



Implementation of Pancasila Student Profile in Building the Character of SMK Students in the Field of Accounting

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Abstract: The purpose of this study is to create the character of students of the accounting program and the expertise of teachers at SMK N 1 Purwodadi, the current research seeks to study the application of strengthening of student profiles Pancasila as well as to identify the challenges faced by teachers in the project strengthening student profile Pancasila (P5) and to detail the ways in which they cope with such challenges. In this research use qualitative methods. The location of the research is SMK N 1 Purwodadi in Danyang, Purwodadi Kec, Grobogan district, Central Java 58113. The school's address is Prince Diponegoro No. 24 Sambak. Interviews, observations, and documentation are the methods used to gather data. The student profile program of Pancasila is now available at SMK N 1 Purwodadi. To develop a better character, it is important to learn to fear the One God and to have the ability to think nobly, creatively, and critically in every productive lesson. In the middle of the semester, SMK N 1 Purwodadi organizes P5 activities for students whose work is entitled entrepreneurship projects. It gives students the opportunity to be creative and produce works that can be sold to the public. Lack of time and teacher involvement is a problem in this effort, to address this, teachers can put more emphasis on student support through social media marketing and other forms of active and participatory learning about entrepreneurship.

Keywords: implementation; pancasila student profile; character; creative.

Implementasi Profil Pelajar Pancasila dalam Membangun Karakter Siswa SMK Bidang Akuntansi

Abstrak: Tujuan dari penelitian ini yaitu untuk menciptakan karakter siswa program akuntansi dan keahlian lembaga di SMK N 1 Purwodadi, penelitian saat ini berupaya mengkaji penerapan penguatan profil pelajar Pancasila serta untuk mengidentifikasi tantangan yang dihadapi oleh guru dalam proyek penguatan profil pelajar Pancasila (P5) dan untuk merinci cara-cara di mana mereka mengatasi tantangan tersebut. Dalam penelitian ini menggunakan metode kualitatif. Lokasi penelitian adalah SMK N 1 Purwodadi di Danyang, Purwodadi Kec, Kabupaten Grobogan, Jawa Tengah 58113. Alamat sekolah adalah Jl. Pangeran Diponegoro No. 24 Sambak. Wawancara, observasi, dan dokumentasi adalah metode yang digunakan untuk mengumpulkan data. Program profil siswa Pancasila kini sudah ada di SMK N 1 Purwodadi. Untuk mengembangkan karakter yang lebih baik, penting untuk belajar takut akan Tuhan Yang Maha Esa dan memiliki keterampilan berpikir yang mulia, kreatif, dan kritis di setiap jam pelajaran yang produktif. Di pertengahan semester, SMK N 1 Purwodadi menyelenggarakan kegiatan P5 bagi mahasiswa yang karyanya bertajuk proyek kewirausahaan. Ini memberi siswa kesempatan untuk menjadi kreatif dan menghasilkan karya yang dapat dijual kepada masyarakat. Kurangnya waktu dan keterlibatan guru adalah masalah dalam upaya ini, untuk mengatasi hal ini, guru dapat lebih menekankan pada pendampingan siswa melalui pemasaran melalui media sosial dan bentuk pembelajaran aktif dan partisipatif lainnya tentang kewirausahaan.

Kata kunci: implementasi; profil pelajar pancasila; karakter; kreatif.

1. Introduction

Society places a high value on education since it contributes to a nation's socioeconomic prosperity. Economic, social, and cultural sectors, as well as educational policy, must undergo profound changes in response to the advent of

globalization in the modern period characterized by fast technical advancements (Wahyu and Lutfi, 2019). Human demands, including those in the realm of education, have evolved in tandem with scientific progress (Zainuddin et al., 2022). Every educational forum, from the beginning of the

industrial revolution, has had to be inventive and competitive in order to cooperate and keep up with the competition (Yamin & Syahrir, 2020).

Learning and growth in youngsters may be facilitated by education (Fauziah, 2022). The educational process has the potential to produce persons with high moral standards and admirable character traits. A strong sense of national identity and shared ideals defines the Indonesian people. A person's character may be defined as the moral and ethical traits shown by God Almighty, other people, his surroundings, and his country. Personal attributes such as one's ideas, deeds, emotions, words, and actions impact many standards, such as those of faith, law, society, and indigenous communities (Batas Bonita Sari, Risda Amini, 2020).

In national and state interactions, the ideological aims of Pancasila are firmly grounded in the notion of character development (Ismail, 2021). The capacity to consistently influence one's own morally honest reactions in different contexts is an essential component of character. This suggests that one's character is their own essence, providing a solid foundation for acting in a courteous and ethically upright manner. One way to look at personality is as a collection of values, beliefs, and perspectives on life that one has picked up from various people and places (Mery et al., 2022). An individual's identity is heavily shaped by these encounters, which also provide the foundation for influencing their ideas and cognitive processes (Siegel, 2020). Therefore, it is reasonable to say that a person's character is their actions in regard to something, as well as their interactions with God Almighty, themselves, other people, and their surroundings.

What is meant by "character" according to the Language Centre of the Ministry of National Education is that it includes morality, conduct, and the development of good moral principles. Encouraging the development of outstanding persons who can promote the advancement of their nation and country begins with the development of strong-character individuals (Triana, 2022).

Instilling in people the ability to think critically and make sound decisions is one of education's primary functions. The ability to analyze and act upon a wide range of events is a direct result of an individual's capacity to acquire information and skills (Anggreini & Narimo, 2023). Character education, often called value education, moral education, or just character education, is a way of teaching that aims to help students develop the ability to recognise and avoid bad choices, to be good themselves, to

stand by ethical principles, and to promote virtue in their everyday lives (Ratih, 2020). Accordingly, the present autonomous curriculum places a strong emphasis on character education's integration into all facets of school life, as highlighted by (Umar Seno, 2022). The goal is to enhance character development. Character education goes beyond imparting factual information; it also aims to build students' moral fibre, which in turn helps them develop their inherent talents and discover their life's true calling (Riyanti Ayu Ullis, 2020).

A programme that encourages students to grow as people outside of traditional school settings is known as the independent curriculum. Additionally, the Pancasila Student Profile details the character traits and competences that students of Pancasila in the modern day should possess (Ulandari & Dwi, 2023). In light of this, we developed the Pancasila Student Profile Character. The Pancasila Student Profile consists of six different aspects that make up a person's character: faith, dedication to God Almighty, noble values, collaboration, diversity, critical thinking, creativity, and independence (Fitriyani et al., 2023). Educators must constantly reevaluate what works in the classroom and what doesn't in order to attain the learning results they want for their students (Derfi et al., 2023). Achieving the Pancasila Student Profile in the classroom is possible via project-based learning, extracurricular activities, and face-to-face (intracurricular) instruction (Faturrahman et al., 2022).

"The strengthening of student character education will be realized through various strategies to realize Pancasila Students," said Nadiem Anwar Makarim, Indonesia's Minister of Education, Culture, Research, and Technology (Faturrahman et al., 2022). All policies and changes in Indonesia's education system are guided by the Pancasila Student Profile, which is used to execute the Merdeka curriculum (Yohanes Kefi et al., 2022).

A picture of the ideal graduate's character and skill set is painted by the Pancasila learning profile. Furthermore, the Pancasila student profile reinforces the admirable principles of Pancasila among students (Yuniar Mujiwati et al., 2023). Students in Indonesia are competent, upstanding individuals who adhere to the principles of Pancasila and who continue their education throughout their lives (Sufyadi et al., 2021). Because its principles are malleable, Pancasila, as the foundation of the state, plays a significant role in Indonesian national life in adjusting to new conditions (Dafitri et al., 2022).

Through the establishment of Pancasila Students, we want to realization an evolved Indonesia that is autonomous, self-governing, and personalized. Faith, reverence for God, and high moral standards are the first of six pillars upon which the Pancasila Student Profile rests, along with celebrity status, mutual help, independence, critical thinking, creative thinking, and fear of God (Azizah, 2023).

P5, the Independent Curriculum's Pancasila Student Profile Strengthening Project, etc. The goal of P5 is to help students develop into the kind of people outlined in the Pancasila Student Profile via hands-on learning experiences. After realization that the curriculum needed to be more applicable to real-life experiences, practitioners and instructors created P5. The pedagogical tenets of Ki Hajar Dewantara are congruent with this approach, as they stress the significance of experiential learning outside the classroom (Candra et al., 2023). In P5, kids have the opportunity to learn about their surroundings, share ideas for solving challenges, and collaborate with their peers (Candra et al., 2023). In line with the Pancasila Lesson Profile, P5 is anticipated to have a positive impact on pupils and grow into individuals who are competent, intellectual, characterful, and committed to lifelong learning. This means that P5 must be implemented in all schools. Learners may gain the information and skills necessary to successfully integrate Pancasila ideals in action via continuous learning (Tambak et al., 2022). For the sake of shaping the personalities of future generations. Education on Positive Character is Necessary (Muhammadiyah et al., 2022).

Improving educational quality and placing an emphasis on character education were the driving forces behind the creation of the Pancasila Student Profile. At each level of the Education unit, the Pancasila Lesson Profile emphasize the importance of reaching Graduate competence Standards (SKL) and affirms character development in line with Pancasila ideals via a competence statement (Tambak et al., 2022). By incorporating the Pancasila Student Profile into habituation, intracurricular, co-curricular, and extracurricular learning activities, the Merdeka curriculum aims to cultivate students' character in their day-to-day interactions with the world (Nurul Lubaba & Alfiansyah, 2022).

To begin, one way that Indonesia's character education standards have been raised is via the Pancasila Student Profile, which is an implementation of the Independent Curriculum idea (Raharjo, 2020). The Pancasila Student Profile, the importance of cultural and ethnic

variety, and the fast-paced nature of technology were the three most crucial elements of autonomous learning, according to Nadiem Anwar Makarim. During the same event, Nadiem Anwar Makarim detailed how the President has ordered the creation of a curriculum tailored to Indonesian student profiles. In this age of globalization, it is crucial to educate students on the need of both technical advancement and human resource development (Faiz & Kurniawaty, 2022).

Additionally, it is crucial for students to have the ability to apply their creativity in real-world contexts (Jamaludin et al., 2022). Students at this level might benefit from beginning with an interest in order to hone their communication abilities. Here, the ability to generate one's own thoughts and ideas in reaction to read instances and tales is emphasized. Furthermore, in order to make choices, students may share information with their professors. Because the Pancasila Student Profile values creativity, it encourages students to consider a range of options before settling on a course of action (Fransiska Faberta Kencana Sari et al., 2023).

Third, Pancasila may be embodied in actual ways in reality, including when people come together to agree on tolerant behavior, when they support friends who are in need, or when they participate in discussions to gain accord on humanism (Maharani et al., 2021). Consequently, among the five principles, bolstering the Pancasila Student Profile—which may be used for both academics and extracurriculars—is crucial for all school residents, particularly students.

Fourth, it is the teacher's responsibility to ensure that their pupils fully grasp the Pancasila Student Profile. The role of teachers in the learning process is crucial, particularly in assisting students in internalization the principles outlined in the Pancasila Student Profile (Sunardiyah et al., 2022).

The Pancasila Student Profile, which aims to inculcate and attain a set of ideal characteristics among Indonesian students with the support of all stakeholders, center on six competences. To achieve a complete Pancasila Student Profile, it is necessary to cultivate all six abilities at the same time due to their interdependence and reciprocal reinforcement. There are six aspects of a person's character: ethics, faith, reverence towards God Almighty, star, collaboration, self-sufficiency, and critical thinking and creative problem solving (Wini Widarini & Suterji, 2023).

Sixth, P5 is used in schools as a character education programme; teachers may get

instructions on how to use it on self-teaching platforms and via the Ministry of Education, Culture, Research, and Technology. To better serve their students, teachers constantly expand their horizons, learn new things, and make good use of the tools at their disposal (Wini Widarini & Suterji, 2023).

The seventh way is via the implementation of an interdipliner project strategy. Research, analysis, decision making, and production are all part of this programme, which students participate in as an extracurricular activity (Yanzi et al., 2022).

In the eighth place, the Pancasila Student Profiles include six different aspects: fame, ethics, creativity, independence, and mutual aid. Because of the beneficial effects it has on both the community at large and individual pupils, Pancasila education plays a significant role in daily life. By studying and using Pancasila's principles, students may internalise and put them into effect in their lives (Widana et al., 2023).

Lastly, the ninth point is that Indonesian students are strong-willed, prepared to take on the world, and committed to living by the values outlined in the Pancasila Student Profile. School familiarity, intramural and extramural activities, and other programmes are some of the ways that certain schools are attempting to raise the percentage of students who support the Pancasila Student Profile (Sari & Sinthiya, 2022).

Tenth, being creative helps one live a better life, creates something new, and alters people's viewpoints. Another benefit of creativity is the way it opens people's minds to new ideas and approaches to old challenges. Innovative thinkers and doers may make a big impact and leave a legacy via their work. The two most important components of creativity are the generation of novel ideas and the production of novel objects (Uyun et al., 2023).

Research conducted at SMK N 1 Purwodadi in the area of accounting and financial management (AKL) has shown that the school has implemented a P5 independent curriculum. In spite of this, there are a few stumbling blocks while using it. In light of the above, academics are keen to learn more about how to strengthen the Pancasila Student Profile via implementation in order to develop students' character. Finding out how to use the Pancasila Student profile to shape students' personalities, as well as any obstacles and potential answers, is the primary goal of this research. The goal of this research is to help educators better understand their role in shaping students' identities as individuals and as members of society by shedding light on the significance of

the Pancasila Student Profile and how it can be implemented in the classroom.

2. Research Methods

Qualitative research methods are used. One definition of qualitative research is studies that seek to answer questions about real-world phenomena or situations by describing them using scientific methods (Darmalaksana, 2020). The study was place in November 2023 at SMK N 1 Purwodadi. Participants included both instructors and students from the AKL Programme in grades XI and XII at SMK N 1 Purwodadi.

Methods include gathering information, analysing it, and reporting the findings. The process of gathering data begins with careful observation and recording. Qualitative descriptive research aims to clarify what occurred by analysing an event using current methodologies and paying attention to its quality, features, and the connections between activities (Ridwan et al., 2021).

Due to the use of triangulation procedures and sources, the data used in this research was deemed credible. Data analysis includes procedures for decreasing data, displaying data, and generating conclusions. Researchers begin by looking for statistics on scientific literacy. In order to put it into action, researchers closely monitored the process of enhancing the Pancasila Student Profile in order to foster students' imaginative capacities. The study was place in SMK N 1 Purwodadi in Danyang Village, Purwodadi District, Grobogan Regency, Central Java (58113), which is situated at Jl. Pangeran Diponegoro No. 24 Sambak. SMK N 1 Purwodadi's Pancasila Students (P5) are now participating in a programme that aims to enhance their character.

This research used a combination of primary and secondary data. The term "primary data" describes information that has been retrieved straight from the original source. In contrast, secondary data is information that researchers have gathered from other sources (Nurrahma et al., 2021). Class XI and XII students (three from each class) and an accounting and institution teacher (Mr. Irsan Fuady, S.Pd.) constituted the major data source for this study. Secondary data sources included photographs of learning activities, relevant prior research, and important learning documents.

3. Results and Discussion

The government is actively promoting the Pancasila Student Profile, a model for character development that is integrated into the

educational process. The instructor has a crucial role in determining the success of establishing the Pancasila Student profile. In order for students to completely absorb the significance of the Pancasila learning profile, teachers play a crucial part in the educational process, which includes developing appropriate programmes or activities. The fast-paced evolution of technology, changes in social and cultural norms, and disparities in expectations for the future of employment in the educational sector have all led to the implementation of the Pancasila Student Profile. Encapsulating competent, character-driven, and value-aligned lifelong learners is the Pancasila Student Profile (Riyanti Ayu Ullis, 2020).

Teachers are encouraged to think creatively and use their time wisely in order to create projects that align with the chosen dimensions and characteristics of their students as part of the initiative to develop Pancasila Students as a new framework in Indonesian education today. Another advantage is that it allows educators more leeway to implement project-based learning. To aid educators in carrying out the Pancasila Student Empowerment Project, a structured and quantifiable framework is required. Nevertheless, it is evident that this new curricular reform requires collaboration, unwavering dedication, persistence, and tangible execution from all stakeholders in order to imprint the Pancasila Student profile in Students (Rachmawati et al., 2022).

Research conducted at SMK N 1 Purwodadi supports the idea that every semester, students work on a project that helps them develop their Pancasila profile through the application of creative character, it helps to implement ideas and build a profile of students pancasila. Based on observations, schools always strive to collaborate on initiatives that have the profile of Pancasila students as their primary focus. It is possible to complete this task in the middle of the semester. In this project, students learn to re-adjust things that were once considered useless and turn them into something valuable. The school in this case is not only with used goods, but also with leaf waste, which is converted into compost and sold to neighbors in the area.

One of the pillars in the realisation of the Pancasila profile in the application of creative character is the implementation of a project to strengthen the profile of Pancasila lessons once a semester. This project is carried out in accordance with the results of research at SMK N 1 Purwodadi.

We may infer that SMK N 1 Purwodadi has been conducting an initiative to raise the profile

of Pancasila students based on the information provided by the resource people in the results above. Participating in these activities may help kids develop positive character traits while also benefiting the community and the environment. Afterwards, kids may make something new out of old items and create regional tales by incorporating and repurposing stories from the present.

In this story, the protagonist is a teacher who sets a good example for his pupils. He has to be able to have qualified character values in order to be an effective instructor who acts as a shield to inculcate them. Personality traits that set one person apart from another include their character, which consists of their internalised value system. Thus, the person's viewpoint, thought process, behavior, and direction may be defined by the character they embody as they come to terms with their own identity (Sulastri et al., 2022).

Many people, including the education administration, schools, instructors, and students, get in the way of driving schools carrying out the Pancasila Student initiative. In an attempt to elevate Pancasila students' profile for the purpose of developing their character (Asia and Hasanah, 2022).

The findings of a study conducted at SMK N 1 Purwodadi reveal that despite efforts to improve the profile of Pancasila students through the creation of focused projects, some challenges remain. This can hinder efforts to develop the student's character in a comprehensive way. Teachers still lack the necessary control, which creates challenges. As a result, teachers' efforts to improve the profile of Pancasila students can be influenced by the cultural, social, and economic aspects that exist in the student environment.

With regard to the challenges faced by educators in implementing programs to increase the visibility of Pancasila students, one of those challenges is the limited market for selling student-made goods, because the locals still do not pay attention to students' efforts to sell processed commodities made from such activities.

The outcomes of student activities are still not taken into account by the local community, according to the mentioned study in the area. School districts are the only ones benefiting from the items' sales, while the local community is still missing out.

Teachers need to teach students specific steps to do in order to address current issues. One solution to the current issues is for schools to create a curriculum that incorporates the

principles of Pancasila into current course material. As a result, the principles of Pancasila may be more easily taught and practiced in the classroom (Intania et al., 2023).

The current challenges may be solved by providing instructors with training on how to incorporate Pancasila ideals into their teaching. This will assist teachers establish proper ways of instruction. To help students' character development in the long run, it's important to Organization and implement regular character building programmes and activities like seminars, workshops, and extracurriculars.

In this case, the researcher draws on field findings to discuss potential solutions to these problems; specifically, the researcher suggests that teachers should receive training on how to incorporate Pancasila values into their lessons in order to better equip themselves to meet the needs of their students. The next step is to regularly organization programmes or events that help students improve their character, such as lectures, workshops, or extracurricular activities. In order to assist students at SMK N 1 Purwodadi in developing their character, the resource person (a teacher) outlined the following strategies for overcoming the challenges inherent in implementing the Pancasila Student Profile Strengthening Programme.

This requires a teacher's instructor to give students the task of forming social media groups with the aim of launching marketing campaigns throughout the school, and they also ensure that students have access to the resources they need to participate in the P5BK event.

After providing unwavering support for the students' activities and lending a hand with product promotion, the resource person made the following comment. Students may then using social media to showcase their finished goods to their local community, which is a great way to boost their creativity.

The aforementioned data lends credence to the idea that the proposed remedy is for educators to wholeheartedly back student initiatives and pitch in with product promotion. Then, in order to foster more original thinking among the student body, we educate them how to using social media to showcase their finished goods to the neighbors.

Opportunities for students to learn in more relaxed settings, with more adaptable lesson plans, more hands-on activities, and direct environmental engagement are all part of the Strengthening Pancasila Student Profile Project's efforts to help students develop the skills outlined

in the Pancasila Student Profile (Independence and al., 2022).

As part of a new educational framework called the Pancasila Student Strengthening Project, instructors in Indonesia now have more time to think creatively about how to tailor their lessons to each student's unique set of needs. On top of that, it gives teachers a lot of leeway to use a project-based learning strategy. The Pancasila Student Strengthening Project may be more effectively implemented by instructors with the help of a structured and quantifiable framework. In any case, if we want the Pancasila Student profile to become ingrained in our pupils, we need everyone's help, dedication, persistence, and actual execution of this new curricular shift (Rachmawati et al., 2022).

4. Conclusions and Suggestions

A project to strengthen the Pancasila student profile is made once every semester as part of the implementation of Pancasila student profile strengthening in order to build the character of students at SMKN 1 Purwodadi. Participants among students in the use of imaginative personalities.

The locals have still not paid any attention to the problems that this activity has. School districts are the only ones who can buy the manufactured goods; the general public is still left out in the cold.

Teachers can encourage their pupils to using social media to promote products; this will help them overcome current challenges while also stimulating their imaginations. It is believed that current solutions may assist students in introducing the community to the things they have made.

In order to further enhance the profile project of Pancasila Students at SMK N 1 Purwodadi, it is expected that all school devices and students will collaborate to ensure its success. The goal is to produce graduates who are both distinctive and competitive in the community.

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