflects respect for nature and the importance of cooperation between farmers. In this system, farmers not only prioritize personal needs, but also the sustainability of shared water resources. Apart from that, local wisdom can also be found in the way indigenous people manage natural resources wisely. Some communities have customary rules governing forest use, which aim to ensure that nature management is carried out in a way that does not damage the ecosystem or endanger future life.

Local wisdom also includes social values that prioritize mutual respect, mutual cooperation, and maintaining harmony between individuals in the community. These values form a social lifestyle that prioritizes concern for others, where relationships between individuals prioritize common interests over personal interests. In the midst of current technological developments and globalization, local wisdom is often threatened with extinction. However, many parties are now increasingly aware of the importance of preserving local wisdom to maintain cultural identity and natural sustainability. Therefore, it is very important for students or the younger generation to learn and maintain local wisdom values so that they remain relevant and useful in the future.

Local wisdom contains various character values that are very relevant to modern life. Values such as mutual cooperation, honesty, concern for nature, respect and responsibility contribute to creating a harmonious, just and sustainable society. By preserving and practicing these values, local wisdom can become a source of strength in forming a generation that is not only intelligent, but also has strong character in facing the challenges of the times. The reflection of the character contained in Priot Pituruh Vocational School students is mutual cooperation and having the responsibility to preserve ancestral culture which must be maintained. This illustrates that every student needs to cultivate mutual cooperation and a shared sense of responsibility in maintaining and preserving each local culture (Sa'diyah et al., 2024). In fact, Purworejo's local wisdom is very rich, such as the Dolalak dance typical of Purworejo, the Kaligesingan gagrak shadow puppet, and other Islamic traditions such as Islamic customs and marriage in Purworejo.



Figure 1. Local wisdom (dolalak dance) in Purworejo Regency performed by Patriot Vocational School students

Election of the OSIS chairman as a forum for implementing P5 in character formation

The election of the President of the OSIS (Intra-School Student Organization) is an important moment in school life which not only aims to elect the leader of the student organization, but also as a way to instill democratic values, leadership and responsibility in the students. This process provides an opportunity for all students to be directly involved in determining the direction and activities of the OSIS which will influence school life during their leadership period (Edy Dharma, Andy Wijaya, Erbin Chandra, Sisca, 2024).

The selection process begins with the registration of candidates for student council president, which is usually followed by students who are interested and have the ability to lead. Candidates for student council president must have qualities such as good communication skills, a high sense of responsibility, and creativity in planning activities that are beneficial to the school. Before the election, the prospective chairman will convey their vision and mission to all students to give an idea of what they will do if elected. This campaign provides an opportunity for prospective chairs to showcase the qualities and ideas they will bring to the table during their term of office.

During the campaign, candidates for student council president try to attract the attention of their classmates with creative ways such as speeches, discussions, or visual media such as posters and videos.

This campaign is also an opportunity for them to practice their public speaking skills, hone their leadership skills, and introduce ideas that are considered important for the development of the school. This process also gives students the opportunity to hear the vision of the prospective chair and make a choice based on the information obtained. On election day, all students have the opportunity to vote in person. This election is carried out transparently and democratically, usually with a closed ballot system. Each student chooses a candidate who they consider worthy to lead and develop the OSIS at school. This process teaches democratic values, such as the importance of participation, choosing leaders based on qualities and ideas, and respecting majority decisions. After the election, the vote results are counted and announced in a clear and open manner. The elected OSIS president will then begin his term of office by leading the organization, implementing various planned programs, and becoming a liaison between students and the school. As leaders, they are responsible for creating a spirit of togetherness among students and ensuring that the activities carried out bring benefits to the entire school community.

The election of the student council president also teaches social responsibility. During his term of office, the student council president will manage various activities, ranging from school events to social programs involving students. They will also face challenges in leading and resolving various problems that arise, both in organizations and relationships between students. Here, values such as wise leadership, the ability to communicate effectively, and cooperation will be put to the test.



Figure 2. Election of chairman of the democratic system process by Patriot Vocational School students

In selecting the student council president, character values can be instilled in them, such as;

1. Democracy
2. Students are taught to voice and have the right to choose or be elected. This is in line with the principles of Indonesian government, namely democracy. Students who have been trained since they were students about democracy, after graduating will have good democratic personality traits. Therefore, in this election, educators or other stakeholders have a big responsibility in introducing and instilling democratic character values in students' personalities. (Aziz & Zakir, 2022).
3. Honesty
Students are trained to be honest according to their conscience to choose without any pressure from any party. In voting, students are taught to be honest in their results and transparent with those voting (Yugo, 2024).
4. Responsibility
This character of responsibility can explain how important it is to choose leaders in an organization, whether or not a participant organization has the responsibility to choose a leader to guide the progress of the organization. (Darmawan & Syahrin, 2024).

5. Tolerance
The next natural lesson in cultivating character values is tolerance, namely an attitude of respect for people who have different choices from other students. Fair attitudes in social matters must be upheld with relief when the choice is lost. Likewise, if the choice wins, you must respect the loser's feelings without having to ridicule and insult him (Hidayatunnisa et al., 2024).
6. Leadership
Students who have a leadership spirit can train and hone it in running for the position of student council president. So that students who feel they even want to hone their leadership skills are also included in the election of student council president.

Conclusion

From the explanation above, it can be concluded that the implementation of P5 as a means of building student character is very necessary and effective. This habit can be done and included in learning at school. By requiring students to take part in activities at school, students will easily find interests and can also shape their character. There are several school activities that students are allowed to take part in, but there are also school activities that require students to take part.

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