

## Implementation of the Pancasila Student Profile Strengthening Project Against Changes In Students' Social Behavior at Smpn 1 Seputih Banyak

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### ABSTRACT

The Merdeka Curriculum launched in 2021 by the Ministry of Education and Culture aims to provide a flexible and creative learning space for students. In the midst of the high unemployment rate in Indonesia, which will reach 7.20 million people in February 2024 according to BPS, the lack of entrepreneurship is one of the main causes. For this reason, the introduction of entrepreneurship from an early age is important to form an entrepreneurial character in students. SMP Negeri 1 Seputih Banyak see an opportunity to integrate entrepreneurship education into social studies learning through the implementation of the Pancasila Student Profile Strengthening Project. This project has the potential to change students' social behavior through direct experience of running business projects that foster values such as mutual cooperation, independence, and creativity. The practice involves real activities such as business identification, business planning, and evaluation, so that students not only understand the theory, but also internalize the values of Pancasila contextually. The success of this project is influenced by the meaningful design, the role of teachers, school support, and student engagement. However, limited facilities, teacher understanding, and external support are challenges that must be overcome to achieve optimal implementation success.

## INTRODUCTION

Education has a central role in shaping the character and competence of students to be able to face the challenges of life in the present and future. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. In this context, education is not only a transfer of knowledge, but also a forum for the formation of relevant personality, moral values, and life skills.

In an era of increasingly competitive and complex globalization, intellectual abilities alone are no longer enough to guarantee one's success in society. Social skills such as effective communication, teamwork skills, and leadership are becoming increasingly important in shaping individuals who are not only academically intelligent, but also adaptive and able to collaborate. Unfortunately, various observations and studies show a tendency to decline in students' social skills at various levels of education. This phenomenon can be seen from the low participation of students in group activities, the lack of ability to express opinions effectively, and the lack of initiative in taking the role of leader. This is a serious concern in the world of education because it can have a direct impact on the readiness of the younger generation to face social and professional challenges.

In response to this challenge, the Indonesian government implemented the Independent Curriculum as a new approach that provides space for students to develop more holistically. One of the main components in this curriculum is the Pancasila Student Profile Strengthening Project, which aims to strengthen the character and skills of students based on the noble values of Pancasila. The Pancasila Student Profile Strengthening Project not only emphasizes cognitive aspects, but also affective and psychomotor aspects through project-based learning activities that are contextual and relevant to daily life. In its implementation, there are several selected themes that schools can use, one of which is the theme of entrepreneurship.

The theme of entrepreneurship in the Pancasila Student Profile Strengthening Project provides space for students to develop an innovative spirit, social responsibility, and the ability to design and run a business project collaboratively. Through this activity, students not only learn about business concepts, but also hone important skills such as communication, leadership, cooperation, and problem solving. This is in line with the ideas of education experts such as Vienna Sanjaya who emphasize the importance of project-based learning in fostering active student engagement and collaborative ability to solve real challenges.

Social Sciences (IPS) is one of the subjects that has great potential to integrate the theme of entrepreneurship in the Pancasila Student Profile

Strengthening Project. This is because social studies not only contains theoretical knowledge about society, economics, and culture, but also opens up space for discussion and cooperation that fosters students' social skills. Through the combination of social studies lessons and entrepreneurship projects, the learning process becomes more meaningful, contextual, and encourages students to actively and reflectively engage with the social issues around them.

SMP Negeri 1 Seputih Banyak, located in Central Lampung Regency, is one of the schools that has implemented the Independent Curriculum as a whole since the 2023/2024 school year, especially for grade VIII. The school sees great opportunities in utilizing the potential of the surrounding environment such as local agricultural products, handicrafts, and culinary products as the basis for the development of student entrepreneurship programs. Through this approach, students are involved in the process of problem identification, business planning, production, and product marketing. The activity not only trains students in the technical aspects of entrepreneurship, but also strengthens their interpersonal and collaborative skills.

In addition, the report from the education report card of SMP Negeri 1 Seputih Banyak in 2024 shows a decline in learning quality indicators, including in aspects of psychological support and learning methods. This shows the need for more innovative and relevant learning strategies to improve the learning atmosphere that supports students' emotional and social engagement. The implementation of entrepreneurship projects based on the Pancasila Student Profile Strengthening Project is a strategic step that can answer these needs while strengthening the achievement of national education goals.

In its implementation, the success of programs like this is greatly influenced by the readiness of human resources, in this case teachers as the main facilitator of learning. Teachers must be able to direct students to work collaboratively, explore their potential, and develop social skills and character through the projects implemented. Law Number 14 of 2005 affirms that teachers are professional educators who are responsible for teaching, guidance, and assessment of students. Therefore, it is important to ensure that teachers have adequate understanding and skills in implementing project-based learning approaches.

From this presentation, it can be seen that the project-based learning approach through the theme of entrepreneurship in the Pancasila Student Profile Strengthening Project is one of the concrete solutions in overcoming the decline in students' social skills. This research is focused on examining the implementation of the project at SMP Negeri 1 Seputih Banyak, as well as its influence on changes in students' social behavior in aspects of attitudes and behaviors.

The purpose of this study is to analyze how the implementation of the Pancasila Student Profile Strengthening Project in the field of entrepreneurship in social studies learning can contribute to improving students' social skills, as

well as identify the supporting and inhibiting factors that play a role in the successful implementation of the project in the school environment.

## **RESEARCH METHODS**

This study uses a qualitative approach with a case study method. This approach was chosen because it allows researchers to deeply understand the implementation process of the Pancasila Student Profile Strengthening Project and its impact on changes in students' social behavior. The qualitative method is based on the philosophy of postpositivism which emphasizes the understanding of social reality in a holistic and contextual way. In this method, the researcher acts as a key instrument that is directly involved in the data collection process through observation, interviews, questionnaires, and documentation. The data obtained were analyzed inductively and interpreted based on meaning, not numbers, so that the results of the study emphasized the depth of understanding rather than generalization.

The location of this research was carried out at SMPN 1 Seputih Banyak, Central Lampung Regency. The selection of locations was carried out purposively based on its relevance to the research topic. This school is one of the educational institutions that is implementing the Pancasila Student Profile Strengthening Project, so it is expected to provide relevant and contextual data. In addition, the availability of informants directly involved in the project, such as teachers and students, provides easy access to dig up in-depth information from various perspectives. Institutional support, both from school principals, teachers, and education staff, is also an important consideration in choosing a location. The ease of access to transportation and the school's openness to research activities also support the smooth implementation of this research.

The subjects in this study consisted of principals, teachers, and students of SMPN 1 Seputih Banyak. The number of teachers who were used as data sources was three people from various fields of study. These teachers were selected for their involvement in the planning and implementation of the Pancasila Student Profile Strengthening Project. Meanwhile, the students who became respondents amounted to 29 people from the class directly involved in the Pancasila Student Profile Strengthening Project activities. The sample selection technique is carried out purposively, which is based on the consideration of direct involvement in the project. Some teachers and students were selected for in-depth interviews, while others filled out questionnaires as supporting data.

Data collection was carried out using several techniques, namely observation, interviews, questionnaires, and documentation. Observations were made to see firsthand the implementation of project activities and student behavior while participating in activities. In-depth interviews were conducted with principals, teachers, and students to explore their perceptions about the implementation of the Pancasila Student Profile Strengthening Project and its impact on student attitudes and behaviors. Questionnaires are given to teachers

and students to obtain simple quantitative data on changes in social behavior. In addition, documentation such as activity photos, field notes, and school documents are used to reinforce the data from observations and interviews.

The instruments used in this study consisted of the researcher himself as the main instrument, interview guidelines, observation sheets, and documentation tools. Researchers as the main instrument function to dig up data directly in the field and interpret the meaning of the findings. Interview guidelines are used to maintain consistency in the interview process with informants. Observation sheets are used to systematically record phenomena that occur during the implementation of the project. Meanwhile, documentation serves to record visual and written data as supporting evidence.

The variable in this study is a change in students' social behavior which includes communication skills, cooperation, leadership, and social responsibility. Communication skills refer to how students convey ideas, listen, and respond in social interactions. Collaboration reflects students' ability to work in teams, help each other, and share roles. Leadership is measured by the student's initiative in directing the group and taking responsibility. Meanwhile, social responsibility shows students' awareness and empathy in interacting with their social environment. These indicators are used to measure the extent to which the Pancasila Student Profile Strengthening Project contributes to the development of student attitudes and behaviors.

The collected data was analyzed using qualitative descriptive analysis techniques that included three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by summarizing and filtering the most relevant data according to the focus of the research. The presentation of data is carried out in the form of narratives and tables to facilitate understanding. Conclusions are drawn based on the patterns of findings that emerge from the data, and the conclusions are continuously verified throughout the data collection process to ensure their validity.

The validity of the data in this study was obtained through triangulation techniques, both triangulation techniques and source triangulation. The triangulation technique was carried out by combining data from interviews, observations, questionnaires, and documentation. Meanwhile, source triangulation is carried out by comparing information from various informants, namely school principals, teachers, and students. The validity of the data is also maintained through re-checking and discussions with informants to ensure the correctness of the data collected.

The flow of this research starts from a preliminary study that aims to understand the context and problems in the field. The next stage is the identification of problems focused on the importance of implementing the Pancasila Student Profile Strengthening Project and the reduction of students'

social skills. After that, the researcher formulates the research objectives and problems, then conducts a literature review to support the theories and concepts used. The researcher compiles a conceptual framework as the basis for the analysis and establishes the research method used. Data was collected through observations, interviews, questionnaires, and documentation, and then analyzed systematically to find important themes. Furthermore, the researcher interprets and discusses the results, as well as draws conclusions and suggestions based on findings in the field.

## **RESULTS AND DISCUSSION**

This paper aims to analyze and examine the implementation of the Pancasila Student Profile strengthening project in an effort to change the social behavior of students at SMPN 1 Seputih Banyak. The main focus of this study is to understand the extent to which the values contained in the Pancasila Student Profile can affect students' social attitudes and behaviors, as well as how the implementation of the program can strengthen students' character based on Pancasila values.

**Students' Circumstances Before Project Implementation** Based on direct observation in the classroom environment, school yard, and students' daily activities, the researcher noted that students' social behavior showed indications of a lack of appreciation for Pancasila values. Lack of Social Concern, Individualistic Attitude and Lack of Mutual Cooperation, Lack of Tolerance in Association, Low Discipline.

**Early School Conditions**, school conditions show efforts towards a conducive environment, but still face various limitations in creating a school culture that supports the internalization of Pancasila values as a whole. Based on the results of observations, the following conditions were noted by the researchers: Lack of Educational Facilities for Character Building, Lack of Strong Collaboration with Parents and Community, and Unstructured Social Behavior Evaluation

**Students' Social Attitudes and Behaviors Before Project Implementation.** Based on the results of data collection through questionnaires and interviews with 29 students, 3 teachers, and 1 principal at SMPN 1 Seputih Banyak, it was obtained that the condition of students' attitudes and social behaviors before the implementation of the Pancasila Student Profile Strengthening Project (P5) was still not optimal.

In the aspect of social communication, as many as 21 out of 29 students (75%) admitted to feeling embarrassed or hesitant when expressing opinions in public, especially in class discussions. Their social interactions tended to be limited to close friends only, and 9 students (32%) had used coarse or sarcastic language while joking. All three teachers stated that students generally lack confidence and show less effective communication in group work. The principal

said that communication has not been the main focus in character development because the priority is still on academic achievement.

In terms of cooperation, 19 students (68%) felt burdened when working in groups because teammates were not actively contributing. Only 6 students felt comfortable working together. The three teachers said that when group assignments are given, often only one or two students are actively working, while the others are passive. The principal assessed that the culture of mutual cooperation of students is still weak and has not been built through a collaborative learning model.

In the leadership aspect, as many as 24 students (86%) had never been a group leader or led an activity, and preferred to become a member due to lack of confidence. Only 4 students admitted that they were often trusted to lead. The teacher stated that students tended to be passive and did not show initiative, while the principal admitted that there was no structured leadership development program.

Meanwhile, in terms of sense of responsibility, 17 students (61%) admitted that they often delayed or did not complete assignments on time. Only 10 students carried out class picket duties consistently. Teachers observed that many students did not have a sense of responsibility, both for schoolwork and environmental cleanliness. The principal added that there is no effective reward or evaluation system to foster responsible habits among students.

From the overall data obtained, it can be seen that:

- a. The process of strengthening character in schools has not been systematically and comprehensively designed.
- b. Pancasila values such as mutual cooperation, deliberation, responsibility, and confidence have not been internalized in students' daily lives.
- c. Schools have not facilitated students with habituation programs, teacher exemplarization, and hands-on experiences that shape real social skills.
- d. Teachers and principals are aware of the importance of change, but do not yet have consistent measurement tools and operational strategies in the process of character building.

### ***Project Implementation and Its Impact on Changing Student Attitudes and Behaviors***

#### **Early Stage: Understanding Values and Character**

The socialization activity of the Pancasila Student Profile Strengthening Project was carried out as a strategic first step in introducing the concept, objectives, and implementation of the character strengthening project to all students, especially grade VIII students who are the main target of the project implementation. This activity was carried out face-to-face in classrooms and school halls, with a communicative, participatory, and building spirit of togetherness between teachers and students.

The socialization activities of the Pancasila Student Profile Strengthening Project play a role as an initial trigger for positive changes in students and are able to grow:

- a. The spirit of learning national values,
- b. A change in attitude that is more caring and responsible
- c. Social skills such as communication and collaboration

### **Planning Stage: Idea Formulation and Teamwork**

The group formulated small business ideas based on local potential. This activity has the purpose of stimulating the entrepreneurial spirit from an early age, introducing economic potential in the environment around schools and student residences, and instilling and internalizing the noble values contained in the Pancasila Student Profile. Task Distribution and Production Plan. Each student will identify and take on roles that suit their interests, talents, and abilities, as well as draw up a structured production plan. The Production Plan Preparation stage starts from Product/Service Planning, Production/Operational Process Planning, Promotion and Marketing Planning, Financial Planning, Activity Schedule Preparation, and Production Plan Documentation

### **Values of the Dimension of Pancasila Student Profiles Reflected**

- a. Faith, Fear of God Almighty, and Noble Character  
Through responsibility for duty, honesty, and fairness in group work, students are trained to develop personal and social morals. In addition, good planning and wise management of resources reflect gratitude to God for all His gifts.
- b. Global Diversity  
Students learn to appreciate and take advantage of the rich resources and culture of their area. The fair and inclusive division of duties in heterogeneous groups also reflects an appreciation for the diversity of individuals.
- c. Gotong Royong  
Students work together in groups, share responsibilities, and contribute according to their respective roles to achieve the common goal, which is the success of their efforts. Group discussions, deliberation in decision-making, and mutual help between members are tangible manifestations of this value.
- d. Self-sufficient  
Each student is fully responsible for the role he or she has taken. They are required to carry out their duties with initiative, discipline, and without excessive dependence on other members. This process fosters independence in acting and taking responsibility for one's own work.
- e. Critical Reasoning  
In compiling a production plan, students need to analyze various aspects such as resource needs, process efficiency, and potential risks. They learn to

think logically, systematically, and consider various perspectives in making decisions regarding production plans.

f. Creative

Students are required to think creatively in finding solutions to production challenges, design attractive promotional strategies, and manage finances effectively with limited resources.

### **Implementation Stage: Production**

After going through the stages of idea formulation, task division, and production plan preparation, this activity focuses on real action, where students actively and collaboratively produce goods or products that they have previously designed. This process not only aims to produce products that are ready for market, but also to develop practical skills, strengthen teamwork, and reflect the noble values contained in the dimensions of the Pancasila Student Profile.

This collaborative Product Production Process activity deeply reflects and strengthens the values of the Pancasila Student Profile dimension:

a. Faith, Fear of God Almighty, and Noble Character

Students learn to work diligently, honestly, and responsibly in producing quality products. They also learn to appreciate the hard work of themselves and others (personal morals and morals to others). The responsible use of natural resources also reflects morality towards nature.

b. Global Diversity

Students directly process and produce products that take advantage of the wealth of their region. They learn to appreciate and promote local potential through the products they make. Cooperation in groups that may have different backgrounds also reinforces the value of respecting diversity.

c. Gotong Royong

Collaborative production activities are a tangible manifestation of Gotong Royong. Each member of the group contributes according to their roles and abilities, helps each other, and works together to achieve the common goal, which is to produce quality products. The success of production depends heavily on team cohesiveness and synergy

d. Self-sufficient

Each student is responsible for the tasks that have been entrusted to him in the production process. They are required to work independently, proactively, and complete tasks as best as possible. The ability to solve problems independently in the event of an obstacle is also trained in this stage.

e. Critical Reasoning

Students learn to identify problems, analyze their causes, and find effective solutions together. The quality control process also trains the ability of Critical Reasoning in evaluating work results.

f. Creative

Students think creatively in overcoming production constraints, looking for a more efficient way to work, or giving a touch of innovation to products according to initial ideas.

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMPN 1 Seputih Tele shows significant transformative potential for students' social attitudes and behaviors. Through the integration of the six dimensions of the Pancasila Student Profile in the project activities, students are directed to build a more positive and responsible character in school life.

The Gotong Royong dimension forms a collaborative attitude and concern between students, which was previously less visible due to the dominance of individualistic behavior. Students become more accustomed to sharing responsibilities and working together in groups. The Independent Dimension fosters a sense of personal responsibility, discipline, and initiative, so that students no longer depend solely on the teacher's direction and are more proactive in completing assignments and participating in society.

The Critical Reasoning Dimension trains students to think openly and appreciate differences in discussions and social interactions, so as to create a more tolerant and inclusive atmosphere. Furthermore, the Creative dimension encourages students to dare to express ideas and try new ways of establishing social relationships and resolving conflicts, enriching the dynamics of relationships between friends.

Through the Global Diversity dimension, students learn to understand and appreciate diversity, which has an impact on reducing exclusionary and discriminatory behaviors. Finally, the dimensions of Faith, Fear of God Almighty, and Noble Character strengthen the ethical and moral foundation of students in behaving, fostering empathy, honesty, and concern for others.

## CONCLUSION

The implementation of the Pancasila Student Profile Strengthening Project has a significant influence on changes in students' social behavior, especially in the aspects of collaboration, responsibility, tolerance, and social concern. Through direct experience designing and running local potential-based business projects in groups, students are trained to apply noble values in the Pancasila Student Profile. The six dimensions of the Pancasila Student Profile – *Faith and Noble Character*, *Global Diversity*, *Mutual Cooperation*, *Independence*, *Critical Reasoning*, and *Creative* are internalized through real activities that require active participation, effective communication, joint decision-making, and positive conflict management. In its implementation, this project integrates social studies materials with entrepreneurial practices, such as local potential identification, business planning, production processes, promotion, and business evaluation. These activities provide real context that is relevant to students' daily lives, as

well as a means to grow skills, such as critical thinking, creativity, and collaboration. The application of Pancasila values is not only conceptual but is concretely manifested in the interaction and actions of students during the project, which ultimately encourages a change in attitude from individualistic to cooperative, from passive to proactive, and from insecure to daring to take roles and responsibilities.

## RECOMMENDATIONS

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMPN 1 Seputih has proven to have a positive impact on character formation and changes in students' social behavior. Therefore, the following recommendations are put forward to encourage sustainability and increase the effectiveness of the program:

1. Integration of P5 in School Curriculum and Activities  
Schools need to make P5 an integral part of the school's curriculum and culture, not just as an incidental project. This can be done by inserting the values of the Pancasila Student Profile in various subjects and daily activities.
2. Strengthening Teacher Capacity  
Teachers need to be provided with ongoing training related to project-based learning approaches, character development strategies, and attitude assessment methods. Teachers also need to be role models of Pancasila values in their daily lives.
3. Collaboration with Parents and the Community  
The involvement of parents and local communities in the implementation of the project needs to be increased, in order to expand the impact of contextual learning and strengthen support for the internalization of Pancasila values in the student environment.
4. Continuous Evaluation and Monitoring  
Schools need to develop a structured evaluation system to monitor the development of students' character on a regular basis, with indicators that are in line with the dimensions of the Pancasila Student Profile.

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