

Strengthening Project profile Pancasila students for Developing Students' Collaborative Skills

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Received: October 18, 2023

Revised: November 27, 2023

Accepted: December 25, 2023

Published: December 31, 2023

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DOI: [10.29303/jppipa.v9iSpecialIssue.6171](https://doi.org/10.29303/jppipa.v9iSpecialIssue.6171)

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Abstract: Research purposes This is describe strengthening project profile internal Pancasila students' application of collaborative skills, obstacles and solutions for cope obstacles encountered student oriented outlook global diversity. Study This use shortethane descriptive qualitative. Subject study This head schools, head of student affairs, Civics teachers, and students. Data collection techniques are interviews, observation and documents. Validity of data use triangulation sources and triangulation technique. Data analysis using interactive models. Research result i.e. Along with rapidly development technology in the 21st century, students No only required for understand aspect cognitive, but also skills like think critical and collaborative. Internal constraints dimensions global diversity at SMA Negeri 1 Jatinom that is its limitations time, lack of source Power. The solution at hand with apply approach involved learning _ student in a way active in activity collaborative. How to apply in character everyday life that is built and brought to life in self individual every student through culture school, learning intracurricular, cocurricular, or extracurricular at school.

Keywords: Collaborative skills; Global diversity; Pancasila Student Profile.

Introduction

Education is a process in which individuals acquire knowledge, skills, values, and attitudes that are important for developing themselves and contributing to society (Bastari et al., 2019). Education is an important part, a person must take it. Education plays an important role in improving the social life that develops in society in its implementation by preparing a more innovative education system and increasing the competence of graduates (Widiawati et al., 2023). This knowledge, values and skills can only be obtained from education, as one of the pillars of human resource development which is very important in national development, namely the quality of education (Azman et al., 2020). One of the government's efforts to create quality human resources is through education (Aulia et al., 2023). Quality human resources produced by quality education can be the main force for overcoming problems faced in

various aspects of life (Puspitasari, 2018). Education empowers individuals with the knowledge and skills necessary to achieve their goals. This opens up opportunities for career and economic advancement, allowing individuals to contribute productively to society (Anggraeni, 2019). To support education in Indonesia, the government is improving the existing curriculum system in Indonesia in 2021. Curriculum changes in Indonesia are implementing the Merdeka curriculum by using the Pancasila student profile as the competency standard for graduates (Azizah & Prasetyo, 2023).

Pancasila Student Profile is the character and abilities that are built in everyday life that live within each student through school culture through learning in the curriculum (Winanti et al., 2018). The Pancasila student profile is one of the efforts to improve the quality of education in Indonesia which emphasizes character development. The Pancasila student profile has a

How to Cite:

Muhibbin, A., & Khoirunisa, R.I. (2023). Strengthening Project profile Pancasila students for Developing Students' Collaborative Skills. *Jurnal Penelitian Pendidikan IPA*, 9(SpecialIssue), 859–864. <https://doi.org/10.29303/jppipa.v9iSpecialIssue.6171>

position as the main reference for forming educational policies in an effort to improve the character and abilities of students. In the current era of globalization and technological progress, the role of values and character education is very important to balance technological development and human development (Faiz & Kurniawaty, 2022). Students are not only required to understand cognitive aspects, but also skills such as critical thinking and collaboration are important to be trained so that they have the ability to adapt quickly. The Pancasila Student Profile is not only carried out in the learning process, but can also be formed through religious, extracurricular and other supporting activities (Dafitri et al., 2022).

Collaborative skills are the collaborative skills of sharing responsibilities and roles to achieve common goals related to problems and their solutions (Davis et al., 2018). Collaboration is an activity of working together actively with other people through group work to achieve predetermined goals (Kristianti et al., 2019). Collaborative skills need to be possessed by students in the learning process because they are useful for supporting learning achievement (Qomaria & Wulandari, 2022). Students who are proficient in collaboration skills can make individual contributions at different times or in different locations. Also, contributions can be made simultaneously by other team members (Falcione et al., 2019).

The learning process plays an important role in meeting graduate eligibility requirements. Process standards state that learning in academic units must be interactive, stimulating, interesting, and challenging, encourage active participation, and develop according to students' abilities, interests, and physical and intellectual development. (Kusumaningrum, 2023). As the era develops where globalization advances along with the times, there are many changes and big problems in people's lives. Education plays an important role and is the main thing that must be fulfilled in every human life (Danin & Kamaludin, 2023). Education is seen as an object of change and a force that shapes quality change and sustainable progress in Society (Dlouhá & Pospíšilová, 2018). This can be interpreted as meaning that in order to train high quality talents and be able to compete with outside society, this means that it must be balanced with enriching quality education. The curriculum and learning that will be developed for the 21st century must develop a vision of "globalization, localization and individualization for multiple intelligences (Kano et al., 2022). One of the most striking aspects of this change is the shift from traditional learning to digital-based learning (Hakima et al., 2023).

As one of the biggest challenges in the era of globalization, apart from improving the quality of knowledge and skills, character development and

execution must also be essential and a priority. Schools as positive institutions are the perfect environment to acquire positive knowledge and skills and to practice and practice these positive qualities (Lai et al., 2018). The development of various types of intelligence in students can be accelerated by teachers who use pedagogical tasks in the classroom that activate all forms of intelligence. To maximize their abilities and prospects, this treatment helps students understand themselves and their potential (Syarifuddin et al., 2023).

The very rapid development of science and technology makes globalization something that can no longer be avoided, while globalization has very serious impacts on people who are not ready to face it. For this reason, readiness alone is not enough if it is not supported by adequate human resources. The education process in schools must be able to help and prepare students to face current developments (Hikmah et al., 2023). In current developments, human resources who have thinking abilities which include logical, critical and creative reasoning abilities, are able to communicate ideas, especially in solving problems. (Nurdian, 2023).

Method

This type of research uses a qualitative method approach. The qualitative research method is a research method where the results of the research are in the form of descriptions or explanations using words. Qualitative research is used when researching the condition of scientific objects, so that the researcher is the key instrument (Sugiyono, 2017). The design of this research is descriptive qualitative, namely research that attempts to describe a solution to a problem that is determined from the beginning starting from the research in a clear and detailed manner as a guide for researchers in carrying out research (Sugiyono, 2018).

This research was carried out at SMA Negeri 1 Jatinom. Based on data collection techniques using interviews, observation and documentation. Data validity uses data source triangulation, data collection technique triangulation, and time triangulation. This research is one of the research objects which has a project activity program to strengthen the profile of Pancasila students to develop collaborative skills oriented towards global diversity in students at SMA Negeri 1 Jatinom.

This research subject is as follows; 1) Deputy Head of SMA Negeri 1 Jatinom as the subject who helped give permission to carry out the research and was also the subject who was interviewed. 2) The PPKn teacher at SMA Negeri 1 Jatinom was the subject interviewed. 3) Jatinom 1 Public High School students as subjects. Data analysis techniques use data collection.

Result and Discussion

From the data taken in this research, results were obtained which stated that the Pancasila student profile was effective in developing Collaborative Skills

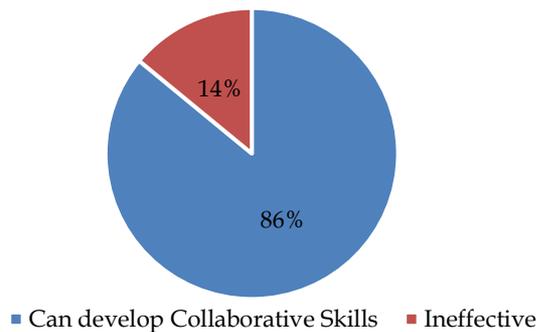


Figure 1. Presentation Indicator Profile Pancasila students

One of the skills needed by students in chapter 21 is collaborative skills. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 14 of 2007, in an effort to realize educational goals, Competency Standards have been established covering attitudes, knowledge and skills. One of the skills that students can develop in learning is the collaborative skills needed in the 21st century. Meanwhile, communication skills and collaborative team skills are considered to be the skills most needed in the world of work in the 21st century, stating that the world of education needs to prepare human resources who have several skills, one of which is the collaboration skills needed in the 21st century. Collaborative learning can developing students' cooperation skills can improve students' grades. According to (Prasetyorini et al., 2017) the learning media he developed can improve learning outcomes and collaborative skills.

The results of this research show that the role of PPKn teachers in developing collaborative skills in the project of strengthening the profile of Pancasila students in the global diversity dimension at SMA Negeri 1 Jatinom is that students at SMA Negeri 1 Jatinom have an obligation to respect culture and know culture. Therefore, students at SMA Negeri 1 Jatinom always apply local culture such as gedrug dances, gambyong dances, and also typical regional culinary foods. In line with (Fauziah et al., 2021) one aspect of character education that supports the progress of character education practices is school culture. Schools can develop the younger generation through religious activities, extracurricular activities and various positive activities that can encourage the implementation of character education through the presence of school culture. School culture is the key to successful character formation. Experiencing school culture is one of the

character building activities that is integrated into daily school life (Setyorini et al., 2021) .

SMA Negeri 1 Jatinom is known for its very strong culture, therefore the students of SMA Negeri 1 Jatinom always preserve culture and also always maintain ancestral culture. This finding is in line with the Minister of Education and Culture Regulation (2020), that global diversity allows Indonesian students to maintain their local ancestral culture and identity, have broad thinking, add mutual respect and the formation of previously owned ancestral culture. In the global diversity indicator, there are three key elements, namely knowing and appreciating culture, intercultural communication skills in interacting with others, and also reflection and responsibility for diversity.

Obstacles to the Development of Collaborative Skills in the Project for Strengthening the Profile of Pancasila Students, Dimensions of Global Diversity at SMA Negeri 1 Jatinom. The development of collaborative skills in the project to strengthen the profile of Pancasila students in the global diversity dimension at SMA Negeri 1 Jatinom found several obstacles. It is still found that students have not developed their responsibilities in class, such as listening to explanations and directions from the teacher, and lack responsibility when working on assignments in groups. These findings are in line with the research results of Santia & Indrawadi, (2021) published in The Journal of Education, Culture and Politics said that regarding student responsibility, there were still students who lacked responsibility for the tasks given by the teacher, there were still many students who were lazy about doing their assignments. Most students prefer to relax, especially when the teacher doesn't come into class and just leaves the assignment. Therein lies the lack of students' sense of responsibility for the tasks given by the teacher. Apart from that, another obstacle is also in line with the findings (Syifa et al., 2022) published in the Education Journal which states that the obstacle that is often experienced when developing responsibility in students is that students sometimes forget to do assignments because they are lazy and procrastinate work. This lazy nature can ultimately hinder students from developing a sense of responsibility in carrying out assignments.

Other findings were also expressed by (Syafitri, 2017) who said that in reality students want something without having to bother, when they get an assignment from the teacher and do it, students don't immediately do it with focus but many complain and in the end it is not carried out well, this is becomes one of the obstacles for students in developing their responsibilities.

The solution to developing collaborative skills in the project to strengthen the profile of Pancasila students in the global diversity dimension at SMA Negeri 1

Jatinom is that teachers give students the opportunity to ask questions about learning difficulties they are experiencing, give warnings if students make mistakes, and also of course provide sanctions. Apart from that, teachers also provide an understanding of the cultures around us first, and of course provide examples. Every student has an obligation to understand culture so that they can appreciate the differences that exist. This finding is in line with (Sultoni & Hilmi, 2015) Each country has a different culture and characteristics that make it different from other countries. This cultural diversity can produce unique characteristics of language, religion, ethnicity, race, skin color and customs in each society. A positive view of diversity increases national unity in facing various challenges in the era of globalization.

Apart from the positive view of cultural diversity, there are also negative aspects, including, Indonesian society is unable to appreciate all human differences. Strengthening national character can start with character education based on local wisdom.

SMA Negeri 1 Jatinom has several extracurriculars through school culture, including gambyong dance, gedrug dance, student ketoprak, and p5 work titles. These findings are in accordance with research (Rahayuningsih, 2022). The Pancasila student profile is an ability and character that is instilled in everyday life and is brought to life in every student through school culture, both intracurricular and extracurricular learning activities. Global diversity is one of the elements or characteristics of the Pancasila student profile. By forming elements of global diversity, it is hoped that it can produce Indonesian students who can maintain their noble culture, identity and place, but are still open to interacting with other cultures to foster this feeling. respect each other and can form a new and non-reciprocal culture. Different from the nation's ancestral culture (Rusnaini et al., 2021) . Global diversity competency is one of the positive competencies that needs to be instilled in students so that they can have unitary values and mutual respect for the diversity of the Indonesian nation. With the skills of 21st manners, students will be prepared to think.

Conclusion

Development of collaborative skills in project strengthening profile student Pancasila dimensions Global diversity at SMA Negeri 1 Jatinom . Done through various development of collaborative skills in project strengthening profile students, developing collaborative skills is something component important in something project, of course SMA Negeri 1 Jatinom No only focus to lesson just but non- subjects at SMA Negeri 1 Jatinom are also one of them very important

thing. This matter the goal For strengthen profile student in understand and apply values Pancasila with dimensions global diversity. Collaboration yourself is needed in reach purpose, because involve Work The same between students, teachers, and parties related others in design and implement promotional activities _ global diversity. through student development at SMA Negeri 1 Jatinom can Study For Work The same in a way effective with people who have background behind culture, and religion.

Obstacles Obstacles faced _ school in implementation development of collaborative skills in project strengthening profile student Pancasila dimensions global diversity at SMA Negeri 1 Jatinom that is his hindrance come of two factors that is from in self students and from environment. Within yourself student like students are lazy to do it activity the culture that exists in school, them every There is activity culture such as gedrug dance, gambyong dance, ketoprak student they usually instead he skipped school, considering the event No important to see, there are also some snacks in the canteen, and some even just in front class just No Want to to page school For watched show This. This matter be one _ obstacles that exist at SMA Negeri 1 Jatinom, with that's how teachers have to be own firm nature _ For handle students who don't Want to follow School activity.

Solution for developing collaborative skills in project strengthening profile student Pancasila dimensions global diversity at SMA Negeri 1 Jatinom namely a teacher at SMA Negeri 1 Jatinom stage outside activities _ school or cross culture For do study about global diversity that exists around school nearest, p This student Can Study Work The same between team become more Good Again. Activity culture at SMA Negeri 1 Jatinom tighter Again the rules are for everyone students at Jatinom 1 Public High School Can follow and own more enthusiasm tall. More increase creativity Again For all his activities. Jatinom 1 Public High School students can also do it Work in group For discuss about topic Pancasila and global diversity. In this process, they will Study How Work together, mutually support, and they also learn appreciate opinion One each other for reach objective together.

Conclusion load answer on question study. Suggestions refer to results research and form action practical, say it For who and for what suggestions are addressed. Written in essay form, no in form numerical.

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data; in the writing of the manuscript; or in the decision to publish the results must be declared in this section. If there is no role, please state "The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results"

Acknowledgments

We would like to thank all parties who have contributed to this research.

Author Contributions

All authors had significant contributions to the preparation of this article.

Funding

There is no source of funding for this research, all funding comes from the author.

Conflicts of Interest

The author publishes this article for research and publication purposes. There are no conflicts or other interests in writing this article.

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