The Integration of Social Studies Learning in the Project of Strengthening the Profile of Pancasila Students in Driving School

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Abstract. Character is an important thing that must be demonstrated in the learning process. Characters that are embodied in learning must be adapted to the curriculum used. The profile of Pancasila Student is an expected character to be demonstrated in the implementation of Merdeka Curriculum. This study aims to look at the implementation of project-based learning in driving schools, especially in the integration of social studies material that can be carried out in driving schools. In addition, it also aims to look at the driving and inhibiting factors in integrating social studies material into project-based learning. This research is qualitative research that used observation, documentation, and interviews as the data collection techniques. The study results indicate that the integration of social studies learning had not been maximized due to the lack of school readiness. The teachers and project teams are unfamiliar with project-based learning. Project-based learning is only focused on the produced product or the work without paying attention to the process in each project flow. The driving factor for integrating social studies learning is the principal's ability as the learning leader. The principal can also organize teachers and project teams to integrate social studies learning appropriately and map schools' readiness to carry out project learning. The inhibiting factor in integrating social studies material is the teacher's lack of understanding in integrating social studies learning, so the prioritized themes in this subject cannot be developed optimally.

Keywords: Social Studies Learning; Pancasila Students

INTRODUCTION

Strengthening the profile of Pancasila Students is an effort to improve education by forming student character (Ellya Novera, Daharnis, Yeni Erita, 2021). The profile of Pancasila Students is very relevant to be included in Indonesia's learning achievement and education curriculum. The vision of Indonesia's education in 2035 is absorbed to build Indonesian people to become outstanding lifelong learners, who continue to develop, prosper, and have noble character by cultivating Indonesian cultural values and in line with the basis of the Indonesian state, namely Pancasila (Jayanti *et al.*, 2021).

Character is an important thing that must be encouraged to students by integrating it with learning. In addition, the character formed must also be adapted to the national education and principle goal. As the national principle, Pancasila must be used as the values that underlie students' characters. The profile of Pancasila Students is a challenge for teachers to realize the character in learning processes. Understanding student character is essential because learning aims to shape students into characterized individuals. The learning process aims not only to make the students knowledgable and have the skills needed in their lives but also to make them have character. Education must be directed to

develop the values and character of the nation (Buchory & Swadayani, 2014). Thus, the character encouraged to students must also adapt to the character of Indonesia. Character education needs to be integrated into the learning process at school (Marzuki, 2013).

Education must aim to form students as human beings with character (Hermino, 2020). Character education is vital to be fulfilled as the primary goal of learning processes because of many challenges faced by Indonesia in preparing future generations who will face more severe, complex, and challenging problems toward achieving the noble ideals of Indonesian independence. Education should develop characters that have become innate to every student (Miftah Nurul Annisa, 2020). Character education will be more attached when the teachers carry out concrete activities (Danang Prasetyo, 2019). Character education must be taught gradually through repeated activities that the teacher can exemplify. Character education is introduced from habituation and exemplary (Wulandhari, Zulfiati, and Rahayu, 2019). Teachers can certainly carry this example in various activities (Pradina, Faiz, and Yuningsih, 2021). Cultivating character can be taught naturally and through various relevant strategies by the teacher (Wardati, 2019). The relevance of the concept of character education with student

condition is very much in line with Ki Hadjar Dewantara's thinking that education must provide freedom and flexibility for children to develop according to their potential.

Nevertheless, the teacher must also provide an understanding of the freedom they can do. The teacher provides signs that students may and may not do. Teachers can also provide coercion if this freedom is dangerous for them. Thus, character education is applied by providing examples and habits that are carried out continuously but still providing freedom for students to develop their abilities.

Social studies aim to transfer knowledge to students and, more importantly, to prepare them to have social skills (Maryani and Syamsudin, 2009). Social studies learning must be able to construct students who have social sensitivity and strive to overcome various problems that occur in society. Social studies learning is also expected to develop a broad way of thinking from various social science perspectives (Zoher Hilmi, 2017).

Along with changes in the curriculum, of course, the main problem is its implementation. Using the Merdeka Curriculum means adjusting the learning tools, curriculum structures, and outcomes that must be produced. The Merdeka Curriculum is structurally different from the 2013 curriculum, so its application in shaping students with character is challenging for teachers.

Strengthening the character in the Merdeka Curriculum is accomplished through various activities, both curricular and extra-curricular, and project-based learning. Project-based learning is required in the Merdeka Curriculum. However, many teachers find it challenging to implement project-based learning to strengthen the profile of Pancasila Students. Based on observations on integrating social studies into project-based learning at the Senior High School of Karangrayung, Grobogan District, there are still various problems, especially in developing social studies material and integrating it with other subjects. Preparing project modules and student activities in each path still need considerable development to maximize project achievement. Meanwhile, based on the interviews with the project team coordinator, teachers face difficulty preparing lesson tools, adjusting the project theme to be developed, and integrating material for various subjects such as science, social studies, religion, and others. Based on this background, researchers are interested in researching the integration of social studies learning in the project of strengthening the profile

of Pancasila Students implemented at Grobogan Senior High School.

Character education is a strengthening direction that is always expected to be demonstrated in every implemented curriculum, both the KTSP and 2013 curricula. One of these characteristics can be built through project-based learning. Besides providing an understanding of the material, project-based learning will also shape and embed characters to be better.

Project-based learning is an important unit that must be carried out besides co-curricular activities. It is typically fun learning for students (Yudiana, Widiastini, and Nirmayani, 2021). It will develop a conducive learning climate (Sikap et al., 2021). Further, project-based learning could develop children's abilities and improve their learning outcomes (Hermawati, 2021). It can also be seen from the results of Dwiyani et al.'s research, which shows that student learning outcomes have increased cognitively from the use of project-based learning carried out in class (Dwiyani Putri, Rati, and Mahadewi, 2019). The use of project-based learning can also increase student interest in learning because learning is not only limited to what can be done in class (Sucipto, 2017). Project-based learning also develops students' ability to apply real-life material taught in schools. This learning is beneficial for developing 21st-century skills students must possess (Digital *et al.*, 2010). Thus, the learning projects will further develop students' abilities and good character.

The expected character to be formed in the implementation of the independent curriculum is the profile of Pancasila Students, which can be realized based on the six dimensions of the Pancasila Student profile. Profile of Pancasila Students are students who are independent, creative, cooperative, have a global diversity, noble character, and critical thinking. The profile of Pancasila Students is a character that refers to Pancasila and is expected to be comprehended through learning processes (Siswa, Suryaningsih, and Noventari, 2021). Character education has indeed become a major concern in the 2013 curriculum, but it is not mentioned explicitly as a profile of Pancasila Students. The embodied character is precisely the goal of the Merdeka Curriculum. The Merdeka Curriculum is an optimization form of education development adapted to various societal developments (Marisa, 2021).

The Merdeka Curriculum also directs efforts to improve the quality of education based

on the outputs produced (Suryaman, 2020). The Merdeka Curriculum focuses more on the learning process that develops the freedom to think and act independently (Wonosobo, 2022). This independence is aimed at students' ability to develop education according to their abilities, talents, and interests (Faiz, 2022). The implementation of learning in the Merdeka Curriculum is more directed at conducting a fun learning process and making students happy (Nasution, 2022).

Learning emphasized in Merdeka Curriculum is actualized in the form of differentiated learning. Learning with differentiation principal seeks to accommodate students who are diverse in learning needs, talents, and interests (Marlina et al., 2020). Basically, the success of the learning process can be maximized if it is carried out through differentiated learning (Morgan, 2014). Differentiated learning will be able to develop student's talents and interests more optimally (Chandra Handa, 2019). It is new learning that has not been applied more specifically in the 2013 curriculum.

Differentiated learning is learning that has been implemented in various countries with various learning outcomes. One of them is in several schools in Australia. Based on the results of the study, it can be seen that differentiated learning will be able to form rich experiences and understandings of various learning processes (Hodges and McTigue, 2014). The principle of differentiated learning in the Merdeka Curriculum is not only expected to form an understanding of various learning experiences but also strives to develop the profile of Pancasila Students.

One of the ways to accomplish the profile of Pancasila Students is through project-based learning. Project-based learning can develop the character more optimally. It can also positively impact the development of student's abilities and character. Project-based learning is an answer to providing a constructive learning experience for students. It will be a meaningful learning experience for students because it requires maximum involvement of students in every activity.

Project-based learning in this study is undoubtedly different from previous researchers. Project-based learning in this study is not in co-curricular activities but is structured in the curriculum. It also has its own portion to be carried out besides co-curricular activities that provide student material. Project-based learning is based on themes that can be selected and adapted to project achievements at each level.

The themes that can be chosen in the project of strengthening the profile of Pancasila students are sustainable lifestyle, local wisdom, Bhinneka Tunggal Ika, build body and soul, the voice of democracy, engineering, and technology (Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila, 2021). The main goal of choosing these themes is the completion of the profile of Pancasila Students that can be adapted to the themes and dimensions of the Pancasila Student profile. The novelty in this research lies in the innovation to develop the theme of entrepreneurship based on local wisdom so that entrepreneurship is more emphasized in efforts to develop the local potential in the research location.

This study aims to look in detail at the implementation of project-based learning in driving school, especially in the integration of social studies. On the other hand, it also looks forward to the driving and inhibiting factors in integrating social studies material into project-based learning.

METHODS

This research was conducted at the Senior High School of Karangrayung Grobogan. The main reason for choosing this school is because it is one of the driving schools that implement the Merdeka Curriculum. This study uses a qualitative approach that obtains primary data from research results. The primary data were obtained directly from teachers, principals, expert trainers, and students through various data collection techniques. To collect the data, the researcher used interviews, documentation, and direct observation.

RESULTS AND DISCUSSION

Project-based learning at the Senior High School of Karangrayung has three main themes: building body and soul, sustainable lifestyles, and local wisdom. In the implementation of project-based learning, it can be seen that it is still limited to implementing activities but has not paid attention to the suitability of themes and subjects that must collaborate in project learning. Social studies learning has also not been fully included in the implemented project themes. Social studies learning is only included in the theme of local

wisdom, even though the themes related to awakening the body and soul are also quite relevant if social studies learning is included in the theme. The integration of subjects is still limited to including all subjects in all themes. However, it has not been adjusted to the material contents in each subject.

Based on the results of interviews, the subjects integrated into project activities are more emphasized to teachers' availability and the materials used in project-based learning. At the same time, the observations showed that the learning projects have not been able to accommodate the integration of all subjects into the theme of implemented project. The implementation of project learning in the Merdeka Curriculum should be able to develop differentiated learning in project activities. However, its implementation is still unable to develop process, content, and product differentiation. It is reinforced by the documentation of project activities in the form of student works that have not been able to develop various integrations of subjects, especially social studies subjects, which should be integrated into the three themes that have been implemented.

The project to strengthen the profile of Pancasila Students is conducted through planning activities. In planning activities, the principal sees the school's readiness to carry out the project, selects the project team, and determines the project's theme. The required learning tools are also developed in planning activities, such as projects, materials, and equipment. The implementation of the project to strengthen the profile of Pancasila Students uses the flow of introduction, contextualization, action, reflection, and follow-up. For the implementation of the three project themes using the same flow, there has been no development of another project flow to be used in project implementation.

The introduction is to explore and build students' awareness of the theme being studied. This introduction activity is still limited to the theoretical material given to students. The next activity, contextualization, is more focused on efforts to explore problems in the surrounding environment so that students can find various problems that occur according to the theme of the project. In action activities, students are introduced to be able to formulate what roles they can take through actual action activities. The next stage is the reflection stage which is carried out by reflecting on the achievement of the activities. The last stage is the follow-up. It aims to develop

the results of reflection in order to produce various works following the goal of project activities. The project flow used can be seen in the following figure:
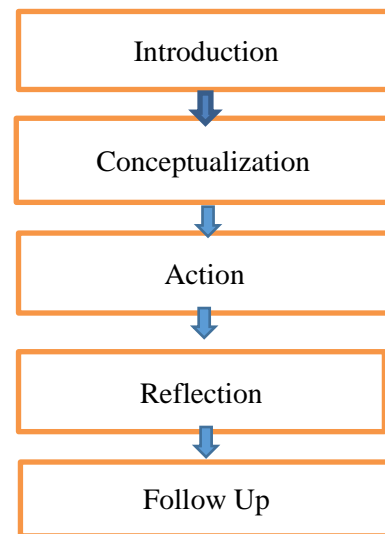
Figure 1. Project Learning Flow

The evaluation stage includes an assessment of the projects that have been implemented. At this stage, the assessment has not been carried out optimally. Based on interviews with the project team, the evaluation could not be carried out optimally for several reasons, including the absence of a project report card application and the teacher's inability to understand project report cards. Meanwhile, project assessments also need to develop proportional, formative, and summative diagnostic assessments. The use of these various assessments has not been thoroughly carried out considering the limited time and understanding of the project team in developing necessary assessments.

The driving factor in integrating social studies learning into projects is the principal's ability as a learning leader. The principal must be able to organize teachers and project teams to integrate social studies learning appropriately. Another driving factor is that the principal has been able to map the school's readiness to carry out project learning. Meanwhile, the inhibiting factor for integrating social studies material is the teacher's lack of understanding in integrating learning so that specific themes that should prioritize social studies learning cannot be developed optimally.

The teacher's inability to integrate social studies material can be seen in the implementation of a sustainable lifestyle theme with the topic of "global warming". The teacher

did not include social studies material in projects with this theme. As an essential issue in social studies learning, the global warming project should be integrated more. The theme "awaken the body and soul" is also material that specifically prepares students to become good citizens. This material is contained in social studies learning, but in practice, the project team also has not integrated them into the project to strengthen the profile of Pancasila Students.

The integration of social studies learning in the project of strengthening the profile of Pancasila Students has not been able to be developed as a whole. It is because of the school's unreadiness in mapping the subject matter and the implemented themes. In implementing project learning, social studies learning is only integrated into one theme, the local wisdom. Differentiated learning also has not been seen in the implementation, as well as the learning integration that is not optimal. Differentiated learning should be able to accommodate learning needs that are tailored to school readiness. Differentiated learning emphasizes focusing the learning on students (Webb and Baird, 1968). Learning that does not lead to the development of children's abilities certainly cannot be said to be differentiated learning. Looking at the research results, the differentiation that has not been fully implemented is the process and product differentiation produced by students. Differentiated learning must be able to place teachers in developing students' talents and abilities (Chandra Handa, 2019). Project learning, which is only limited to providing projects without trying to develop students' abilities to think more deeply and critically, cannot be truly said as differentiated learning.

Differentiated learning in projects must also be able to maximize students' success. It is in line with the results of Morgan's research, which identified that differentiated learning is an effort to maximize the success that will be achieved by students (Morgan, 2014). Differentiated learning is an effective form of learning (Grissom and Bartanen, 2019). Differentiated learning can be said to be more effective because it is in accordance with the learning needs of students, so students do not need many adjustments.

The integration of social studies learning, which is still not optimal, is due to the lack of school readiness and the unfamiliarity of teachers and project teams in implementing project-based learning. Project-based learning is only directed at the product created or the work done without

paying attention to the process in each project flow.

The project theme chosen by the Senior High School of Karangrayung is excellence. However, the suitability of the subject integration needs to be measured more so that the project implementation can genuinely develop the objectives of the project. The project themes, such as waking up body and soul, local wisdom, and sustainable lifestyles, are interesting to be developed in project activities. In the action activities, it is necessary to think about the subjects' integration with the project theme and the need to plan differentiated learning in the project to strengthen the profile of Pancasila Students. The determination of the dimensions, elements, and sub-elements of the Pancasila Student profile in each theme also does not fully describe the profile that will be formed. It can be seen from the determination of the profile of Pancasila Students that there will be a target of 3 or 4 Pancasila Student profiles to be achieved for one theme. In the early stages of implementing school projects, of course, it is not necessary to determine many profiles of Pancasila Students that want to be achieved. However, it must be adjusted to the readiness of existing resources.

The principal's ability to coordinate the project is the driving factor in implementing the integration of social studies learning into the project. It is a form of the principal's ability as a learning leader. The project team has been able to carry out project learning according to the curriculum structure adapted to the operational curriculum of the Education Unit. The principal's ability as a learning leader can be seen in organizing teachers and project teams to integrate social studies learning appropriately, although there are still shortcomings in its implementation. Another driving factor is that the principal has been able to map the school's readiness to carry out project learning. In the early stages of project implementation, all school members are only at the stage of recognizing and implementing projects that are limited from their understanding and have neither become a habit nor fully involved many parties. The inhibiting factor in integrating social studies material is the teacher's lack of understanding in integrating social studies learning so that themes that should prioritize social studies learning cannot be developed optimally.

CONCLUSION

Based on the research results and discussion, it can be seen that integrating social studies learning into project learning is vital before determining the theme and project flow. However, social studies learning has not been integrated well as an impact of the school's unreadiness in planning, implementing, and evaluating the projects. Thus, looking at several supporting and inhibiting factors in integrating social studies learning is necessary. Hence, it is hoped that the implementation of project learning in the following year will be better and able to comprehend the profile of Pancasila Students, following the objectives of this strengthening project.

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