Implementation Of The Pancasila Student Profile Strengthening Project (P5) In Developing Critical Thinking Character And Global Diversity In Students Of SMA Negeri 4 Singaraja

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Abstract. The aim of this research is to analyze the implementation of the Pancasila Student Profile Strengthening Project in developing the character of critical thinking and global diversity in class X students at SMAN 4 Singaraja. This research uses qualitative descriptive research with data collection techniques through interviews, observation and documentation. The data analysis technique used is through the steps of data collection, data reduction, presentation and conclusions. The results of this research are that P5 activities have been carried out at SMAN 4 Singaraja starting from forming a facilitator team, determining a theme, and allocating time for implementation. The project implementation theme was Bhinneka Tunggal Ika, which was carried out for two months with a time allocation of 64 JP. As a result of the project, students create portfolios, films, dramas, combinations of regional songs and dances that show the dimensions of character critical thinking and global diversity.

Keywords : Pancasila Student Profile Strengthening Project (P5), Critical Thinking, Global Diversity

1 Introduction

Strengthening character education through the Pancasila student profile aims to answer the concerns and challenges of 21st century learning which is full of uncertainty. The development of the era with technological control such as artificial intelligence or artificial intelligence dominates all aspects of human life. According to Fatirul (2022) this phenomenon requires humans to have basic competencies which consist of life and career skill or what is called the 4C, namely critical thinking skill, communication skills, skills to work or collaborate in a team, creative skills (1). These basic skills can be used as a reference for the implementation of Indonesian education.

The Pancasila Student Profile is part of the independent curriculum which adapts the character of 21st century learning, so that not only cognitive intelligence is prioritized but

forming the character of lifelong students in Indonesia is the ultimate goal. The character of a lifelong student means that a student is competent, dedicated and has appropriate character philosophy Pancasila values. The policy regarding the Pancasila student profile must be implemented in every educational unit as regulated in the Minister of Education, Culture, Research and Technology Regulation No. 12 of 2024 which regulates curriculum regulations in units early childhood education, basic education, and secondary education levels (2). The Pancasila Student Profile, which consists of six essential character components faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity is the Merdeka Curriculum presents the distinctive essence of character education.

  Character education through the Pancasila student profile has an important essence in the phenomenon of moral disintegration of Indonesian teenagers. Quoted from Tempo Daily (12/3/24) the Indonesian Child Protection Commission (KPAI) stated that in the first quarter of 2024 there were 141 complaints of violence, of which 35% of violent acts occurred in school environments in Indonesian education units (3). Behavior bullying this is due because of differences in ethnicity, religion, race, socio-economic strata, and attitudes of intolerance between people. On the other hand, the most surprising thing is that according to survey data conducted by Setara Institute for Democracy and Peace released on May 17 2023 found that the number of students with intolerant attitudes had increased from the last five years, even a survey conducted on high school students in five large cities in Indonesia stated that 83.3% of respondents considered that Pancasila was not a permanent state ideology, so that one day it could replaced (4). This case is a sign of moral disintegration, not just a discourse issue but an indication of radical behavior that threatens the values of Pancasila, making it urgent for the government, especially to quickly revitalize the noble character of Indonesia's young generation through the profile of Pancasila students.

  Emphasizing six dimensions of character is a key element of the Pancasila student profile in implementing the independent curriculum. One of the character dimensions that is important to develop in this era is global diversity of character. The values in this character dimension reflect the diversity of the Indonesian nation with the motto "Bhinneka Tunggal Ika". The word diversity or diversity has a deep essence for the Indonesian nation. It doesn't just mean diversity, seen from all points of view, differences in ethnicity, religion, race, language, culture and various other pluralistic things have adorned the journey of the Indonesian nation in every era (5). Diversity is like a gift and nature from God Almighty, making it a unique characteristic of difference, but a unifying symbol in the name of one nation, namely Indonesia (6). This is a factor in the younger generation of Indonesia being obliged to have an attitude of maintaining and preserving the original culture of their region, but must remain open to other cultures that come and enter Indonesia, as a form of positive response to the era of globalization

  The phenomenon of globalization makes it very easy for individuals to learn about other cultures so that cultural exchange between other nations occurs. It is hoped that the presence of globally diverse characters can create intelligent people who have a high sense of tolerance for diversity, by not being secretive, insulting, criticizing other cultures to the point of giving rise to an attitude of extreme fanatical chauvinism towards one's own culture.

According to research by Dahlan (2021) in regarding the attitudes of the millennial generation and generation z towards tolerance, diversity and religious freedom in Indonesia, overall indications of intolerance tend to occur in attitudes towards religious freedom due to exclusivity behavior towards one's own religion compared to other people's religions (7)

Exclusive behavior towards religion causes many divisive conflicts. In line with Manalu (2021), diversity has two positive and negative potentials, but the negative side is currently felt to be stronger (8). Various factors are the cause, such as the flow of globalization and forms of interaction with other cultures which are the main influences in changing the lifestyle of Indonesian people. Change is not wrong, but the direction of the loss of the nation's noble values occurs because the weakness of character to maintain national identity in each individual has occurred. Questioning the responsibility of inheriting culture and traditions to the nation's future generations continues to be homework today. In fact, as a young generation, citizenship skills in terms of civic skill, civic knowledge, and civic disposition It is very necessary to maintain all forms of traditional and cultural heritage which are symbols of Indonesia's diversity (9).

Problems do occur in a complex manner, but the government's efforts through educational units to instill characters with global diversity and accompanied by critical reasoning character dimensions are expected to be the main solution. The critical reasoning character in the Pancasila student profile can reflect and evaluate a person's way of reasoning. Strong character in identifying, clarifying, and process Information will complement individual character, so that in responding to exposure to globalization it will be wiser to know the truth in acting (10). Therefore, these two characters, namely the character of critical reasoning and global diversity, are important to develop in educational units throughout Indonesia through the Pancasila student profile.

Researchers observed the character education process through the implementation of the project Strengthening the profile of Pancasila students which was carried out by SMA Negeri 4 Singaraja. This educational unit has implemented the Independent Learning Curriculum from 2021 and to date has become one of the driving schools in Bali. Through the author's observations of the implementation of the Independent Curriculum which has been officially stipulated in Minister of Education and Culture Regulation No. 12 of 2024 encourages students to dare to explore themselves with real action and skills in raising issues and problems around them. This is in accordance with the vision of SMAN 4 Singaraja to create a school with character, culture and a global outlook.

SMAN 4 Singaraja in the 2023/2024 academic year, through co-curricular activities in phase E in class Apart from that, in phase F class XI the school has set the theme "Local Wisdom". Both themes have character dimensions that are to be realized, for example, in the theme of diversity, it is hoped that the character dimensions of global diversity, critical reasoning, and devotion to God Almighty will be present. Meanwhile, on the theme of local wisdom, it is hoped that the character dimensions of mutual cooperation, creativity and global diversity will be present. Apart from that, it is important to carry out this research so that researchers can study, identify and analyze the form of implementation of the Pancasila Student Profile carried out by SMA Negeri 4 Singaraja in implementing the Pancasila Student Profile

(P5) project in phase E in class X which has been designed and implemented from March to May and has produced output in the form of documentary films, dances, songs and dramas that highlight the diversity of Indonesia.

2 Method

This research uses descriptive research with a qualitative approach. Researchers want to examine in more depth the implementation of project activities to strengthen the profile of Pancasila students in developing the character of critical reasoning and global diversity in class X students at SMAN 4 Singaraja. The data taken in this research used observation, interview and documentation data collection techniques, so that it could produce descriptive data according to the situation at SMAN 4 Singaraja. The method for determining subjects in this research as informants/respondents is type *non-probability sampling* or known as the sampling method based on subjectivity rather than probability (11). One type of *non-probability sampling* that will be used in this research are *purposive sampling.* Using purposive samples or not taken randomly *(purposive sampling)* is a technique for selecting samples as research subjects based on certain criteria with the consideration that the sample has *representative* or represents the entire population (12) . The research subjects were the principal, deputy principal for curriculum, project coordinator, project assistant, and class X students at SMAN 4 Singaraja.

Data analysis really determines the research results to measure the quality of the results. If data analysis is carried out systematically then the discussion of the results will be easy to analyze. This qualitative research will use data analysis according to Miles and Huberman to obtain systematic results with three main stages, namely data reduction, data presentation, and verification or drawing conclusions from the data that has been analyzed (13). The first stage, namely data reduction, aims to concentrate, simplify and organize data originating from observation notes in the field. Second, the data presentation process aims to facilitate decision making by presenting information in a specially organized manner. Finally, drawing conclusions or verification is carried out after presenting the data finished. With Thus, through this method researchers will obtain data in the form of: a) project planning strategies for strengthening the profile of Pancasila students (P5) in developing critical reasoning character and global diversity in students at SMAN 4 Singaraja; b) form of implementation of the project to strengthen the profile of Pancasila students (P5) in developing the character of critical reasoning and global diversity in students at SMAN 4 Singaraja; c) study of obstacles and solutions to the process of implementing the project to strengthen the profile of Pancasila students (P5) in developing the character of critical reasoning and global diversity in students at SMAN 4 Singaraja.

3 Results and Discussion
3.1 Planning and Implementation Process

The Pancasila Student Profile includes three main things, namely the meaning of lifelong

learning, competence in students, and appropriate character philosophy Pancasila values. All three are concepts that require a strong planning and implementation strategy so that they are realized in accordance with educational goals. In line with what has been done at SMA Negeri 4 Singaraja as a driving school implement fully independent curriculum in 2024. Supporting the implementation of programs in the independent curriculum emphasizing character strengthening through projects strengthening the profile of Pancasila students. The planning design strategies that have been implemented at SMAN 4 Singaraja are as follows: 1) preparing the project implementation flow, 2) forming a team of facilitators, 3) designing time allocation for project implementation, 4) determining the general theme of the project, 5) determining specific topics, 6) designing modules and selecting theme dimensions, 7) exploration and development of project flow, 8) and final assessment of project implementation.

In the first stage of project design as part of the P5 activity planning, SMAN 4 Singaraja formed a team of facilitators for Strengthening the profile of Pancasila students consisting of the principal as the person in charge, the deputy principal for Curriculum as the designer of the implementation design, and a number of teachers who were responsible for carry out, accompany and assess projects carried out by students. This team is formed and managed by the head of the education unit and project coordinator, and the number of facilitator teams can be changed according to the circumstances and needs of the education unit. This is also influenced by the number of students, the number of themes you want to take in one semester, the number of teaching hours that have not been fulfilled or have been diverted to profile projects, and various other factors to suit the needs and capacity of the school. Project coordinators and facilitators each have specific responsibilities and duties. The coordinator's job is to ensure that the teachers who are members of the profile project facilitator team work together in teaching, ensure that the profile project flow has many activities to optimize explorative principles, and ensure that the assessment design created is in accordance with the established standards of success. In comparison, the responsibility given to the project facilitator is to pay attention to the learning needs and interests of each student so that they can provide various (differentiated) stimuli or challenges, according to their learning style, imagination, creativity and innovation, as well as their interest in the profile project theme, provide opportunities for students to be involved in planning and developing profile projects, by adjusting students' readiness in terms of level of involvement, providing space for students to explore contextual learning issues or topics with profile project themes according to each student's interests, collaborating with all related parties, parents, partners, educational unit environment in achieving the learning objectives of each profile project theme. Project planning can be seen in figure 1. which can be seen below

In identifying the level of readiness for project implementation regarding school conditions, SMAN 4 Singaraja adapts to student conditions and the school's readiness to facilitate program implementation. At the stage of determining the theme, the facilitators have determined the dimensions of the theme used, namely the theme "Bhinneka Tunggal Ika" for class Ministry of Education and Culture, Research and Technology Number 56/M/2022. The details of the time allocation for project implementation at SMAN 4 Singaraja are carried out over 2 months with a time allocation of 64 lesson hours. The topic chosen in implementing the

project to strengthen the profile of Pancasila students in class X at SMAN 4 Singaraja with the topic "My school, a school with various cultures/multicultures". In its implementation, learning media is used in the form of powerpoint or video learning, discussion tools and materials, and performance materials. The goal of this project activity is for students to enhance the character of the Pancasila Student Profile in three key dimensions: faith and devotion to God Almighty with noble character, global diversity, and critical thinking. Students gain knowledge about Indonesia's cultural diversity, enabling them to build a society that is open to differences in perspectives, capable of engaging in dialogue, and skilled in exchanging ideas openly.

3.2 Results of the Project

Implementation of the project at SMAN 4 Singaraja for class X students focuses on modules as a guide for implementation activities. The module regulates 9 main activities that students carry out for two months with a time allocation of 64 learning hours. The nine activities consist of various activities to develop critical reasoning and character diversity learners. In the first activity, students are invited to get to know culture and various diversity by analyzing various aspects in YouTube videos broadcast during 4 class hours. In the second activity, students performed surgery and watched together various religious films in Indonesia. This activity was accompanied by project assistants by showing the film entitled "In the Name of Belief", which was produced by the Center for Religious and cross cultural studies (CRCS) UGM. In activity 3 with the title of the activity being awareness of diversity towards an inclusive society, students carried out a project with art activities regarding the "still life drawing" technique. This activity was carried out as a trigger to bridge students' understanding of critical thinking theory and social inclusion. The art activities in this session do not focus on students' skills or work, but rather on how students can connect situations when drawing with social contexts. Training and project assistance can be seen in figure 2. which can be seen below

In the fourth activity by class X students at SMAN 4 Singaraja, they invited external speakers. He explained about local culture and religious diversity in Indonesia. This activity is carried out for 4 JP with the result of students making a summary or minutes of the discussion results during the seminar activity. In activity five students carry out activities by dividing themselves into a number of group because the activities carried out are preparing dances and songs that show diversity within the framework of Bhinneka Tunggal Ika. The results of this activity are then presented in class. Then in activities six and seven, class X students made preparations and visited multicultural areas, in this case around the old Buleleng port village area. In this activity, students make observations and interviews with residents or local community leaders. What was done during the interview was to find out a brief history of the construction of places of worship there and forms of cooperation between houses of worship in that place and other religions. Students are also asked to find out how the people there maintain harmony in life. Then, in the eight activities, students will take a cultural insight test which is assessed by their project assistants.

The final activity of this activity is the implementation of project creation which is carried out in full 7 x 4JP. This final project realizes students' knowledge through the creation of project results in the form of a product in the form of a portfolio, essay, documentary film,

drama or theater of diversity, a combination of regional songs, and a combination of regional dances. The flow of implementation of this final project is carried out first by formingteams into two large groups in each class, then periodically carrying out exercises at P5 time accompanied by groupassistants. In appearance, the P5 has been realized as in the picture.

This project students develops the critical reasoning character of students. This is felt when completing the project module with its nine activities, students learn to independentlydig up information related to the values of diversity or diversity in their surroundings, students learn to analyze theefforts made by local residents such as in the former Buleleng Harbor regarding their multicultural attitudes, from activities They know that the residents living around the port, who are of various ethnicities, religions and races, have a high spirit of tolerance and are not easily influenced by issues of division, so that to this day the residents living in the former port of Buleleng continue to live in peace and harmony. Apart from the critical reasoning character, the development of a globally diverse character is also felt by the students by successfully performing songs, dances and dramas from various regions in Indonesia, so that the diversity of Indonesian cultural heritage that they practice directly creates a sense of mutual belonging and love for the homeland for the students. Learners. Final Staging can be seen in figure 3. which can be seen below

4 Conclusion

The project to strengthen the Pancasila student profile at SMAN 4 Singaraja aims to build the character of Pancasila students who think critically and embrace global diversity, positively impacting their lives. The project follows a structured plan based on modules designed by the facilitator team. Through thorough assessment and evaluation using various methods, the project successfully fosters global diversity and critical thinking among students. Research findings show changes in students' attitudes and understanding of diversity, unity, and solidarity. Despite facing internal and external challenges in developing critical thinking, the school found effective solutions by involving teachers, students, and parents in the process. The project's success provides hope for further enhancing the Pancasila student profile, creating a generation that is tolerant, diverse, and united in diversity.

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