Project Based Learning: How to Support Profil Pelajar Pancasila in Dance Learning?

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Abstract. The funcions of dance learning in Kurikulum Merdeka is develop students'attitudes and creative abilities to appreciate the culture. Making art is basically a process to create ideas and processing art media to create the new arts. This is in accordance with several dimensions of the Profil Pelajar Pancasila, that is global diversity and creative. Project Based Learning is one of the methods used by many schools to achieve the Profil Pelajar Pancasila. However, necessary to know about the successes, constraints, weakness, and advantages of learning dance using Project Based Learning in supporting the Profil Pelajar Pancasila. The purpose of this research is to find and verify whether in implementation of Project Based Learning can support the Profil Pelajar Pancasila. Research using qualitative method-case study. The research was conducted on dance learning at the junior high school level. Data collection techniques with observation, indepth interviews, and literature study. Data analysis and triangulation are also to test the validity of the data and find the real objective truth. Data analysis use interactive analysis, and validated with source triangulation, and technique triangulation. The results of this research represent that implementation of Project Based Lerning in dance learning can support the reinforcement of the Profil Pelajar Pancasila, proven by learning activities begins and ends with pray together, introducing and learning traditional dances from various regions, students practicing responsibility when completing projects that have been prepared, then collaboration with other friends, thinking of finding solutions to existing problems and creating creative arts for the final dance learning project.

Keywords: Project Based Learning, Dance Learning, Profil Pelajar Pancasila

1 Introduction

Profil Pelajar Pancasila is a guideline for Indonesian Education, because it is expected to be a guide for educators in building student character and competence in learning at school. Students need to become lifelong learners who have character according to Pancasila values. One of the efforts to produce Profil Pelajar Pancasilas in education units is to implement Project Based Learning (PjBL). This is so that collaboration

between students continues to be built. The ability to collaborate in the world of education is increasingly needed in the current era. Therefore, collaboration and building creativity are the essence of the Merdeka-Belajar policy. So, realizing this Freedom of Learning must be done fundamentally, not just through technical matters and changing new policies. Kurikulum Merdeka will be recognized when the teacher is genuinely independent, which can be achieved with several solutions. Middle school level is the beginning of students in acting and thinking and working in groups. At this age, students can complete work in groups, especially in creating a simple dance as a form or result of the cooperation that has been carried out.

Initially, Dance Lessons at the junior high school level taught concepts and practices about traditional dance, then other dance art materials were taught about the basic elements of dance which consist of space, time, and energy; floor pattern; the uniqueness of traditional dance movements; etc. By understanding the basic elements of dance, students are invited to examine a form of dance. Along with the development of knowledge and the adjustment of the current curriculum goals, students are required to be creative in composing dance movements so that they become a complete creative dance. Students' abilities need to be improved by being given experience to be creative and collaborate by creating a simple form of choreography based on beautifully arranged movement patterns so as to produce a creative dance. Choreography is selection and action or a process of selecting and forming movements into a dance. In other words, that in a dance production, many movement patterns or motives are needed to reveal the meaning of the dance.

Art learning needs to be packaged by adjusting the learning curriculum that is currently in effect, namely the Kurikulum Merdeka with the Profil Pelajar Pancasila which is the achievement. Because it is still relatively new, there are many things that need to be learned in the Kurikulum Merdeka. This urgent implementation of Kurikum Merdeka is an accelerating moment for educational units to catch up on the competency skills of students participating in teaching and learning activities after the emergency pandemic that hit Indonesia (emergency curriculum) (1). A logical consequence, during the pandemic, the teaching and learning process was not effective because it was not face to face, but online (in a network), this caused many deviations from Pancasila values. Therefore, learning is now designed to put more emphasis on the concept of the Profil Pelajar Pancasila which has six main dimensions: 1) have faith, 2) fear God Almighty, and have noble character; 2) global diversity; 3) work together; 4) independent; 5) critical reasoning; and 6) creative. These six dimensions need to be seen as an inseparable unit, if one dimension is omitted, this profile becomes incomplete.

Based on the description above, it is necessary to know and analyze the implementation of Project Based Learning in dance learning at the junior high school level in the Kurikulum Merdeka. Project Based Learning is one of the recommended learning models in the Kurikulum Merdeka, because one goal of the Kurikulum Merdeka is to develop potential and competence through collaboration between students. Based on research from (Fahlevi, 2020), the majority of the implementation of PjB2L was declared successful and had a positive impact on improving learning outcomes (1). This statement is supported by Fujiawati, dkk that using the Project based learning (PJBL)

learning model through lesson study can help teachers to develop a set of learning and can provide better learning (2).

The specific objectives of this research are: find and verify whether in implementation of Project Based Learning can support the Profil Pelajar Pancasila. The urgency of this research is that dance learning which used to focus on the teacher has now changed the learning process to become student-centered, namely by applying the concept of Project Based Learning, so it is necessary to prove the results of dance learning at the junior high school level from the Project Based Learning concept. By knowing the results of this learning, the teacher can improve the learning process to be even better.

2   Research Significance

This research is important based on previous research, namely:

a. Study of Project Based Blended Learning as a Post-Pandemic Learning Model and a Form of Implementation of the Kurikulum Merdeka by Mahfudz Reza Fahlevi in 2020. The results showed that the majority of the implementation of PjB2L was declared successful and had a positive impact on improving learning outcomes (1). The link between this research and the research that will be carried out is the success of the Project Based Blended Learning learning model in this research which has encouraged researchers to continue post-pandemic research on dance learning.

b. Art Education and the Free Learning Curriculum: Demands for Teachers in Elementary Schools by Icuh Komala and Asep Nugraha in 2020. The results of the study show that art education has been implemented and is always present in lessons in schools in Indonesia, with the implementation of the Kurikulum Merdeka Belajar (3). The implementation of the Kurikulum Merdeka Belajar which is described makes researchers want to continue research on the concept of Kurikulum Merdeka and its learning,

c. The PBL Learning Model in the Subject of Dance at Central Java Vocational School, Semarang City by Rimasari Pramesti Putri in 2022 which states that the PBL learning model can be used as a dance learning strategy that collaborates teacher creativity in developing material and student creativity in forming projects (4). This becomes a reference for researchers in continuing research on PjBL in dance learning.

Based on research that has been conducted by previous researchers, the PjBL learning model can improve the quality and creativity of learning. However, this research has never been carried out on the research object to be carried out, namely Public Junior High Schools at the junior high school level. Thus it can be said that this research is feasible to continue. The following is the theoretical foundation that underlies this research:

2.1   Project Based Learning Learning Model

Models in learning design are learning patterns that are used as examples and references by teachers as professional educators in designing the learning they want to facilitate (4). The PjBL model as a learning model has been developed in developed countries such as the United States. Based on several studies, it shows that the PjBL model is a learning strategy that can help students to have creative thinking, problem solving, and interaction as well as assisting in investigations that lead to solving real problems. The PjBL model can stimulate motivation, processes, and improve student learning achievement by using problems related to certain subjects in real situations (5).

The Project Based Learning teaching model is often referred to as a teaching method that uses problems in the system with the aim of facilitating students in the process of understanding and absorbing the theory given (6). The purpose of the PjBL learning model can be seen from the statement that through the implementation of Project-Based Learning, students will practice planning, carrying out activities according to plan and displaying or reporting the results of activities (6). There are eight steps that are quite important to implement in project-based learning:

1. Project Determination
2. Exploring Activity Information
3. Designing a Project Manufacturing Plan
4. Arranging Activity Schedules
5. Completion of Project Creation
6. Making Reports and Presentations
7. Assessment
8. Evaluation (5)

2.2   Dance Learning

In learning the art of dance, it is necessary to study the process of forming motion, evaluation, and movement skills. The process of searching for the possibility of movement, ways of developing motion motives are also important for students to learn. Dance learning needs to begin with the process of forming movement patterns (6).

A dance director (in this case a learner) needs guidance in the steps of composing his dance work. In addition, it is also required to "create" dance, although in a very simple form as a result of the project he is doing) which seeks to present a different appearance, which is based on the image of his creation. Students need to look for values about creative experience as creators, because every part of the dance experience is a creative art, and every part of dance lessons is an experience that is closely related to one another (7).

Supporting factors that influence dance learning are: student interest, student attention, the teacher's closeness to students who are very blended in so that students are comfortable and like dance lessons, teacher skills and teacher creativity in using audio-visual media, facilities and infrastructure that really support successful learning

(8). The process of dance creation activities through the process of exploration, improvisation, and formation. In addition, creation also begins with an exploration process so that it is in accordance with the objectives of the Kurikulum Merdeka, one of which is to provide the widest possible opportunity for students to actively explore actual issues such as environmental issues and so on.

2.3   Kurikulum Merdeka

Kurikulum merdeka is a learning guideline that has just been implemented in Indonesia in 2022 which emphasizes learning whose implementation is student-centered or often referred to as student-centered (9). The newest curriculum in 2020 is the Freedom to Learn curriculum with the Profil Pelajar Pancasila which is its achievement (3). One of the effectiveness of Merdeka Learning is in learning activities in the classroom experiencing a reversal. With e-learning, students have many opportunities to learn/practice work flexibly anywhere, anytime, and however. Theoretical matters are discussed outside of class and when learning in class can be used for consultation and discussing things that are not yet known (10). The implementation of the Kurikulum Merdeka focuses on using technology and learning communities to share good practices between teachers, students, and academics. Various strategies and platforms have been developed for the implementation of the Kurikulum Merdeka, so it is hoped that all stakeholders involved in this implementation can make optimal use of it as an effort to recover learning after the COVID-19 pandemic (11).

Implementing the Kurikulum Merdeka is more straightforward than the 2013 one. The effectiveness of the 2013 curriculum is quite good and beneficial in terms of students who are free to choose according to their interests and talents and teachers who only need to explain some of the material's content. Of course, in implementing this "Merdeka" curriculum, there are obstacles, such as various media (12).

2.4   Profil Pelajar Pancasila

The project to strengthen the Profil Pelajar Pancasila opens opportunities for students to be able to study in informal situations, with a flexible learning structure, directly involved in the surrounding environment, as well as interactive learning activities to strengthen the various skills and competencies students have (13).

There is a project to strengthen the Profil Pelajar Pancasila, namely to realize students who have good character and personality in accordance with the six pillars of the Profil Pelajar Pancasila, including faith, global diversity, independence, mutual cooperation, critical thinking, and creative in all fields. This aims to realize the country's vision and mission in creating an Indonesia that is advanced, independent, has personality, and is sovereign (13).

P5 or the Project to Strengthen the Profil Pelajar Pancasila is included in the Kurikulum Merdeka which is a varied intracurricular learning and its implementation will be more optimal so that students have sufficient time to strengthen competence. It contains competencies related to the ideology, identity and goals of the Indonesian

nation including the scope of life and challenges of the Republic of Indonesia in the 21st century during the industrial revolution 4.0.(14)

3   Methodology

The research method used is qualitative with a case study approach which is a type of approach to investigate and understand an incident or problem that has occurred by collecting various kinds of information which is then processed to obtain a solution so that the problem disclosed can be resolved. Considerations for researchers using this qualitative research method: qualitative methods can collect information that occurs in the field, and if a problem is found a solution will be found. According to Moleong which mentions several characteristics that exist in the implementation process, including: rooted in natural settings or in the context of a whole, relying on humans as research tools, using qualitative methods, analyzing data inductively, directing targets his research is on finding the theory from the basis, and is descriptive in nature (15). Samples in qualitative research are not called respondents, but as sources, participants or informants (16).

The research conducted at public schools at the junior high school level with the criterion that public schools in the sub-district have implemented an Kurikulum Merdeka in art learning. The research was conducted in March-August 2023. Data collection techniques with observation, in-depth interviews, and document analysis. What distinguishes research with a case study approach from other types of qualitative research approaches lies in the depth of analysis in a particular, more specific case. Data analysis and triangulation are also used to test the validity of the data and find the real objective truth, the triangulation used is source, technique, and theory triangulation. This method is very appropriate for analyzing certain events in a certain place and a certain time.

According to Hartley, several practical steps and plans are needed in the case study, namely: 1) Choosing a case study, determining the case is done by interviewing the arts and culture teacher during the Student Internship/Educational Practice period regarding Project Based Learning. 2) Obtaining and maintaining access, researchers have gained access to SMP arts and culture teachers. 3) Choosing an initial theoretical framework, the researcher compiled a research focus, namely about learning dance at the junior high school level with Project Based Learning in the Kurikulum Merdeka. If the discussion during the interview is too far away, then the interview will be directed again to the focus of the research. 4) Collecting data systematically, researchers will collect data by referring to primary data sources first and then go to secondary data sources in accordance with the stages of qualitative case study research. The primary data source in this study who is also the key informant is the Cultural Arts teacher in the field of dance who applies PjBL to the Kurikulum Merdeka. 5) Managing data collection, if the data collected by researchers is saturated and the time required is long enough, data management will be carried out both in terms of time and results. 6) Analyzing the data, the researcher conducts a careful description of the data, by grouping it into certain topics, main themes, main questions, using tables to

look for patterns. Researchers also use data triangulation. 7) Closing the case, can ask for recommendations with stakeholders and make a research report (17).

4   Results

4.1   Middle School Level Dance Learning in the Kurikulum Merdeka

In learning the art of dance, it is necessary to study the process of forming motion, evaluation, and movement skills. The process of searching for the possibility of movement, ways of developing motion motives are also important for students to learn. Dance learning needs to begin with the process of forming movement patterns (6). Most junior high schools also apply the learning process study the process of forming motion, evaluation, and movement skills to dance learning, with the learning process and the material makes students able to recognize the full range of dance movements.

   The Kurikulum Merdeka at the junior high school level has only been implemented for class VII, while grades VIII and IX are still using the K13 Curriculum, but there are also schools that are already using the Kurikulum Merdeka for class XI. In accordance with the results of observations in the field, the implementation of learning is carried out in an interactive atmosphere between the teacher and students with the teacher as a facilitator for students. every teacher meeting encourages students to improve their abilities. Cultural arts teachers in the theoretical learning process use Powerpoint media to show examples of traditional dance movements that are unique to movement. This is useful for stimulating students' critical thinking. The facilities for the practice room for dance art lessons are quite supportive in the learning process activities, some use the classrooms and also the school hall. Learning is an accumulation of teaching concepts for teachers and learning concepts for students where the emphasis lies on the combination of the two, namely on the growth of student activity.

   Material at the initial meetings, the teacher provides a theory about learning dance. Furthermore, the teacher gives work/assignments to students to make Simple Dance Works. The teacher uses Project Based Learning, this model is carried out by combining arts and culture subjects with other subjects so that they are continuous with one another. This learning is carried out through assignments at home to increase the time students explore and can improvise, evaluate, and form according to ability. The teacher always motivates students to participate actively, provides sufficient space for students' creativity, independence, psychology at each meeting. In addition, it also gives freedom for students to express their interests and talents.

4.2   Use of Project Based Learning in Dance Learning

Dance learning is packaged using the Project Based Learning Learning Model, namely by starting learning with a prayer together according to the religion and beliefs of each student, this is so that learning activities run smoothly. The next stage in the PjBL concept is 1) Determining the Project, the teacher together with the students

determines the project to be prepared, in this case the performance of dance works at the end of the semester. After that, 2) students explore things to compose a work/dance movement in accordance with the theme determined by the teacher and students. Students must find new ideas to create an original dance movement according to the problems determined by the teacher. Students must think and reason critically to see existing problems to determine solutions.

The third activity is 3) Drafting a Project Making Plan, each student has their own group to compose a dance work, students in groups must think critically and express their opinions for the success of the work to be performed. After the work is agreed upon, the students will 4) arrange a schedule of activities, such as rehearsals and preparation of props for the stage. In the fifth activity 5) students will of course complete the dance work project which will then 6) be reported to the teacher and staged as a result of learning. The last stages are 7) assessment and 8) evaluation from the teacher for improvement and development of work.

In the evaluation of dance learning outcomes, it is presented through assessments, namely diagnostic assessments. The aim is to find out the basic competence of students carried out by the teacher to develop further learning modules. This information can be assessed from students' interests and talents as well as motivation in student learning. Formative assessment, aims to examine students' abilities during learning activities by observing and observing each student in learning activities. Summative Assessment. In this assessment, the teacher can find out the achievement of student learning through written and oral tests according to the learning achievement instrument. This assessment is carried out at the end of the lesson. Regarding the evaluation of dance learning, there are several aspects that are evaluated, such as the learning material delivered, the preparation of lesson plans that refer to the Kurikulum Merdeka. the evaluation activity carried out by the dance teacher is to measure the extent to which students' success and understanding are in accordance with the learning objectives of the material presented.

4.3 Project Based Learning Linkages to Dance Learning in Supporting Profil Pelajar Pancasila

Learning dance at the junior high school level using Project Based Learning is related to and can support the Profil Pelajar Pancasila, this can be proven in the table below.

Table 1. List of Dance Learning Activities with Project Based Learning

No.	Learning Activities	Profil Pelajar Pancasila
1.	Pray at the beginning and end of the lesson	**Have faith and piety to God Almighty, and have noble character**
2.	Determination of the project to be produced in accordance with the problems that exist around	**Critical reasoning**
3.	Learn various traditional dance movements	**Global diversity**
4.	Collaborate and also discuss in drafting plans for making dance movement projects to be staged	**Worked together**
5.	Completion of making projects is carried out in groups and working together with one another, each student has responsibility for the success of the dance work that has been compiled	**Collaborate and independently**
6.	Preparation of a schedule of project activities so that the projects prepared are completed on time	**Collaborate and reason critically**
7.	Ready to learn new things, seek new information and be responsible for the process of compiling dance works. Students can control themselves to continue to complete their work with various existing obstacles	**Independent**
8.	Making reports and presentations of dance works that have been compiled as a form of student responsibility	**Independent**
9.	Searching for information from various sources and discussing the work together with a group of friends and also the teacher	**Critical reasoning**
10.	Mix and match one movement with another to create a complete dance work	**Creative**

5   Conclusion

Learning Dance with the Project Based Learning learning model encourages students to be able to create a work of dance. The creation of works was displayed in the performance of the Profil Pelajar Pancasila Strengthening Project (Activity P5) Kurikulum Merdeka with more optimal implementation because students get sufficient time to strengthen competence. The design of the Profil Pelajar Pancasila is an answer to

what kind of profile or competency the education system in Indonesia wants to create for students. It contains competencies which as a result of P5 are expected for students.

Project Based Learning is one of the Learning Models that can encourage the strengthening of the Profil Pelajar Pancasila, it is proven that at each stage of its activities it can increase the dimensions of the Profil Pelajar Pancasila, namely Faith and piety to God Almighty, and noble character; global diversity, critical reasoning; mutual cooperation; independent; creative. The results of this research represent that implementation of Project Based Lerning in dance learning can support the reinforcement of the Profil Pelajar Pancasila, proven by learning activities begins and ends with pray together, introducting and learning traditional dances from various regions, students practicing responsibility when completing projects that have been prepared, then collaboration with other friends, thinking of finding solutions to existing problems and creating creative arts for the final dance learning project.

From the results obtained the results show that the pjbl supports the achievement of a Profil Pelajar Pancasila. therefore it is necessary to carry out further research in other areas or higher school levels so that learning can achieve the desired learning objectives

Acknowledgments

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