



Students' Social Skills in the Context of Strengthening the Pancasila Student Profile at Sma Negeri 1 Kalianda

Suci Hijrotul Awwaliyah¹, Sugeng Widodo², Pujiati³
Universitas Lampung

Corresponding Author: Suci Hijrotul Awwaliyah: sucihijrotulawwaliyah@gmail.com

ARTICLE INFO

Keywords: Social Skills,
Strengthening Pancasila
Student Profiles

Received : 25 , February

Revised : 20, March

Accepted: 24, April

©2025 Awwaliyah, Widodo,
Praise): This is an open-access
article distributed under the
terms of the [Creative
Commons Attribution 4.0
International](#).



ABSTRACT

This study aims to describe students' social skills in the context of strengthening the profile of Pancasila students at SMA Negeri 1 Kalianda. The type of research used in this study is qualitative which is a research paradigm to describe events, behaviors of people or a situation in a certain place in detail and in depth in the form of a narrative. Data collection techniques use interviews, observations and documentation. In this study, the author used the data analysis of the Miles and Huberman model. The results of the study show that (1) Social skills in this study include three aspects of social skills, namely: (a) *Living and working together; taking turns; respecting the rights of others; being socially sensitive*. In this aspect, it is already in a very good state (b) *Learning self-control and self-direction*. In this aspect, it can be said that it is quite good,. (c) *Sharing ideas and experience with others*. In this aspect, it can be categorized in quite good circumstances, (2) Social skills in the context of strengthening the Pancasila student profile are as follows: (a) Communication Skills, Students show significant improvements in speaking, listening, and sharing information skills. (b) Collaboration Skills, Students are actively involved in collaborative processes, creating a shared learning atmosphere. (c) Empathy Skills ,Through the learning process, students can understand and appreciate cultural differences, develop empathy skills. (d) Interpersonal Skills, Students manage to build positive interpersonal relationships and mutual respect. (b) Conflict Management Skills, project-based learning that is often used in learning in the independent curriculum, gives rise to differences of opinion, which allows students to develop conflict management skills.

INTRODUCTION

The 21st century is a century full of various challenges, so the world of education has a much greater role and responsibility to be able to overcome and answer these challenges. The challenges of the 21st Century today prove that the world is increasingly connected to each other. Likewise, the challenges and opportunities in the 21st Century are increasingly unknown to the country's territorial boundaries. Advances in digital information technology are increasingly accelerating and facilitating connections between individuals in one country and others in different countries. Pujiati (2021) argues that because of technological advances, it makes the distant seem close but keeps the close away. Technology is also one of the main reasons for changes in various sectors of life. The development of technology has moved towards digital where all human activities can be fulfilled by existing technology.

In line with the development of globalization, UNESCO has identified several skills that must be mastered in the era of globalization, including critical thinking and problem-solving skills, creativity and innovation, communication and collaboration skills, social and cross-cultural skills, and information mastery skills (Sani: 2014).

Seeing the many skills that students must master in this era of globalization, the government is trying to balance between the two, namely by implementing the "Merdeka Belajar" curriculum initiated directly by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI), Nadiem Makarim. The independent curriculum was created to support the president's vision and mission to realize an Advanced Indonesia that is sovereign, independent, and personality through the creation of Pancasila Students who are critically reasonable, creative, independent, faithful, fearful of God Almighty, have noble character, work together, and have global diversity.

Pancasila students are students who are able to apply character in daily life that is directly related to what is contained in the precepts of Pancasila. Because in Pancasila, the precepts of one and the other are interrelated. The Pancasila Student Profile is not only applied in certain lessons, but the Pancasila Student Profile is taught in all aspects contained in every subject taught in school, where the focus of this curriculum is on the character of students and also the development of their social skills.

In addition to improving students' character, social skills need to be mastered by students with the aim that students can master 21st century skills. Because according to Trilling and Fadel (2009) 21st century skills are divided into 3 categories, and social skills are included in the third category, namely *Career*

and life skills which include (a) Flexibility and adaptability; (b) Initiative; (c) Social skills; (d) Productivity; and (e) Leadership.

Talib (2010:159), reveals that "Social skills are the ability to overcome problems that arise as a result of interaction with the environment and be able to adjust to applicable rules and norms. Social skills include the ability to communicate, establish relationships with others, respect oneself and others, listen to opinions or complaints from others, give or receive feedback, give and receive criticism, act according to applicable norms and rules and so on". Maryani (2011) also groups social skills into 4 parts, but they are all interrelated, namely. 1) Basic skills of interaction: trying to get to know each other, there is eye contact, various information or materials. 2) Communication skills: listening and speaking in turn, softening the voice (not yelling), convincing people to be able to express their opinions, listening until the person finishes talking. 3) Team/group building skills: accommodating people's opinions, cooperating, helping each other, paying attention to each other. 4) Problem-solving skills: self-control, empathy, thinking of others, obeying agreements, finding a solution by discussing, respect for different opinions.

In line with this opinion, Renni Suryani (2020) stated that the purpose of social skills in social studies learning is so that students are able to interact with their friends so that they are able to complete tasks together, and the results achieved will be felt by all members of their respective groups. Nurhalimah Siahaan and Rusmaliyah (2019) said in their article that in certain education there are several characteristics of students' social skills that must be possessed in order to live in the era of revolution 4.0, namely: self-recognition, knowing emotions, empathy, sharing, helping, cooperative skills, and communication".

Adolescents' failure to master social skills will cause them to find it difficult to adjust to the surrounding environment so that it can cause a sense of inferiority, exclusion from society, and tend to behave negatively, such as antisocial behavior, bullying, and even committing violent acts. These behaviors are very far from the government's goal in planning an independent curriculum, especially the Pancasila Student Profile, which in these dimensions is made with the aim that students have noble morals, act in accordance with applicable norms and rules, care for others and the environment, be creative, independent, and have global diversity.

Among secondary students, especially at SMA Negeri 1 Kalianda, the symptoms of social phenomena are seen in the daily behavior of students. Individualistic attitudes, egoism, indifference, inability to control oneself against aggressive behavior, lack of sense of responsibility, lazy communication and interaction or low empathy are phenomena that show the absence of social values in daily life as social beings. A pre-research survey was conducted by researchers on Monday, March 6, 2023 by providing questionnaires to class X students and interviewing a teacher who teaches economics subjects in class X, namely Mrs.

Yulina, S.Pd related to the social skills of class X students. The aspects of these indicators refer to the opinion put forward by Jarolimek (1993:9) are as follows:

Ye s	Social Skills Aspects		50 Students (X.1-X.10)	
		Indicators	Who implements	%
1	<i>Living and wroking together; taking truns, respencing the ringhts of others; being socially sensitive.</i>	Work well together in study groups,	10	20%
		Mingle with friends of different religions, ethnicities, and races,	15	30%
		Appreciate the strengths and weaknesses of friends.	18	36%
2	<i>Learning self-control and slef-direction</i>	Don't intimidate friends	20	40%
		Comply with the rules in the school,	10	20%
		Refrain from speaking rude or dirty	8	16%
		Responsible for doing independent tasks	12	24%
3	<i>Sharing ideas and experience with other</i>	Dare to express your opinion,	6	12%
		Dare to give a good response.	8	16%

From table 1.1, namely the preliminary research questionnaire, it can be seen that only 20% of the total 50 students who have carried out the sub-indicator are able to work well together in the study group, then in the sub-indicator Mingling with friends of different religions, ethnicities, and races, who carry out is 60% of the total 50 people, then in the sub-indicator Respecting the strengths and weaknesses of friends. Those who carried out as many as 70% of 50 people, then in the sub-indicator Do not intimidate friends who carried out were as many as 40% of the total 50 people. Then in the sub-indicator Obeying existing regulations in schools that carry out as much as 20% of the total 50 people, then

in the sub-indicator Restraining not to speak rude or dirty which carries out only 16% of the total 50 people, then in the sub-indicator Responsible in doing independent tasks that have carried out 24% of the total 50 people, Furthermore, there is a sub-indicator that dares to express an opinion that has been implemented by only 12% of the total 50 people, the last sub-indicator is the courage to give a good response, to this sub-indicator, which has implemented only 16% of the total 50 people. Looking at the results of the questionnaire, it can be concluded that the indicators of social skills in students, especially in the sub-indicators of Obeying the rules in schools, Refrain from saying rude or dirty words, Dare to express opinions, and dare to give good responses are still relatively low because there are still a small number of those who have implemented these sub-indicators.

RESEARCH METHODS

In this study, the approach used is a qualitative approach. Qualitative research is a research paradigm to describe events, behaviors of people or a situation in a certain place in detail and in depth in the form of a narrative. According to Sugiyono, qualitative research is research that aims to research objects that are natural (non-experimental). Researchers in qualitative research are positioned as key instruments.

Strauss & Corbin (2015) stated that qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. For example, it can be in the form of research on a person's life, history, and behavior, as well as about the role of organizations, social movements, or mutual relationships. Creswell (2015) stated that qualitative research begins with the assumption and use of an interpretive/theoretical framework that shapes or influences the study of research problems related to the meaning imposed by individuals or groups on a social or human problem.

The researcher also uses a type of phenomenological research. Phenomenology is a research strategy that identifies the essence of various human experiences about certain phenomena. The reason the researcher uses this approach is because in this study it examines a phenomenon, namely students' social skills. So it requires researchers to dig up data by conducting in-depth interviews with research informants, as well as by making direct observations of how the research object interprets the experience to others. So the purpose of phenomenological research used in this study is to understand the phenomenon of students' social skills in the context of strengthening the profile of Pancasila students. Therefore, researchers must be able to be involved in the research environment to be able to describe comprehensively and in-depth the analysis of students' social skills in the context of strengthening the profile of Pancasila students at SMA N 1 Kalianda.

RESULTS AND DISCUSSION

Social skills are actions that are learned and applied by individuals in the context of interaction between humans to gain or maintain recognition from their environment. Therefore, social skills are not inherent talents from birth, but the result of the learning process. This process involves learning from parents as the closest person to the child, as well as learning from peers and the community environment (Agusniatih & Manoepa, 2019).

The formation of students' social skills is closely related to the environment in which they interact, both formally at school and informally in their playing environment. Parents and teachers alike have an important role in shaping a student's social skills, the goal is for a student to be able to successfully adapt socially and be able to develop socially acceptable behaviors in the surrounding environment.

SMA Negeri 1 Kalianda has implemented the Merdeka curriculum for all levels. The goal is not only to follow the development of the existing curriculum, but also to realize holistic and contextual student learning so that learning is more useful and meaningful for students. In addition, the focus of the Independent Curriculum is on the development of social skills, character and competencies of students, which skills will be needed by students to face challenges and achieve success in various aspects of life.

The main purpose of this study is to find out how the condition of students' social skills, especially class X at SMA Negeri 1 Kalianda, as well as how students' social skills are in the context of strengthening the profile of Pancasila students. The results of the observation about students' social skills can be described as follows:

a. *Living and working together; taking turns; respecting the rights of others; being socially sensitive.* The indicators studied include:

1. Work well together in study groups.

Based on the findings of researchers at SMA Negeri 1 Kalianda regarding the indicators of students wanting to cooperate well in the study group, it can be concluded that the state of students in this aspect can be described or said to be in quite good circumstances but needs a lot of improvement. This situation is influenced by several factors found during observation, seeing that among them students do not understand the content of the material and are embarrassed to ask questions to teachers or friends so that they tend to be less active in group activities. There are also students who are too active in taking a role in the study group so that they do not want to listen to their friends' opinions or even want to work alone, so that this causes other students not to play an active role in group activities. These factors cause

unequal circumstances between students and each other in the development of social skills on indicators of working well together in the study group. In fact, the development of these skills teaches students the skills of cooperation and collaboration between students and each other in the group. Group work in learning can be useful for improving communication skills, understanding and collaborating with others, developing critical thinking, respecting the opinions of others and so on so that the effect can affect the achievement of other students. The same thing was also conveyed by Eka Kurnia Wati et al (2020), he revealed that one of the aspects that is very important for students is the cooperation aspect, because with the cooperation of students it will be easier to achieve the abilities of other social skill aspects. And students can easily do learning activities in class with other students.

2. Mingle with friends of different religions, ethnicities, and races

Based on the findings of researchers at SMA Negeri 1 Kalianda, the indicators of students being able to blend in with friends of different religions, ethnicities, and races, can be described or said to be in very good condition. The importance of social skills in the aspect of students being able to blend in with friends of different religions, ethnicities, and races is something that must be achieved because all students must have an attitude of tolerance as an extraordinary ability in building circumstances or relationships with each other. Tolerance is one of the foundations for the unity of diversity of religions, tribes, races, beliefs, and so on. This situation can be seen when observed, the students seem to be very easy to get along with anyone, both different social circumstances, religions, tribes and traits. Even in terms of group work or discussions, he doesn't choose with him who sits down and discusses. This means that in teaching tolerance attitudes have been conveyed well to students, this is a good thing and must be maintained. Conger said that everyone who has intrapersonal ability, interpersonal ability, and high academic ability, will easily adjust to their environment. Such a person will have a high spirit of life, give a lot of creative ideas, be optimistic in achieving his goals, be full of confidence, and have a high sense of humor. This statement is strengthened by the opinion of Nuswantari (2019). A person who has an understanding and mastery of the values of tolerance can support the achievement of his social skills, social skills and tolerance have a direct proportional nature, meaning that a person who has an attitude of tolerance, then a person also has high social skills, on the other hand, a person who has a low tolerance attitude, then his social skills are also low.

3. Appreciate the strengths and weaknesses of friends

Based on the findings of researchers at SMA Negeri 1 Kalianda related to the indicators of students being able to appreciate the strengths and weaknesses of friends, it can be concluded that the state of students in appreciating the strengths and weaknesses of friends can be described or said to be in good condition. The ability of students to appreciate the strengths and weaknesses of friends is very important for students to have as a form of social

skills. Because, seeing that there is a significant difference between students who are able to appreciate the strengths and weaknesses of their friends, and students who cannot appreciate the strengths and weaknesses of their friends. Students who tend to respect others, these students are seen to have harmonious relationships with their friends. While students who do not respect their friends, the student often gets into conflict with their friends. Mutual respect between friends can create a tolerant attitude that will make one's relationship with others harmonious. The results of the research conducted by the researcher are supported by a study conducted by Mu'tadin (2013) which states that the development that adolescents must master in order to have good social skills is to establish communication with others, listen to other people's opinions, respect others' self, be willing to accept input, and act according to applicable norms and rules.

b. Learning self-control and self-direction . The indicators studied include:

1. Don't intimidate friends

Based on the findings of researchers at SMA Negeri 1 Kalianda regarding the indicator that students do not intimidate friends, it can be concluded that the student's state in this case can be described or said to be in good condition. The importance of character education is instilled in students so that students have a character that is in accordance with the expectations of the nation and state and is reflected as morals in religious life. Good character instilled in students will prevent bullying attitudes between others that can cause unexpected disputes. Based on observations made by the researcher for approximately two months from August-September, the researcher has never found any students who imitate their friends, let alone commit acts of bullying, this shows that the character education that has been carried out at SMA Negeri 1 Kalianda has gone well. The absence of bullying or bullying behavior shows that social skills at SMA N 1 Kalianda can be said to be good. Because of the low social skills a person will lead him in aggressive behavior. The researcher's opinion is strengthened by the results of Malti's (2006) research that states that aggressive behavior correlates with low skills in students.

2. Comply with the rules in schools

Based on the findings of researchers at SMA Negeri 1 Kalianda regarding the indicator of students complying with the regulations in schools, it can be concluded quite well. This is because when the researcher made observations, there were still students who had not complied with the rules set by the school, such as not dressing according to those set by the school, for example not wearing a ciput or inner hijab for female students, wearing shoelaces that were not black, not wearing belts and so on. It is not uncommon for researchers to see students who arrive late at the beginning of learning or after breaks. School regulations function to support the implementation of the educational process so that it runs smoothly. Students who adhere to school regulations have a great chance of succeeding in their studies and getting satisfactory learning outcomes. This is in accordance with the opinion expressed by Arikunto (2002) he stated that without

awareness of the need to implement predetermined rules, teaching is impossible to achieve the target. This happens because school regulations play a role in determining students' success in learning.

3. Refrain from speaking rude or dirty

Based on the findings of researchers at SMA Negeri 1 Kalianda related to the indicator that students are able to resist not to speak rude or dirty, it can be concluded that the state of these aspects can be described or said to be in a bad state. Because when researchers make observations at school, it is not uncommon for researchers to hear words that are actually rude and inappropriate but made as if the words are normal. For example, the word *animal* in the context of mocking someone and so on. Thus, students who have good social skills are not enough if the student is unable to restrain his speech. This is important considering that speech is a means of communication to form relationships between students. If his speech is not controlled, then there will be no relationship that can be formed by him. Maintaining speech is also important in the interaction process to maintain the feelings of other friends. If students say rudely, it will result in the interaction process between students being not good. Poor interaction will have an impact on the disharmonious relationship between one student and another and will have an impact on the gap in life together. In line with what Inah (2015) said, life between humans takes place in various forms of relationships and in various circumstances, without the process of interaction in life, it is impossible for humans to live together.

4. Responsible for doing independent tasks

Based on the findings of researchers at SMA Negeri 1 Kalianda regarding the indicator of students being responsible for doing independent tasks, it can be concluded that the state of these aspects can be described or said to be in a fairly good state. Some students are able to take responsibility for doing the assignments given by the teacher independently, but some only copy the answers from their friends. In fact, student learning independence is seen in the ability of students to complete tasks given by teachers, and helped by information from the internet or other social media, in doing assignments, students are increasingly encouraged to always work both in groups and independently. Agusniatih & Manoepa (2019) stated that the success of the application of students' social skills can be seen in student behavior. One example is listening attentively as the teacher explains the topic, completing schoolwork well, obeying the teacher's instructions, and behaving according to the rules of the class. Cardella and Merrel also argue that students' social skills are said to be good if they can be responsible for doing individual tasks and carrying out the teacher's directions well.

c. *Sharing ideas and experience with others* . The indicators studied include:

1. Dare to express your opinion

Based on the findings of researchers at SMA Negeri 1 Kalianda related to the indicator of students daring to express their opinions, it can be concluded that the situation in this aspect can be described or said to be in a fairly good state. The aspect of student success in learning can be influenced by the

attitude of students who are able to show confidence in the learning process, including in discussing and expressing opinions. The teacher always gives an assessment to the student in the process, students who have high confidence will get their own assessment from the teacher. Students who have a good level of confidence will be active in the learning process. This is certainly not in accordance with the aspect of *sharing ideas and experience with others* conveyed by Jarolimek, he stated that a person's social skills can be said to develop if a person dares to express an opinion, dare to propose and offers to explain what he conveys. Meanwhile, in the study, it was found that students were not active in expressing their opinions, this was not because students did not understand or did not understand the material, but because they were not confident to express their opinions during learning. The importance of fostering confidence in students so that they grow creative and enjoy working independently. This is conveyed by (Yaumi & Ibrahim, 2013) in his theory that a student's intrapersonal intelligence will make them have great confidence so that they are happy to work based on their own program.

2. Dare to give a good response

Based on the findings of researchers at SMA Negeri 1 Kalianda regarding the indicator of students daring to give a good response, it can be concluded that the state of students in giving responses can be described or said to be in a fairly good state. Such a level of value must be improved again so that students who are active and brave to pour out their ideas to their friends are achieved. Of course, this is useful for these students to awaken their social skills that will later be useful in the life of the nation and state. A sense of self-distrust to give a good response is still found in this aspect. So that the need for mental education is re-energized to increase the confidence of students so that they are able to make a positive contribution in learning. As said by (Marjanti, 2015). That confidence is the courage to face challenges because it gives an awareness that learning from experience is much more important than success or failure. Self-confidence is important for participating in public life, just as when joining a society in which you are involved in an activity or activity, self-confidence increases the effectiveness of activities or activities.

Based on the results of interviews with class X students who became informants, student social skills data were obtained which were presented in the form of a recapitulation of the interview results.

Indicator Social skills	Sub indicator s	Informant						Justification
		DA F	JN	MRP	IP	AW Z	ZF	
<i>Living and</i>	Work well together	Good	good	Enough	Good	enough	Good	Overall, the <i>Living and</i>

<i>working together</i>	in study groups							<i>working together indicator</i> can be said to be good. This means that students are able to cooperate with their friends and also do not discriminate between friends
	Mingle with friends of different religions, ethnicities, and races	good	good	Good	Good	good	Good	
	Appreciate the strengths and weaknesses of friends	Good	good	Good	Good	good	good	
<i>Learning self-control and self-direction</i>	Not spying on friends	Good	good	Good	Good	good	good	<i>In the indicators of learning self-control and self-direction</i> , especially in self-control such as obeying rules, refraining from saying rude or dirty things and also responsibility for independent tasks are still not fully good
	Comply with the rules in schools	Good	good	Enough	Good	enough	enough	
	Not saying rude or dirty	Good	Squirt up	enough	Good	Squirt up	Enough	
	Responsible for doing independent tasks	Good	good	enough	Good	Squirt up	Good	
<i>Sharing ideas and experience</i>	Dare to express your opinion.	Good	Squirt up	enough	Good	enough	enough	On the indicator <i>Sharing ideas and</i>

<i>e with others</i>	dare to give a good response	Good	Kurang	less	Good	enough	Less	<i>experience with others is still not fully good, out of 6 students, only 2 people already have the courage and habit to express opinions and give responses.</i>

Source: Interview results in August-September 2024

Based on the table above, it can be concluded that the social skills that have developed at SMA Negeri 1 Kalianda are in the sub-indicators of working well together in study groups, mingling with friends of different religions, ethnicities, and races, respecting the strengths and weaknesses of friends and not intimidating friends. This can be categorized as good because it has reached the predetermined indicators. This achievement means that students have reached the *learning to know* stage, then *learning to do*. Students have also come to the aspect of *learning to be* (learning to be an expert) because they have carried out social care behaviors in daily life. However, these achievements still need to be strengthened so that these skills are firmly attached to students and are not only reflected in P5 activities.

Through the implementation of strengthening the profile of Pancasila students, especially in the application of the 4 dimensions of P5, namely noble character, global diversity, mutual cooperation, and independent dimensions, students experience significant development in social skills. The social skills in question are as follows:

1) Communication skills

Students show significant improvements in speaking skills, tolerance, respect for others, listening, and sharing information. They learn to communicate effectively to achieve common goals, responding to the *principle of "Living and working together"*. In the indicators initiated by Jerolimek (1993), active interaction in working on the P5 project enriched their ability to convey ideas and understand the views of classmates. This is consistent with the findings of a study conducted by Trisoni et al., (2022) Exploring the impact of the implementation of P5 (Pancasila Student Profile Project) in the context of the Independent

Curriculum on student skills, with an emphasis on the 4C skills: cooperation, creativity, critical thinking, and communication.

2) Collaboration Skills

Students are actively involved in the collaborative process, creating a shared learning atmosphere. The principle of *"Taking turns"* is reflected in how students support each other and collaborate to achieve common goals. In working on the P5 project, there are various challenges that students need to face in order to achieve the final goal of the project. By working together or collaborating, they will gain a deep understanding of the meaning of cooperation and feel satisfaction from the results of collaboration. Wijayanti & Muthali'in, (2023) said that the Pancasila Profile Strengthening Project (P5) emphasizes two crucial dimensions, namely Global Diversity and Collaborative Teamwork. In this context, P5 prioritizes fundamental values such as mutual cooperation, creating a solid foundation for the development of deep understanding and active involvement of students in facing the challenges of global diversity.

3) Interpersonal Skills

Through P5 activities, students have succeeded in building positive interpersonal relationships and mutual respect for each other. They create an inclusive learning community, which reflects the principle of *"Being socially sensitive"*. This positive interaction creates an atmosphere that supports personal growth such as growing empathy, and being able to control oneself against bad deeds.

4) Conflict Management Skills

Project activities will bring up differences of opinion, allowing students to develop conflict management skills. Masthuri (2025) said in his research that in coexistence with society, it is impossible to avoid such a thing as conflict. However, in a society that prioritizes harmony, they will manage existing conflicts so that they do not become bigger problems. Realizing this, people who prioritize the achievement of harmony will try to maintain their words, be careful in their speech, and maintain their behavior. By applying the principle of *"Learning self-control and self-direction"*. Students are able to speak, understand different points of view, and resolve conflicts in a constructive way.

Based on the above explanation, it can be concluded that the use of the Pancasila Student Profile Strengthening Project (P5) can indeed help develop students' social skills very well, because students do not only learn the material but students are invited to go directly into the field and apply important points in the dimension of the Pancasila student profile. Not only will the social skills of working together with students in the classroom develop, but students will become easier to blend in with other class students because they are used to activities that involve group or team cooperation.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded as follows:

1) Social skills in this study include three aspects of social skills, namely: (a) *Living and working together; taking turns; respecting the rights of others; being socially sensitive*. In this aspect, it is already in a very good state, because students are able to work together, are able to blend in with friends of different religions, ethnicities and races, and are able to appreciate the strengths and weaknesses of friends. (b) *Learning self-control and self-direction*. In this aspect, it can be said that it is quite good, because there are still students who have not complied with the existing rules at school, have not been able to refrain from saying rude or dirty things, and have also not been able to take responsibility for doing independent assignments. (c) *Sharing ideas and experience with others*. In this aspect, it can be categorized in quite good circumstances, because there are still many students who have not been able to express their opinions and give responses when there is a discussion in class, many of the students who have to be told first and then finally want to express their opinions or give responses.

2.) Social skills in the context of strengthening the Pancasila student profile are as follows: (a) Communication skills. Students show significant improvements in speaking skills, tolerance, respect for others, listening, and sharing information. They learn to communicate effectively to achieve common goals, responding to the principle of "*Living and working together*". In the indicators initiated by Jerolimek (1993), active interaction in working on the P5 project enriched their ability to convey ideas and understand the views of classmates. This is consistent with the findings of a study conducted by Trisoni et al., (2022) Exploring the impact of the implementation of P5 (Pancasila Student Profile Project) in the context of the Independent Curriculum on student skills, with an emphasis on the 4C skills: cooperation, creativity, critical thinking, and communication.

(b) Collaboration Skills. Students are actively involved in the collaborative process, creating a shared learning atmosphere. The principle of "*Taking turns*" is reflected in how students support each other and collaborate to achieve common goals. In working on the P5 project, there are various challenges that students need to face in order to achieve the final goal of the project. By working together or collaborating, they will gain a deep understanding of the meaning of cooperation and feel satisfaction from the results of collaboration. Wijayanti & Muthali'in, (2023) said that the Pancasila Profile Strengthening Project (P5) emphasizes two crucial dimensions, namely Global Diversity and Collaborative Teamwork. In this context, P5 prioritizes fundamental values such as mutual cooperation, creating a solid foundation for the development of deep

understanding and active involvement of students in facing the challenges of global diversity.

(c) Interpersonal Skills. Through P5 activities, students have succeeded in building positive interpersonal relationships and mutual respect for each other. They create an inclusive learning community, which reflects the principle of *"Being socially sensitive"*. This positive interaction creates an atmosphere that supports personal growth such as growing empathy, and being able to control oneself against bad deeds.

(d) Conflict Management Skills. Project activities will bring up differences of opinion, allowing students to develop conflict management skills. Masthuri (2025) said in his research that in coexistence with society, it is impossible to avoid such a thing as conflict. However, in a society that prioritizes harmony, they will manage existing conflicts so that they do not become bigger problems. Realizing this, people who prioritize the achievement of harmony will try to maintain their words, be careful in their speech, and maintain their behavior. By applying the principle of *"Learning self-control and self-direction"*. Students can speak, understand different points of view, and resolve conflicts in a constructive way

BIBLIOGRAPHY

Abdullah, Sani R. 2014. Scientific Learning for the Implementation of the 2023 Curriculum. Jakarta. Bumi Aksara

Agusniatih, Andi and Jane M Manopa. 2019. Early childhood social skills (development theory and methods). Tasikmalaya: edu publisher

Arikunto, Suharsimi. 2010. Research Procedure A Practical Approach. Jakarta: Rineka Cipta

Corbin, J.M., & Strauss, A.L. (2015). Basic of Qualitative research : techniques different measures. In public administration.

Creswell, J.W. (2025). Qualitative Research and Research Design: Choosing between five approaches. Yogyakarta: student library.

Jerolimek, Parker (1993). Social studies competencies and skill learning to teach as an intern: New York. Machmilan Publishing co.in

Ministry of Education and Culture. (2020). Circular Letter Number 4 of 2020. Pancasila Student Profile. Ministry of Education and Culture of the Republic of Indonesia

Marjanti, S (2015). Efforts to increase confidence through group counseling for students X IPS 6 SMA 2 Bae Kudus. *Journal of Gusjigang Counseling*, 1(2),pp,1-11

Maryani, Enok and Helius Syamsudin. 2009. Development of social studies learning programs to improve social skills competencies. *Research journals*. 9(1).2

Murhalimah siahaan, Rusmaliyah. Social skills in education in the era of revolution 4.0. *University of Pennsylvania* 3. (2019): 362

Nuswantari. 2019. Improving the social skills of junior high school students through learning the values of tolerance. *Journal of Pancasila and Citizenship* Vol.4

Pujiati, Nurdin and Wardani.2022. Analysis of Collaborative Skills of Social Science Students at the University of Lampung. *Journal of education, humanities and social sciences (JEHSS)*. Vol 4, No. 3

Suryani Renni, Sudjarwo, & Pujiati. 2020. IMPLEMENTATION OF THE LEARNING TOGETHER TO IMPROVE THE SOCIAL SKILLS. *Journal of Social Studies* Vol 8, No 1 (2020)

Thalib, S.B. 2010. *Educational Psychology Based on Empirical Analysis*. Kencana Prenada Media Group. Jakarta

Triniling and Fadel. 2009. 21st century skills: learning for life in our times. Jossey Bass: USA

- Trisoni, R., Mahmud Yunus Batusangkar, U., & Naskah, H. (2022). Edu Cendikia: Scientific Journal of Education Contribution of 4c Skills to the Project of Strengthening Pancasila Student Profiles in the Independent Curriculum. *Edu Cendikia: Scientific Journal of Education*, 3
- Wijayanti, N. D., & Muthali'in, A. (2023). Strengthening the Global Diversity Dimension of Pancasila Student Profiles through Pancasila and Citizenship Education Learning. *Educatio: Journal of Educational Sciences*, 18(1)
- Yaumi, M., & Ibrahim, N. (2013). Multiple intelligence-based learning. Jakarta: Kencana