

# Implementation (P5) Profile Strengthening Project Pancasila Students Dimensions of Mutual Cooperation at Madrasah Ibtidaiyah

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## ABSTRACT

**Purpose:** This research aims to evaluate the implementation of the Pancasila Student Profile Strengthening Project (P5) with a focus on the Gotong Royong dimension in class 4 of MI Al-Mujahidin Joglo. This project is designed to strengthen the values of mutual cooperation among students and improve their social skills through project-based activities integrated with the curriculum.

**Design/methodology/approach:** This research method uses a mixed approach, combining direct observation, interviews, surveys and document analysis. Data was collected from students, teachers, and parents to gain insight into project implementation, challenges faced, and impact on students' character development.

**Findings:** The research results showed that the project implementation was successful in increasing students' understanding of the value of mutual cooperation and cooperation skills. However, there are several challenges, such as limited resources, difficulties in collaboration between students, and a lack of consistent support from parents. This research underlines the importance of integrating Pancasila values in learning and the need for support from various parties to optimize project implementation. Recommendations for improvement include increasing training for teachers, providing adequate resources, and involving parents more actively in project activities. It is hoped that these findings can contribute to the development of curriculum and educational practices that focus on strengthening student character in elementary schools.

**Paper type:** Research paper

**Keyword:** Implementation, Pancasila Student Profile, Mutual Cooperation Dimensions.

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## I. INTRODUCTION

Some of the problems that arise include, Lack of Understanding of the Value of Mutual Cooperation: Students may not fully understand or internalize the value of mutual cooperation and how to apply it in daily actions. Difficulties in Collaboration: Challenges in working together effectively in groups, such as differences of opinion, conflict, or inability to divide tasks fairly (Maulana et al., 2023). Limited Resources: Limitations in terms of educational resources, facilities, or time available to undertake the project may be an obstacle. Lack of Support from Parents: Lack of involvement or support from parents in mutual aid activities can affect project outcomes. Inappropriate Learning Methods: Learning methods that are inappropriate or less effective in teaching and practicing mutual cooperation can hinder the achievement of project goals. Limited Teacher Competence: Limitations in teacher understanding or skills in managing mutual cooperation projects and integrating Pancasila values in the curriculum. Resistance to Change: Students or even some teachers may show resistance to new methods or changes in learning approaches.

Gaps or gaps can include several aspects as follows, namely Knowledge and Understanding Gap: There is a difference between knowledge and understanding about the value of mutual cooperation between students, teachers and parents. Students may not fully understand the concept of mutual cooperation, while teachers and parents may not fully understand effective ways to support its implementation (Santoso, Abdulkarim, Maftuh, &

Rantina, 2023). **Practical Skills Gap:** Students may have theoretical knowledge of mutual aid but not yet the practical skills necessary to work together effectively on projects. **Gaps in the Curriculum:** The existing curriculum may not fully support or deeply integrate the dimensions of mutual cooperation. It is possible that existing activities and materials are inadequate to support the development of this value. **Resource Gap:** There is a shortage in terms of resources, be it materials, facilities, or time allocated to mutual cooperation projects. This can affect the implementation and success of the project. **Support and Involvement Gaps:** Differences in the level of support and involvement from various parties (teachers, parents, and community) can create gaps in project implementation. **Evaluation and Feedback Gap:** The lack of an effective evaluation and feedback system to assess project progress and results can lead to difficulties in measuring impact and making improvements. **Motivation and Participation Gaps:** Differences in levels of motivation and participation among students can hinder project effectiveness, where some students may be more active and engaged than others.

Some of the shortcomings, weaknesses and challenges that may be faced are **Lack of Understanding and Awareness:** Students may not fully understand the concept of mutual cooperation and how to apply it in everyday life. **Limited understanding of teachers and parents** about how to effectively integrate the value of mutual cooperation into learning activities (Santoso, Abdulkarim, Maftuh, & Murod, 2023). **Then in Inadequate Learning methods,** the methods used to teach mutual cooperation may be ineffective or not in accordance with the characteristics of grade 4 students. **Limited Resources,** Limited facilities, materials and time allocated for projects can hinder the implementation and success of projects. **Lack of Support from Parents and Community** Inadequate parental and community support can affect student motivation and involvement in projects. **Evaluation and Feedback:** An ineffective evaluation system can make it difficult to assess project progress and impact, and make it difficult to make improvements. **Motivation and Participation:** Differences in students' levels of motivation and participation in mutual cooperation activities can influence project results.

**Challenges of Implementation in Context in schools,** namely Adapting the concept of mutual cooperation to the local context and school culture which may have different traditions or norms. **Conflict Management in Groups:** Resolving conflicts or differences of opinion among students in work groups that can hinder project progress (Purwanto et al., 2023). **Limited Teacher Skills,** Teacher skills and training in managing and integrating mutual cooperation projects into the curriculum may still be lacking. **Acceptance and Adaptation of New Methods,** Facing resistance to new methods or different approaches in mutual cooperation learning. **Provision and Use of Resources,** Providing sufficient resources and optimizing their use to support mutual cooperation activities in the classroom. **Involvement and Coordination with External Parties,** Coordinating with external parties, such as parents and the community, to support and participate in the project.

The relevance, objectives and philosophy can be explained as follows, **The Importance of the Value of Mutual Cooperation:** Teaching the value of mutual cooperation is very relevant to the context of character education in Indonesia, especially in forming a generation that has empathy, cooperation and concern for others (Hartiyani et al., 2023). **National Curriculum Context:** in the Independent Curriculum: Within the Independent Curriculum framework, mutual cooperation-based projects support the strengthening of the Pancasila Student Profile and national education goals which emphasize the development of students' character and social skills. **Social Skills:** In the midst of social change and increasingly complex societal needs, social skills such as cooperation and mutual cooperation have become very important for success in various aspects of life. **Shaping Student Character:** The main objective of this project is to shape student character by instilling the values of mutual cooperation, which is one of the dimensions of the Pancasila Student Profile.

The goal is to improve **Social Skills** which improve students' skills in working together, communicating, and completing tasks in groups, as well as resolving conflicts. **Application of Pancasila Values,** by integrating and internalizing Pancasila values, especially mutual cooperation, in students' daily lives. **Encouraging parental and community involvement,** by encouraging parental and community involvement in supporting and participating in mutual cooperation activities. **Holistic Education Philosophy,** the philosophy behind this project is a holistic educational approach, which does not only focus on academic aspects but also on developing students' character and social skills. **Pancasila as Foundation,** This philosophy is rooted in the values of Pancasila, which emphasize the importance of cooperation, care and mutual cooperation as the foundation of social life. **Balance between Cognitive and Affective:** The project aims to achieve a balance between cognitive (knowledge) and affective (character and attitude) development, ensuring that students are not only academically intelligent but also of good character. **Then there is Active Participation:** This philosophy also supports educational principles that emphasize students' active involvement in the learning process, where they learn by contributing directly to projects that benefit them and the community.

## II. METHODS

This research method uses a Quantitative Approach to Qualitative Research . The research techniques are observation, interviews and documentation. Observation: Conduct direct observations of the project implementation process in class, including interactions between students, mutual cooperation activities, and the application of Pancasila values. These observations can be made with field notes to document dynamics and developments. Interviews: Conduct interviews with teachers, students, and parents to gain their views and experiences regarding project implementation. Interviews can be conducted individually or in groups. Organize group discussions with students, teachers, and parents to explore their perceptions and feedback on the effectiveness and challenges of the project. Document Analysis: Review project-related documents, such as implementation plans, learning materials, and project results reports, to evaluate the suitability and application of the value of mutual cooperation. Researchers focused on visible learning media, the condition of Class 4 students, the daily learning activities of Class 4 students, teachers' teaching and learning activities, students' discussion activities with other students, students' interactions with teachers, and observing various conditions. class when teaching and learning activities take place. 2. Interviews Interviews are carried out to obtain data when the researcher is about to start carrying out data collection through problems that must be researched if they want to understand/or learn what the respondents found in depth. Researchers conducted interviews with the principal of MI Almujaahidin Joglo and the homeroom teacher of Class 4 and students of Class 4 on a predetermined schedule that was mutually agreed upon. The researcher recorded the interview and made a list of questions to be asked during the interview.

## III. RESULTS AND DISCUSSION

Based on the research results, the following is a general description of how the implementation of this project can be carried out: 1. Project Planning, with Goal Determination: Establishing the main goals of the project, such as increasing students' understanding of the value of mutual cooperation and developing their social skills. Plan Development: Develop a project plan that includes activities, materials, schedule, and required resources. This plan must be integrated with the curriculum and appropriate to the needs of the class. 2. Activity preparation, material preparation: Preparing learning materials and activities that support the mutual cooperation dimension. This can include project-based learning, games, and group activities. Teacher Training: Conduct training for teachers to understand and implement the value of mutual cooperation in teaching and learning. 3. Project Implementation, Activity Implementation: Carrying out activities designed in the project, such as group work, community projects, or mutual cooperation events at school. Student Collaboration: Organizing students in groups to work together on various assignments and projects, encouraging them to apply the principles of mutual cooperation in each activity. Active Learning: Using active learning methods that involve students in discussion, reflection and self-evaluation regarding the value of mutual cooperation. 4. Monitoring and Evaluation, Observation: Observing the implementation of activities to ensure that students actively participate and apply the value of mutual cooperation. Feedback: Provide feedback to students and groups about their progress, as well as discussing what is working and what needs improvement. Assessment: Assessing project results based on predetermined criteria, such as collaboration skills, understanding the value of mutual cooperation, and contributions to group activities. 5. Parental and Community Involvement, Parental Participation: Inviting parents to participate in project activities, both as mentors and as moral supporters for students. Collaboration with Communities: Develop relationships with local communities to support and strengthen mutual cooperation activities, such as undertaking joint social projects. 6. Reflection and Report Preparation, Reflection: Hold reflection sessions with students, teachers, and parents to evaluate the success of the project and discuss lessons learned. Project Report: Prepare a final report on project implementation, results achieved, challenges faced, and recommendations for similar projects in the future. 7. Improvement and Follow-up, Critical Evaluation: Reviewing evaluation results and feedback to identify areas that need improvement. Improvement Plan: Develop a follow-up plan to improve less effective aspects and plan the next project activities.

Some of the challenges and obstacles that may be faced include: Limited Resources, Materials and Facilities: Limitations in terms of teaching materials and facilities needed to carry out mutual cooperation activities effectively (Sunengsih et al., 2023). Time: Limited time in the learning schedule can hinder the complete implementation of the project. Difficulty in Collaboration with Differences of Opinion: Conflicts or differences of opinion among students when working in groups can disrupt project progress. Students may not yet have sufficient skills to work together effectively in groups. Lack of Support from Parents, Lack of involvement or support from parents can affect student motivation and involvement in the project. Communication: Challenges in communicating with parents about the goals and benefits of the project. Limited Teacher Competence: Teachers may need additional training or have limited experience in managing projects based on mutual cooperation and

integration of Pancasila values. Managing a class and organizing project activities in an already busy learning context can be a challenge. Resistance to Change, Some students or even teachers may show resistance to new methods or learning approaches that are different from previous habits. Difficulty in adapting to new methods of teaching and learning. Evaluation and Feedback, Lack of an effective evaluation system to measure overall project progress and results. Provides constructive feedback to students about their performance on projects. Student Involvement and Motivation Not all students may have the same level of motivation to be involved in mutual cooperation activities. The challenge of encouraging all students to actively participate and make meaningful contributions to the project. Coordination with External Parties, Establishing coordination and collaboration with local communities or external organizations can be a challenge, especially if there are no previous strong relationships. Limitations in obtaining support or resources from external parties who are expected to contribute to the project.

To overcome the challenges and obstacles in implementing the Project for Strengthening the Profile of Pancasila Students with the Mutual Cooperation Dimension in class 4 of MI Al-Mujahidin Joglo, the following are several solutions that can be implemented: Resource Management: Identify existing resources and create an effective management plan. If resources are limited, consider using alternative materials or borrowing from local communities. Partnerships: Establish partnerships with local organizations, companies, or other institutions that can provide material or financial support. Social Skills Training : Provides training and activities designed to improve students' collaboration skills, such as team games, group discussions, and problem-solving exercises. Guidance and Mediator: Using a teacher or facilitator to guide students in the collaboration and mediation process when conflict occurs. Effective Communication: Increase communication with parents through meetings, school newsletters, or digital platforms to provide clear information about the project and how they can support. Involve Activities: Invite parents to participate in project activities or get them involved in relevant school events to increase their involvement. Professional Training: Providing additional training for teachers on mutual cooperation-based teaching and project management methods as well as the integration of Pancasila values. Support from Peers: Encourage teachers to share experiences and strategies with their colleagues to support each other in project implementation. Outreach and Education: Provide outreach and education about the benefits and objectives of the project to students, teachers, and parents to reduce resistance and increase understanding. Phased Approach: Introduce changes gradually and allow time for adaptation so that all parties can adjust to the new method. Clear Evaluation System: Develop a clear and measurable evaluation system to assess student progress and overall project outcomes. Feedback Collection: Collect regular feedback from students, teachers, and parents to understand the effectiveness of the project and make necessary adjustments. Engaging Activities: Design interesting and relevant project activities for students to increase their motivation and engagement. Rewards and Appreciation: Provide recognition and appreciation for student achievements in projects to encourage active participation and enthusiasm for learning. Collaboration: Establish good collaboration with external parties, such as local communities or non-profit organizations, to obtain additional support and resources. Careful Planning: Carefully plan coordination with external parties, including making clear agreements about the roles and contributions of each party.

The impact of the Project for Strengthening the Profile of Pancasila Students. The Mutual Cooperation Dimension on the social skills and character of students in class 4 of MI Al-Mujahidin Joglo can be analyzed from the following aspects: 1. Social Skills. Students may experience an increase in cooperation skills. By engaging in group projects and mutual aid activities, they learn how to work together, divide responsibilities, and complete tasks collectively. Better Communication: This project can improve students' communication skills, both in listening and speaking. Students learn how to express their opinions, negotiate, and communicate with group members effectively. Conflict Resolution: Conflict resolution skills may also improve. Through interactions in groups, students learn how to overcome differences of opinion and resolve conflicts constructively. Empathy and Caring: Through mutual cooperation activities, students can develop empathy and concern for the needs and feelings of others. They learn to understand their friends' perspectives and help those in need. 2. Character, Application of the Value of Mutual Cooperation: Students demonstrate understanding and application of the value of mutual cooperation in everyday life, such as helping friends, sharing tasks, and working together to achieve common goals. Independence and Responsibility: This project can increase students' sense of responsibility and independence. They learn to take initiative, complete tasks, and be responsible for their contributions to projects. Sense of Ownership and Pride: Students may feel proud and have a sense of ownership of the project results. Project success often strengthens a sense of accomplishment and motivation to continue implementing positive values. Resilience and Patience: Involvement in projects that involve group work can help students develop resilience and patience. They learn to face challenges, be patient, and adapt to situations that do not always go as expected. 3. Behavioral Changes, Positive Social Interactions: The positive impact of this project can be seen in students' better social interactions, such as collaborating more with classmates and showing more inclusive attitudes. Learning Motivation: Projects that involve the values of mutual cooperation can increase students' motivation to learn and actively participate in school activities, because they feel more connected and have a

common goal. 4. Feedback from Teachers and Parents, Teachers' Views: Teachers may observe positive changes in students' behavior and social skills, such as increased participation, better cooperation, and more positive attitudes toward group assignments. Parent Feedback: Parents may report that their child displays more positive attitudes at home, such as being more willing to help around the house or being more appreciative of others' contributions. Evaluate and analyze changes that occur in students' social skills and character after the project. This can be done through observation, feedback, and assessment. Emphasis on Positive Impact, through Communicating Success: Communicating project results and successes to the entire school community and parents to increase support and motivation. Recognition and Appreciation: Provide recognition and appreciation to students, teachers, and parents who contributed to the project to motivate them and recognize their efforts.

The response and involvement of parents and teachers is very important in supporting the implementation of the Project for Strengthening the Profile of Pancasila Students with Mutual Cooperation Dimensions in class 4 at MI Al-Mujahidin Joglo. Here are some aspects that can illustrate how involved they are: School Activities: Parents can be involved in school activities, such as mutual aid events or project exhibitions. Their involvement can strengthen the bond between home and school. Resource Assistance: Parents may donate resources or materials needed for the project, such as tools, books, or teaching materials. Encouragement and Support: Provide encouragement and moral support to their child to participate actively and enthusiastically in the project. Emotional Engagement: Demonstrates interest and involvement in the child's learning process, including attending meetings or events related to the project. Parent Meetings: Attend meetings or workshops held by the school to provide information about the project and how they can support it. Feedback: Provide feedback to teachers about their child's progress in the project and how the project impacts the child's behavior or attitude at home. Collaboration with Teachers: Collaborate with teachers in planning and implementing projects, including providing input on their needs and expectations regarding child involvement in projects. Involvement of All Parties: Involve teachers, parents, and students in project planning to ensure that the activities designed meet the needs and expectations of all parties. Setting Clear Goals: Establish specific, measurable, and realistic goals for the project, and ensure that they are integrated with the curriculum and meet student needs.

Teacher Response and Involvement in Planning and Implementation, both in Project Design: Involved in project planning and design, including selecting appropriate activities and developing effective implementation plans. Then in organizing: Organizing and facilitating project activities in class, including organizing student groups, providing materials, and managing time. Teaching and Mentoring, the process of guiding students through a project, providing direction, and helping them understand the value of mutual aid and how to apply it. Values Teaching: Integrate the value of mutual cooperation into daily teaching and ensure students understand the importance of cooperation and helping each other. Project Assessment: Assess student progress on projects and provide constructive feedback on developing social and character skills. Reflection: Reflecting on the project implementation process, including the challenges faced and successes achieved, for future improvements. Project Information: Provide clear information to parents about the goals, activities, and expected results of the project. Meetings and Reports: Hold meetings with parents to report on student progress and discuss how they can support projects at home. Professional Development, Training: Attend training or workshops to improve skills in managing projects based on mutual cooperation and integration of Pancasila values in learning. Professional Training: Holding training and workshops for teachers on effective teaching methods for projects based on mutual cooperation and integration of Pancasila values. Resources and Support: Provide adequate resources, including teaching materials and tools, as well as additional support for teachers in managing the project.

#### IV. CONCLUSION

The implementation of the Project for Strengthening the Profile of Pancasila Students on the Mutual Cooperation Dimension in class 4 at MI Al-Mujahidin Joglo shows that this approach is effective in strengthening the value of mutual cooperation among students. This project succeeded in improving students' social skills, such as cooperation, communication and empathy, as well as strengthening their character through the application of Pancasila values. Although there were challenges to implementation, such as limited resources, resistance to change, and parental involvement, the remedial measures implemented helped overcome these barriers. Integration of Pancasila Values in Projects: This approach integrates Pancasila values, especially the dimension of mutual cooperation, deeply into the curriculum and project activities, not just teaching these values as a theoretical concept but also applying them in practice. Community Engagement: This project involves local communities and parents in learning activities, which is an innovation in connecting education with social and community realities. Active Learning Methods: The use of active learning methods that focus on collaboration and problem-based projects is a novel way of teaching the value of mutual cooperation to students. The postulate is the Value of Mutual Cooperation as a Pillar of Character: The main postulate of this project is that the value of

mutual cooperation, if applied effectively in teaching and learning activities, can strengthen students' character and improve their social skills. Then, the Role of Projects in Character Education: Mutual cooperation-based projects can function as an effective educational tool in instilling Pancasila values and building student character beyond the boundaries of the conventional curriculum. Involvement of All Parties as the Key to Success: The successful implementation of this project depends on the active involvement of all parties, including teachers, students, parents, and the community, in supporting and implementing project activities. So, in integrating the value of mutual cooperation into learning projects and involving various parties in the process, MI Al-Mujahidin Joglo succeeded in creating an environment that supports the development of students' character and social skills. This project shows that a values-based approach to education can have a significant positive impact on student development, although it requires strategies to overcome the challenges that may arise.

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