

Good Practices of Democracy Through Strengthening *Projek Profil Pelajar Pancasila*: A New Orientation in Improving Student Character at Sma Gadjah Mada Kota Medan

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Abstract. This study aims to explore the good practices of democracy in implementing *Projek Profil Pelajar Pancasila*, both challenges, hopes and new orientations for improving the character of students at SMA Gadjah Mada Kota Medan. The new challenges, hopes and orientations are tried to be realized through the "Freedom to Learn" Curriculum which then requires each school to apply the six indicators of the *Projek Profil Pelajar Pancasila* which include faith in and devotion to God Almighty and a noble attitude; independence; mutual cooperation spirit; acceptance of global diversity; critical thinking skills; and creativity. This study uses a qualitative research method with a case study approach. Data was collected through interview, observation, and documentation techniques. Informants and participants act as data sources, besides that library research is also used to strengthen results and conclusions through data triangulation. SMA Gadjah Mada seeks to adopt an inclusive approach to democratic good practices for learning and character development in the *Projek Profil Pelajar Pancasila* through independent study sessions in class, extracurriculars and decision/policy making at school.

Keywords: *Profil Pelajar Pancasila*, Good Democratic Practices, Merdeka Belajar.

1 Introduction

UU No. 20 year 2003 explains that education is actually a school that functions as a medium for developing students' potential and forming better personalities. The aim of education is also to improve the quality of education and strive to instill moral values in individuals, making this Law a guideline for the formation and development of quality education for the nation, especially for students. Education is considered very important in the life of the nation and state.

The aim of education is to produce a generation that is highly competitive and of high quality compared to other countries. National education plays a positive role in forming character,

developing abilities and civilization, fulfilling its mission with dignity, namely to educate the life of the nation, with the aim of developing the various potentials of students to become people of faith and faith. Allah SWT and have noble character, knowledge, independence, health, creativity, responsibility, and being a democratic Indonesian human being.

Students participate in the decision-making process and learn to comply with decisions made together. The learning process prioritizes an attractive attitude, respect for differences of opinion, and mutual respect. Students can gain skills and abilities to develop thinking by asking questions, expressing opinions, and responding to their opinions seriously, and students themselves can even determine attitudes to answer the various problems they face (Lesilolo, 2020).

The project to strengthen the Pancasila student profile is a project-based co-curricular activity designed to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile which is prepared based on Graduate Competency Standards. The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly in terms of content, activities and implementation time.

The Pancasila Student Profile is part of the vision and mission of the Ministry of Education and Culture and is very important to implement in educational institutions to develop students as Pancasila students who demonstrate the values of faith, devotion to God Almighty and have noble character, critical thinking, global diversity, mutual cooperation. cooperation, independence and creativity. Profile of Pancasila students who are expected to register for the independent study program and study program as part of the independent study program, namely the teaching campus (Jamaludin, Amus, & Hasdin, 2022)

This study aims to analyze facts in the field that are not straightforward and firm in translating the Pancasila Profile Project, especially those related to knowledge about attitudes and actions related to good democratic practices. Students achieve success in independent study programs that prepare future generations of leaders for a country whose complexity and diversity are the rich assets of the Indonesian nation. Future leaders must be good at translating Pancasila democracy so that Pancasila can still be considered a democratic thought and concept that is in accordance with the identity of the Indonesian nation. Therefore, the author was inspired to conduct research on the topic of good practices in democracy with character through the Pancasila Student Portfolio Project at Gadjah Mada High School, Medan.

2 Method

The type of research used is qualitative, using a case study approach. The main objective of this research is to examine good practices of democracy with character through the implementation of Independent Study Courses in accordance with Minister of Education and Culture UU No. 20 year 2020 (Ministry of Education and Culture Strategic Plan). 2020-2024), which contains the Vision, Mission and Goals of the Ministry of Education and Culture. Its vision and mission are to create an Indonesia that is sovereign, independent and has an advanced personality through the formation of a Pancasila student profile. The Pancasila Student Profile is a guide to education in Indonesia, especially Gadjah Mada High School in Medan City. The subjects in this research were teachers and students at class X level at Gadjah

Mada Private High School in Medan City. The research location chosen was Gadjah Mada Private High School in Medan.

The stages in conducting research are as follows:

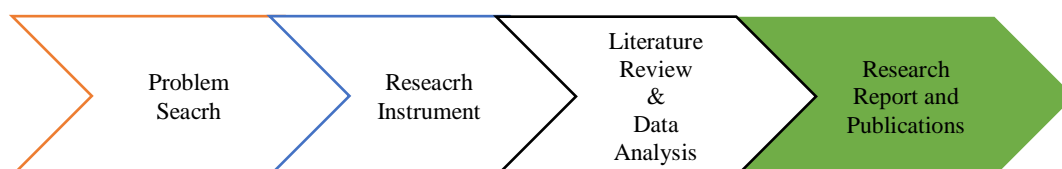


Fig. 1. Research Flow Chart

The techniques used to collect data include literature studies, observations, interviews and FGDs. In conducting interviews, online and offline methods were used with informants, class X students and teachers. Meanwhile, FGDs were conducted with school children, school principals and teachers. The observation method is used to assess the effectiveness of the independent learning curriculum program which aims to strengthen learning by including six indicators that emphasize values, attitudes and behavior, especially during the Covid-19 pandemic. These indicators include faith, devotion to God Almighty, noble morals, independence, mutual cooperation, global diversity, critical reasoning and creativity. Analyzing data obtained through a grounded model, researchers begin by setting research questions without an initial hypothesis. As the research progresses, researchers will delve into the literature review to determine theories that have been applied in previous research.

3 Results and Discussion

Gadja Mada High School was founded in 1972. This school is called an assimilation school because of the diversity of religions, nationalities, races and customs within it. This diversity is not a problem, but rather a unifying force. Long before the term “Pancasila Student Portfolio Project” became popular in independent study classes, the diversity that had long existed at Gazamada High School shaped the character of Panchasila. Tolerance between teachers and students is reflected in the celebration of religious holidays such as Eid al-Fitr, Chinese New Year, Diwali and Christmas that the school has held since its founding.

The importance of this project in strengthening the profile of Pancasila students cannot be ignored when talking about independent study programs. Independent learning will definitely bring challenges and adjustments. However, in this case the school not only pays attention to administrative management, but also pays more attention to the implementation of administrative management in the school. At Gadjah Mada High School, the independent study curriculum is only available for Class 10, while Classes 11 and 12 still use the 2013 curriculum. The learning modes in the self-study course consist of three modes: self-study, self-change, and self-sharing. . Independent learning still refers to the 2013 curriculum, while independent learning involves increasing the implementation of the Pancasila Student Profile Improvement Project (P5). At the same time, self-sharing is a model that actually implements

self-learning courses, reports on existing projects and can be implemented in schools. The independent learning program at Gadjah Mada High School is implemented in Class 10 with changing levels of independence.

School policies regarding student image improvement programs can be reflected through the preparation of a curriculum that takes into account diversity and differences between students as well as through the implementation of positive habits in schools to build the character of Pancasila students. One aspect of strengthening the Pancasila Student Notes project is the implementation of scheduling which includes activities from the time students register until they go home. One of the activities carried out is that all students line up on the playground for 15 minutes before class to get Pancasila character training and morning exercise. Apart from that, students had the opportunity to shake hands with their teachers who also shook hands with each other. The event ended with a joint prayer. The aim of this activity is to establish an emotional relationship between teachers and students, as well as forming good character through inner touch when shaking hands.

Classroom learning activities carried out by teachers at SMA Gadjah Mada Medan aim to support democratic practices with integrity by developing class agreements, namely rules made by students themselves and agreed upon by students and teachers. The purpose of making a class agreement is to instill in students an understanding of their rights and obligations as students, as well as the consequences they will face if they violate the agreement. This process also provides students with the opportunity to participate in determining their own rights and obligations and understanding their own constitutional rights, so that students not only have theoretical knowledge, but can also understand and apply it in everyday life. This is in accordance with the view of (Noor, 2012) which states that teachers and students jointly apply cooperative control techniques, and they formulate learning contracts which contain rules that must be obeyed together.

In addition, with this class agreement, the teacher no longer manages the class like a ruler, but creates a democratic atmosphere. This class agreement applies not only to Pancasila and Citizenship Education (PPKn) subjects but also to other subjects. In addition to classroom conventions, teachers also give students freedom to pray, such as allowing Muslim students to pray at appropriate times, and classroom practices lead to the development of character contract instruments.

Therefore, through independent courses and the Pancasila Student Portfolio Project, SMA Gadjah Mada seeks to realize a democratic character and create an inclusive learning environment. This is in line with the dimensions of the Pancasila santri profile, namely Faith, Fear of God Almighty, and High Morality, where santri must believe in the existence of God. Therefore, he maintains a relationship of love and obligation with God Almighty (Irawati et al. 2022)

The implementation of the Gadjah Mada High School Independent Study Program and the Pancasila Student Portfolio Project is also reflected in extracurricular activities that support character democratic practices in schools. Some of the extracurricular activities offered at this school include the On School Student Organization (OSIS), the Young Generation of Nature Lovers (GEMAPALA), Scouts, Paskibra, and Rock Climbing, Taekwondo. Based on extracurricular activities, Taekwondo is an extracurricular activity that makes a big contribution to the school. At the Taekwondo Delta Championships in December 2022, they

won 10 medals in Taekwondo, including 6 gold medals, 3 silver medals and 1 bronze medal. And won a silver medal at the 2020 POOMSAE BIN North Sumatra Head Cup Championship. All Gadjah Mada High School students are free to take part in extracurricular activities according to their interests and talents. Teachers not only emphasize academic achievement, but also support the development of students' strengths in other areas, and in this case the school becomes the creator of a small republic through classrooms characterized by miniature democracy and instilled in students from an early age.

Through independent courses and the Pancasila Student Portfolio Project, SMA Gadjah Mada encourages students to develop themselves holistically through extra-curricular activities and provides space for students to explore their interests and talents outside of academic activities. This is in line with the dimensions of the Pancasila student profile, namely independence and creativity, where students must be able to set realistic goals and achievements for self-development (Irawati et al., 2022).

Implementing good democratic practices in every extracurricular activity is a choice for student responsibility and participation (including Scouts and Pasquibra). Every student has the right to have an opinion about the activities and projects that will be carried out, where the teacher accompanies and supports them. Apart from that, there is an extra-curricular activity entitled Young Generation of Nature Lovers (GEMAPALA) which is run by alumni of the school. The goal of this organization is to take action to protect the environment, such as responding to earthquakes, floods, cleaning up trash, etc. This is in line with the dimensions of the Pancasila student profile that by collaborating with each other, students can show a desire to care about their environment and be involved in sharing with community members, with the aim of reducing burdens and improving the overall quality of life. (Irawati et al., 2022).

The implementation of democracy in the GEMAPALA organization can be reflected in the holding of a general meeting of shareholders (MUBES) to elect the general chairman and chairman of the activities committee. In this MUBES, all members of the organization have the opportunity to provide suggestions and opinions, as well as actively participate in organizational activities. The activities carried out by GEMAPALA are always supported by the supervisor who is one of the teachers at the school.

On-Campus Student Organization (OSIS). This can be seen from the student union system in schools. The school's student union is not an independent unit, but is administratively independent. Therefore, the school formed the Gadjah Mada Student Association, which means that the Student Association Management consists of various units. Apart from that, good democratic practices are also reflected in the joint decision making of all students. Each plan in OSIS activities is an idea put forward by all students, then the plans that have been planned are implemented accompanied by the teachers. This is in line with the opinion (Aulawi and Srinawati 2019) which states that democratic relations in student unions take the form of certain majority agreements, procedural minority agreements, and certain minority agreements.

In implementing good practices of democracy with character through the Pancasila Student Portfolio Project at Gadjah Mada High School, there are several supporting factors that need to be considered to achieve this. These factors include support from school principals and teachers to create a school environment that respects diversity, creating a curriculum that reflects this diversity, and familiarizing students with positive activities such as preschool

parades to understand and apply these values in everyday life. daily practice. These indicators encourage good democratic practices by involving school principals, teachers, and students in establishing norms, rules, and promoting justice and common decency (Jamaludin 2020).

Justice and decency in schools starts with teachers who are role models for students and become role models and embody the Pancasila character of students. Teachers and school principals also need to support and become facilitators for students in both curricular and extracurricular activities. They must give students the freedom to express opinions, formulate thoughts and ideas, and develop interests and talents outside of classroom learning, without imposing weaknesses on students, but without ignoring collective attitudes and behavior based on moral values. specifications (Jamaludin et al., 2021).

Gadjah Mada High School also encountered obstacles in implementing democratic practices with character, namely misinterpretations by some students and a lack of application of the Pancasila character through the school programs implemented. For example, there are students who steal outside the classroom. Even if it is done outside school hours, it is still the school's responsibility, because students are part of the school. To overcome this problem, the steps taken by Gadjah Mada High School were not to expel these students from school. Instead, the school called the students and parents of the victims to provide guidance and resolve the problem on the right path.

At Gadjamada High School, despite the school's warning, expulsions were only carried out for students who had never attended school. However, if a student has an attitude that is not in accordance with his character, then this will be considered the responsibility of the school and teacher. They play an important role in forming and instilling students' character in accordance with Pancasila values. This is in line with (Yuhasnail and Agusmardi 2021) that steps that can be taken to improve learning discipline for students who have problems include providing guidance, clarifying rules, giving examples, giving warnings, and giving sanctions to students who violate the rules. Rules and regulations in the school environment. The Pancasila Profile Strengthening Project plans and builds according to the principles and guidelines of the Independent Course. In its implementation it is in accordance with the following concepts: Introduction of Pancasila A process oriented towards the realization of values and activities. This project does not focus on existing teaching material activities, school assessments focus on the development and growth of students and educational institutions.

4 Conclusion

Practices for democracy at Gadjah Mada High School, Medan City are carried out in daily school habits. Habits of democratic living have been implemented since Gadjah Mada High School was founded. The implementation of the independent learning curriculum also further strengthens the implementation of good democratic practices in this school. Strengthening the Pancasila Student Profile as an important part of implementing independent learning is carried out not only at the recommended class level, namely class 10, but it has become a habit for all classes to implement independent learning. This practice includes three learning modes: self-directed learning, self-directed change, and self-shared. Gadjah Mada High School also respects the diversity of religions, ethnicities, races and customs that exist in the school

environment. This diversity is not a problem but a unifying force. Tolerance between teachers and students is reflected in the celebration of religious holidays held by the school.

Democratic practice activities can also be seen in the implementation of extracurricular activities at Gajah Mada High School which encourage students to actively develop themselves holistically. These extracurricular include Scouts, Paskibra, Generation of Nature Lovers (Gemapala). The extracurricular selection process is left to each student according to the interests and talents of the students at that school. The school only serves as the main supporting facilitator for a series of extracurricular activities. The school also implements several rules that every student must obey in their activities, this is a reflection of democratic practices at the school.

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