

Application Of The Collaboration Project Learning Model Between Subjects To Realize Pancasila Student Profile In Lab Undiksha Senior High School

I Wayan Kertih¹, Wayan Mahardika Prasetya Wiratama²

{wayan.kertih@undiksha.ac.id¹, mahardika.prasetya@undiksha.ac.id²}

Universitas Pendidikan Ganesha, Indonesia^{1,2}

Abstract. This study examines the possibility of applying collaborative project learning models between subjects in realizing the Character of Pancasila Students at the Lab. Undiksha Senior High School. In particular, this study aims to: identify and map the subjects developed through the identification of collaborative project learning; and identify and map out projects, themes, and topics of collaborative learning projects developed. This research uses a qualitative approach. This study aims to develop events, activities, programs, curriculum documents, learning tools, school policies, facilities, and infrastructure to support learning. Data collection was carried out through interviews, observations, and document studies. The data were collected and analyzed using qualitative methods. The results showed that: Subjects were developed through the application of Projects Collaboration between subjects consisting of subjects: Biology, Chemistry, Catering, and Entrepreneurship, with the collaboration between these subjects, resulted in two projects, namely: The first project with the Project Theme: Engineering and Technology, the project topic: Plant Cultivation in the Garden / Yard and the second Project, with Project Theme: Entrepreneurship and Project Topic: Food processing.

Keywords: collaboration project, Pancasila profile

1. Introduction

Realizing power and joyful learning requires cooperation between all parties, including cooperation between subject teachers, both similar and different subjects. Collaborative learning is learning carried out by two or more people to learn together. Collaborative learning is to provide opportunities for students to participate actively, in the collaborative learning process minimizes differences between individuals and has also added momentum to formal and informal education from the two forces that meet, namely the realization of practice and fostering awareness of social interaction in an effort to realize meaningful learning [4][8]. Learning activities can be carried out by teachers through learning and project assessment, either producing a product or a design related to the application of their knowledge in real life. Learners can carry out tasks, according to their own experience although little experience compared to other important members can think clearly / well according to their capabilities the learner shares the responsibilities described and approved by each member and educator can also be a model, actively seeking to be an example in carrying out effective learning activities, such as exemplifying the use of learning strategies or ways of verbally expressing thoughts which can help the process of knowledge construction [13] [7].

However, in reality the needs of students in knowing, living, and implementing meaningful, value-based, challenging, integrated and interesting learning (power and enjoyable) are often constrained. Learning in the classroom is not every student experiences meaningful learning or successfully constructs his knowledge and book reading activities as one of the knowledge that many can get in terms of learning [1] [6] . The burden on students is also getting heavier and tiring, because each teacher also demands various competency bills that must be done independently. Very few can even be said that there are no teachers in the Lab. Undiksha Senior High School who learned in collaboration with other teachers, either between similar subjects or between different subjects, let alone combining and collaborating on several subjects in high school.

Based on preliminary studies conducted at Lab. Undiksha Senior High School, it was revealed that the problems as outlined above also occurred. The results of the study of the lesson plan developed showed that the learning objectives developed were very focused on efforts to achieve their respective subjects. The substance of its content is nothing more than a program of indoctrination of knowledge and values in the form of mechanistic and meaningless facts and concepts. From the results of observations on the implementation of learning carried out online, it has also not been able to provide process skills so that students understand the reality of social phenomena that occur in society more cophronzyly by using a cross-subject approach. On the other hand, when viewed from human resources (teachers, leaders, employees including students), learning infrastructure and socio-cultural environment, the support of parents and the community around the school, Lab. Undiksha Senior High School, has the potential to develop innovative learning models. The innovative learning model in question is learning that can establish cooperation between all parties, including cooperation between subject teachers, both similar and different learning subjects. Project-or product-based learning involves participants' activities from designing a project to implementing it, even to producing a certain product.

Through collaboration in learning, teachers can mutually strengthen the knowledge, understanding, and skills of students in understanding and applying the concepts of a subject into other subjects and in real life. Collaborative learning makes it easier for students to learn and work together, contribute thoughts to each other and be responsible for the achievement of learning outcomes in groups and individuals [5]. Learning activities like this can be carried out by teachers through learning and project assessment, either producing a product or a design related to the application of their knowledge in real life.

2. Method

This research method is qualitative research. Qualitative research is research carried out with certain settings that exist in real life (natural) with the intention of investigating and understanding the phenomena that occur [3]. This ethnographic research uses data collection techniques that are commonly used in qualitative research, namely: interview, observation, and *Focus Groups Discussion* (FGD) [10]. The use of educational ethnographic study design, considering that in this study the focus is to describe and describe the explanation of phenomena that can be reconstructed according to the perspective of participants naturally carried out on a unified system in the form of programs, activities, events that occur at Lab.

Undiksha Senior High School. Research Procedures In accordance with the problems studied and the objectives to be achieved in this study, the activities carried out are as follows.

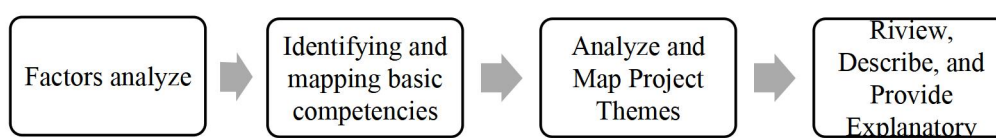


Fig 1. Research Procedure

Based on figure 1. Research procedure, can be described in detail as follows; manalyze the supporting factors and obstacles to the implementation of collaborative project learning models between subjects, mengidentifikasi and map basic competencies (KD) that can be developed through collaborative project learning between subjects, manalyze and map the themes of collaborative learning projects based on themes / topics, main potentials and problems, and m engkaji, describe and provide explanatory explanations of the implementation of collaborative project learning models between lessons in realizing the Character of Pancasila Students at Lab. Undiksha Senior High School.

This study uses several data collection tools, first: namely deep interview for teachers who will join this collaborative project. Second; participatory observation, observation carried out on the activities of teachers and students in learning project kolaborative between subjects. Observations are also focused on students' activities in designing, implementing and reporting on their learning outcomes projects. Third: document recording, document studied include: Curriculum, Syllabus, and other documents related to learning at Lab. Undiksha Senior High School. Qualitative analysis in this study is triangulation of data.

3. Results and Discussion

3.1 Research Results

Factors that support the existence of collaborative projects between subjects to realize the profile of pancasila students at Lab. Undiksha Senior High School are support from internal schools such as principals who give permission for the implementation of the project, teachers between subjects who are able to collaborate, and high school students who are able to follow the implementation of the project properly. The basic competencies (KD) that can be combined to be developed through learning the kolaborat projectif realizing the Pancasila student profile are found in the following picture:

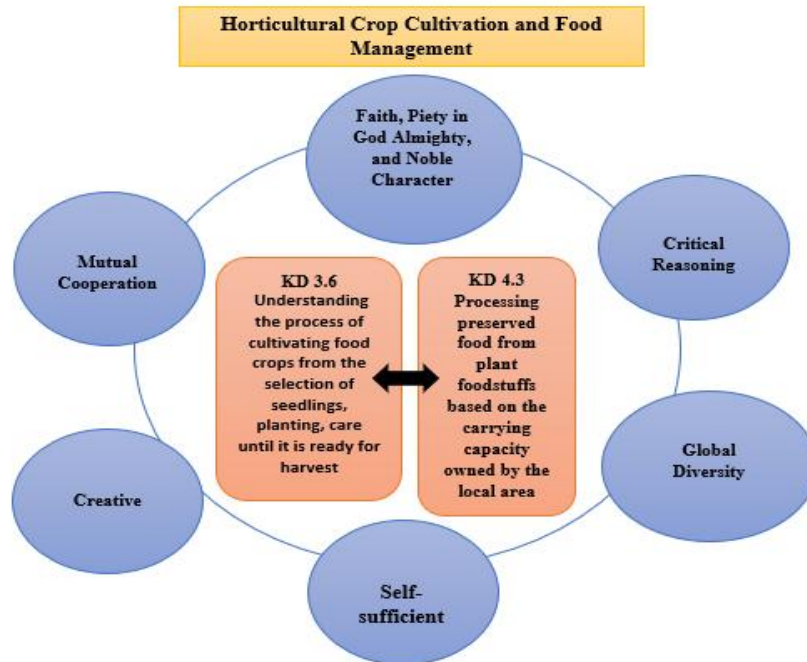


Fig 2. Basic Competencies Combined Project Collaborative Realizing a Pancasila Student Profile

Projects are packaged into a series of activities that want to achieve and identify specific goals by examining challenging topics. Projects are designed to enable students to investigate, solve problems, and make decisions. The following are the principles of implementing the project to strengthen the profile of Pancasila students. The learning projects yang have been developed are presented as follows:



Fig 3. Seed Selection and Planting Project



Fig 4. Young Shoots and Plants

3.2 Discussion

As one of the schools that will implement the Merdeka Curriculum, especially Merdeka Belajar, Lab. Undiksha Senior High School designed a Pancasila Student Profile project that is in accordance with the resources and conditions of the school. The theme of the project taken was "Engineering and Technology", with the topic "Plant Cultivation Carried Out in the Garden / Yard / House / School". Supporting facilities and infrastructure in the form of tools and consumables as well as supporting equipment used for plant cultivation which is hereinafter referred to as horticulture and food processing projects. The project takes place in one year with a target of students for all classes X of the 2022/2022 School Year.

This collaborative project to realize the profile of Pancasila students supports the implementation of the Merdeka Curriculum as the latest curriculum released by the Ministry of Education and Culture, which is a curriculum with diverse intracurricular learning, where the content is more optimized so that students have enough time to explore concepts and strengthen competencies. The new curriculum is a form of educational curriculum development that not only makes the teaching system in the classroom, but also teaching outside the classroom [9]. The curriculum is not only to improve students' cognitive abilities, but also to develop students' personalities to be more independent, astute to get along, courageous, and polite. Character development is also considered in accordance with the profile of Pancasila students [11].

In line with this, teachers have the flexibility to choose various teaching tools and methods so that learning can be adapted to the fifteen learning needs and interests of students. This curriculum is expected to be the first step to transform education for the realization of Indonesia's Superior Human Resources (HR) which has a Pancasila Student Profile. The thing that really distinguishes the Independent Curriculum learning system from the previous one is related to the project-based learning system. Project-based learning is considered important to develop students' character because they will be given the opportunity to start learning from experience (experiential learning).

The project is also expected to strengthen the achievement of the Pancasila student profile which is developed based on certain themes set by the government [12]. The project to strengthen the profile of Pancasila students is a cross-disciplinary learning in observing and finding solutions to problems in the surrounding environment [2]. The project is not directed

at achieving certain learning achievement targets, so it is not tied to the subject content. This is also stated in the Project Development Guide for Strengthening the Profile of Pancasila Students (Kemdikbudristek, 2021: 3) where the Pancasila Student Profile strengthening project provides opportunities for students or students to "experience knowledge" or learn through knowledge or experience as a process of strengthening character as well as an opportunity to learn from the surrounding environment. In this project activity, students have the opportunity to learn important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in answering these issues according to the stages of learning and their needs. This strengthening project can also inspire students to contribute and impact the surrounding environment.

4. Conclusions

Based on the results of this study, it was concluded that the collaborative project to realize the profile of Pancasila students was strongly supported by internal school parties. The process of preparing the project by carrying out an analysis of supporting factors and obstacles to the implementation of collaborative project learning models between subjects, mengidentifikasi and mapping basic competencies (KD) that can be developed through collaborative project learning between subjects, conducting analysis and mapping the themes of collaborative learning projects based on themes / topics, main potentials and problems, and m engkaji, describe and provide explanatory explanations of the implementation of collaborative project learning models between lessons in realizing the Character of Pancasila Students at Lab. Undiksha Senior High School. The project produces the cultivation of hulticulture crops and the processing of plants. The suggestion from this research is that students can follow the next project well and with full of seriousness, teachers can be more creative in packaging basic competencies to become a theme and produce more varied and useful projects, and the school can facilitate activities to the maximum.

5. References

- [1] Atira, A., Babo, R., & Muhajir, M. (2022). Model Pembelajaran Kolaboratif Berbasis Masalah Terhadap Kemampuan Pemecahan Masalah Dalam Pembelajaran Ips Siswa Kelas *Nasional Pendidikan Dasar*, November, 18. <http://ejournal.pps.ung.ac.id/index.php/PSNPD/article/view/1046%0Ahttp://ejournal.pps.ung.ac.id/index.php/PSNPD/article/download/1046/756>
- [2] Dewi, M. R. (2022). Kelebihan dan Kekurangan Project-based Learning untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka. *Ejournal UPI*, 19(2), 219. <https://ejournal.upi.edu/index.php/JIK/article/view/44226/pdf>
- [3] Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 35. <https://doi.org/10.21831/hum.v21i1.38075>
- [4] Fitriyani, N. S., Apriansyah, M. R., & Antika, R. N. (2020). Pembelajaran Kolaboratif Berbasis Online. *Inspiration: Jurnal Teknologi Informasi Dan Komunikasi*, 10(1), 77. <https://doi.org/10.35585/inspir.v10i1.2564>
- [5] Husain, R. (2020). Penerapan Model Kolaboratif Dalam Pembelajaran Di Sekolah Dasar. *E-Prosiding Pascasarjana Universitas Negeri ...*, 2012, 14. <http://ejournal.pps.ung.ac.id/index.php/PSI/article/download/396/359>
- [6] Irnawati. (2019). Penerapan Supervisi Edukatof Kolaboratif Secara Periodik Untuk Meningkatkan

- Kinerja Guru Dalam Pembelajaran di SMP N 7 Medan Tahun Ajaran 2018-2019. *Pendidikan Dan Ilmu Kependidikan*, 4(2), 136.
<https://jurnal.dharmawangsa.ac.id/index.php/sabilarrasyad/article/view/932/pdf>
- [7] Jeong, H., Hmelo-Silver, C. E., & Jo, K. (2019). Ten years of Computer-Supported Collaborative Learning: A meta-analysis of CSCL in STEM education during 2005–2014. *Educational Research Review*, 28, 28. <https://doi.org/10.1016/j.edurev.2019.100284>
- [8] Lasidos, P. A., & Matondang, Z. . (2015). Penerapan Model Pembelajaran Kolaboratif Untuk Meningkatkan Aktivitas Dan Hasil Belajar Rencana Anggaran Biaya Siswa Kelas Xii Kompetensi Keahlian Teknik Gambar Bangunan Smkn 2 Siatas Barita – Tapanuli Utara. *Educational Building*, 1(1), 15. <https://doi.org/10.24114/eb.v1i1.2802>
- [9] Nugrohadi, S., & Anwar, M. T. (2022). Pelatihan Assembler Edu untuk Meningkatkan Keterampilan Guru Merancang Project-based Learning Sesuai Kurikulum Merdeka Belajar. *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 16(1), 77. <https://media.neliti.com/media/publications/507656-none-5c36d594.pdf>
- [10] Purnamasari, I., Suyata, S., & Dwiningrum, S. I. A. (2017). Homeschooling dalam masyarakat: Studi etnografi pendidikan. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 5(1), 18. <https://doi.org/10.21831/jppfa.v5i1.15082>
- [11] Rachmawati, N., Marini, A., Nafiah, M., & Nurasih, I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- [12] Sufyadi, S., Harjatanaya, T. Y., Adiprima, P., Satria, M. R., Andiarti, A., & Herutami, I. (2021). PProfil Pelajar Pancasila. In *Kementerian Pendidikan Dan Kebudayaan*. Kemendikbud. <http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>
- [13] Sunu, I. G. K. A. (2021). Mengelola E-Learning Melalui Pembelajaran. *Jurnal Pendidikan Kewarganegaraan Undiksha Vol.*, 9(2), 318–330. <https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/34135>