



# Project for Strengthening Pancasila Student Profile (P5) As a Configuration Media is Fostering 6C Skills in Young Citizens

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**Abstract.** This study aims to describe the process of fostering 6C skills in students in the Project for Strengthening Pancasila Student Profile (P5). The method used in this study is a qualitative approach with a type of descriptive research. The data sources include: informants, events, and documents. Data collection in this study consists of observation, interviews, and documentation stages. The data analysis techniques used are data reduction, data presentation, and data verification. Meanwhile, the validity of the data in this study was checked through the method of triangulation of sources, techniques, and theories. Based on the results of the research that has been carried out, it shows that the Project for Strengthening Pancasila Student Profile (P5), especially the theme of entrepreneurship, can foster 6C skills (critical thinking, communication, collaboration, creativity, character and citizenship) in students who are young citizens in Indonesia. 6C skills can help students face the challenges of the times while realizing their personal, community, nation and state ideals.

**Keywords:** Project for Strengthening Pancasila Student Profile (P5), Media, Configuration, 6C Skills.

## 1 Introduction

Indonesia The era of the industrial revolution 5.0 has encouraged major changes in mentality which include ways of thinking, believing, and behaving. This must be balanced with improving the quality of education in Indonesia [1],[2]. However, in reality, based on the results of research, it is stated that graduates of secondary school and tertiary education are still not competent in communication, critical thinking and problem-solving, professionalism, cooperation or collaboration, lack of mastery of technology, and cannot manage projects and lead [3]. The PISA 2018 research shows that Indonesia is ranked 72nd out of 79 countries that have joined the Organization for Economic Cooperation and Reform [4]. These conditions are interrelated that the low quality of human resources affects the economic development of a country.

In an effort to deal with the above situation, Indonesia needs to prepare creative, innovative, and competitive human resources. In addition, they must also be insightful, professional, visionary and confident in accordance with the demands of the times [5],[6]. So that Indonesia's situation is not further behind other countries.

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Efforts to prepare human resources in accordance with the demands of the times can be done through the education system.

The education system in Indonesia has currently implemented the Merdeka Curriculum since 2022 through the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Implementation Guidelines in the Context of Learning Recovery. The curriculum is expected to be a solution to improve the quality of education in Indonesia so that it is on par with other countries that have 6C skills and overcome learning loss due to COVID-19 that occurred some time ago [7].

The 6C skills consisting of critical thinking, communication, collaboration, creativity, character and citizenship have a high urgency to be mastered by students in Indonesia [8],[9]. 6C skills also have an important role in realizing students' goals and ideals, either in their personal lives or in community life [7]. 6C skills can be taught through the use of learning models that support and are based on 21st century learning principles [10]. One of the learning models in the Merdeka Curriculum that supports the creation of 6C skills is the Project Based Learning model [7].

Project Based Learning (PBL) is an innovative and contextual-based learning model that consists of various complex activities so that it can produce works at the end of learning [11],[12],[3]. The Project Based Learning model requires students to be active in designing, solving problems, making decisions and investigating themselves and realizing the plan into a product [14],[15]. One of the learnings that uses the Project Based Learning (PBL) model in the Merdeka Curriculum is the Project for Strengthening Pancasila Student Profile (P5).

The Project for Strengthening Pancasila Student Profile (P5) is implemented at the Kindergarten to Senior High School levels. In its implementation, there are different time allocations depending on the level. At the high school level, the implementation time of the Project for Strengthening Pancasila Student Profile (P5) activities is 30% of all lesson hours per year in the implementation of the Merdeka Curriculum [16].

One of the schools that meets the research qualifications is Senior High School 2 Tuban. Senior High School 2 Tuban has implemented the Merdeka Curriculum and implemented the Project for Strengthening Pancasila Student Profile (P5) in stages, routinely, and periodically. The implementation of the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban attracted the interest of researchers to see further how the process of growing 6C skills in the project was carried out. Based on the above presentation, this article seeks to describe the Project for Strengthening Pancasila Student Profile (P5) as a configuration medium in fostering 6C skills in young citizens.

## 2 Method

This research uses a qualitative approach. Qualitative research is a way to examine objects that naturally emphasize the final (whole) analysis with results that emphasize the meaning [17],[18]. The approach was chosen to understand and describe in detail the process of growing 6C skills in the Project for Strengthening Pancasila Student Profile (P5) implemented by Senior High School 2 Tuban.

The type of research used is descriptive. The researcher chose the type of descriptive research because he wanted to obtain factual and accurate data and be able to describe how to grow 6C skills in the Project for Strengthening Pancasila Student Profile (P5) which received an allocation of 30% of the total class hours per year. The above statement has similarities with the definition of descriptive research which aims to describe a state or place of the research subject in an original, orderly and precise manner [17],[18],[19],[20].

The data sources in this study include informants, events, and documents. Meanwhile, the techniques used in data collection are observation, structured interviews, and documentation so that researchers can understand in detail and thoroughly the process of growing 6C skills in the implementation of the Project for Strengthening Pancasila Student Profile (P5). Data analysis techniques based on Miles & Huberman are data reduction, data presentation and data verification [18],[21],[22]. Furthermore, the technique used to check the validity of the data is the triangulation method [22],[23]. The method includes triangulation of sources, techniques and theories.

### 3 Result and Discussion

As The Project for Strengthening Pancasila Student Profile (P5) which was carried out at Senior High School 2 Tuban consisted of several themes, namely, engineering and technology, entrepreneurship, sustainable lifestyle, the voice of democracy and build the soul and body. The selection of the theme is based on the problems that exist in the school environment, plans, things that the school wants to achieve or the will of students and in accordance with the situation and conditions of the school [23],[24].

The Project for Strengthening Pancasila Student Profile (P5) can foster 6C skills or 21st century skills in students. This was revealed by several students and teachers of Senior High School 2 Tuban who were the subjects of this study. In other schools, namely Senior High School 3 Surabaya, Senior High School 2 Banjarmasin, Senior High School 2 Medan and Senior High School 1 Sekotong which carried out the Project for Strengthening Pancasila Student Profile (P5) also revealed that the project can help reflect 21st century skills in students [25],[26],[27].

In the even semester of Senior High School 2 Tuban chose the theme of entrepreneurship with the aim of equipping students with entrepreneurial knowledge as well as introducing superior products of Tuban City which are also MSME products. Based on the presentation, the process of fostering 6C skills in the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban will be described, especially the theme of entrepreneurship

#### 3.1 Critical Thinking

Critical thinking is an individual's skill to process, analyze, evaluate, and make decisions to solve the problem at hand [28],[29]. Students who have critical thinking skills will be able to process information in the form of writing or numbers objectively, connect and analyze them, then evaluate and draw conclusions.

The The implementation of critical thinking skills in the Project for Strengthening Pancasila Student Profile (P5) with the theme "entrepreneurship" at Senior High School 2 Tuban is reflected when students in groups carry out cooking practices, where in the process there is a problem, namely the food produced has a bad taste. Efforts that students can make to solve problems are by observing, analyzing, evaluating, formulating solutions and applying them so that the problems are solved properly. On the other hand, in another school, namely Senior High School 2 Medan, which also carries out P5 with the theme "sustainable lifestyle", asks its students to express their opinions critically on the issue of waste accumulation as well as how to overcome it [27],[28]. The steps in solving problems both at Senior High School 2 Tuban as the object of research or at Senior High School 2 Medan as a comparison are in accordance with the aspects in the critical thinking theory of Facione which states that critical thinking goes through several stages, including *interpretation, analysis, evaluation, inference, explanation, and self-regulation* [30].

Thus, if you want to see the reflection of critical thinking skills in students, you can be guided by the aspects of critical thinking that are adjusted to the situation and conditions during learning activities. In addition, it is also aligned with the scientific focus.

### 3.2 Communication

Critical Communication is an individual's skill to present and convey thoughts, ideas, ideas and information to others in oral and written form [9],[25]. Communication must be clear, concise, and interesting so that the information spoken can be conveyed well and can be understood [31],[32]. Communication is one of the skills that must be possessed and mastered by students so that they can convey their opinions or ideas well.

The embodiment of communication skills in the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban with the theme "entrepreneurship" was seen when students discussed with their groups to design the manufacture of food and beverages typical of Tuban City as well as present them in front of the class using powerpoint media. Furthermore, the group that presents will get input and suggestions from other group members and P5 accompanying teachers. This has similarities with other schools, namely Senior High School 3 Surabaya which applies the theme of "local wisdom", where students are members of large groups and discuss together to express opinions or ideas to complete performing arts projects [25]. The performing arts created aim to communicate traditional values to the audience.

In line with the theory of *Audience Reception* or Active Reception from Stuart Hall that the media functions to convey the message of its creator, there are three states, namely *preferred reading* (understanding the message), *negotiated reading* (understanding the message but adjusting to their values) and *oppositional reading* (not agreeing with the message) [33]. The situation that occurs to students of Senior High School 2 Tuban is *preferred reading* (understanding the message) and *negotiated reading* (understanding the message but adjusting to their grades), this is marked by input and suggestions after the presentation is made.

The delivery of information (messages) between students or between educators and students greatly affects the success of the Project for Strengthening Pancasila Student Profile (P5). If the information (message) conveyed is not clear, there will be misunderstandings and as a result the implementation of the Project for Strengthening Pancasila Student Profile (P5) will experience disruptions or obstacles.

### 3.3 Collaboration

Collaboration is an individual skill to work together, help, coordinate to achieve a common goal or solve problems faced [29],[34]. Collaboration in learning is important to be taught so that students are able and ready to work with others regardless of their background.

The application of collaboration skills in the Project for Strengthening Pancasila Student Profile (P5) with the theme "entrepreneurship" at Senior High School 2 Tuban was seen when students came together and helped each other during the process of cooking food and drinks typical of Tuban City in the form of processed sweet potatoes, nettles, bananas and coconuts. The collaboration was created from the design stage to the evaluation carried out by students and educators so that the project could be completed properly. In line with other research at Senior High School 1 Sekotong which also took the theme of "entrepreneurship" by processing coconuts into food and oil [35]. . The activity was carried out jointly between students. Based on the collaboration theory from Roschelle and Teasley who stated that *collaboration more specifically as "mutual engagement of participation in a coordinate effort to solve a problem together"* has similarities with the collaboration that occurred in the Project for Strengthening Pancasila Student Profile(P5) [36].

In reality, collaboration is not only a skill but also an effective tool to realize goals and solve problems faced by each party. Without collaboration between various parties, the success of the implementation of an activity will be difficult to achieve. Likewise with the Project for Strengthening Pancasila Student Profile (P5).

### 3.4 Creativity

Communication Creativity is defined as an individual's skill to create new and unique things based on previously learned knowledge in achieving a goal or solving a problem [29],[31]. Creative students are able to produce something original, unique, meaningful, and useful. In addition, it has a positive impact on all parties.

The practice of applying creativity skills in the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban with the theme "entrepreneurship" is when students make unique food and drinks as well as decorate them to look good, attractive, and have a high selling value during bazaar activities. This is the same as the P5 activity at Senior High School 2 Banjarmasin which applies the theme "local wisdom" which produces handicraft products based on local wisdom. The products are designed and decorated to look beautiful during exhibition events [26]. The presentation is in line with the theory of creativity from David Campbell who explains that creativity is the ability to create something new, innovative (unprecedented), interesting, unique and useful for society [37].

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Students' creativity can be influenced by several factors, namely the emotional approach from parents or educators, the provision of freedom and attention, and the existence of awards. When, educators want to strengthen students' creativity, they must pay attention to these factors. So that the process of fostering creativity can get good results.

### 3.5 Character

Character refers to an individual's skill to display positive character and can be beneficial to those around him [31]. Individuals who have positive traits such as empathy and concern for others tend to have good emotional intelligence [9]. Individuals who have good emotional intelligence will be able to face various situations and conditions in the future.

The skill of displaying positive characters in the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban with the theme of "entrepreneurship" is reflected when students who do not have the skills to edit food bazaar posters are assisted by group friends, so that food bazaar posters can be printed and distributed to all residents of Senior High School 2 Tuban. The assistance can be in the form of teaching or making it (taking over the task of making posters) which is a form of social concern. Mork's theory of social care explains that social care is related to four important elements, namely reading social cues, providing empathy, controlling and expressing emotions well [38]. These elements were also seen when the students of Senior High School 2 Tuban helped each other.

Social concern between students must continue to be fostered in order to create a safe, comfortable and conducive learning atmosphere so that learning goals can be achieved. On the other hand, social concern can also help students to be aware and sensitive to the problems around them and overcome them.

### 3.6 Citizenship

Citizenship is the skill of an individual to demonstrate the attitude of being a good citizen by understanding and carrying out his duties & obligations as a citizen [39]. One of the duties and obligations of students as Indonesia citizens is to preserve culture and traditions in Indonesia. The preservation of culture and tradition can be done simply or complexly.

The implementation of students' skills to become good citizens in the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban with the theme "entrepreneurship" was seen during the bazaar activity. Students decorated *the*

*stand* using images of traditional houses, puppets and equipped with batik fabrics. Students also played regional songs so that the atmosphere in the bazaar activities was even more lively. What students do includes efforts to carry out their obligations, namely preserving culture, this is in accordance with the theory of citizenship from JJ Cogan & Dericcot which says that citizenship is not only identity but also *right, obligation, active in public affairs and an acceptance of societal values* [40].

#### 4 Conclusion

The Project for Strengthening Pancasila Student Profile (P5) which consists of various themes can foster 6C skills in students which include (critical thinking, communication, collaboration, creativity, character and citizenship). The implementation of the Project for Strengthening Pancasila Student Profile (P5) at Senior High School 2 Tuban, especially on the theme of entrepreneurship, has been proven to be able to grow 6C skills through activities of designing, presenting, making, overcoming problems, and holding food and beverage bazaars typical of Tuban City.

The growth of 6C skills at Senior High School 2 Tuban through the Project for Strengthening Pancasila Student Profile (P5) has been realized by students or P5 accompanying teachers, although in its implementation it still needs coaching so that the activity runs smoothly and gets maximum results. In addition, the reflection of 6C skills can be seen massively and consistently.

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