

Mitigation-Based Assistance Project For Strengthening Pancasila Student Profile (P5) to Realize Independent Learning at Sukodadi 2 Elementary School, Bandongan District

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Abstract

The 2013 curriculum change to an independent curriculum with the concept of independent learning provides many conveniences for teachers and students to learn according to their talents, interests, and potential. What is new is related to the project to strengthen the Pancasila student profile (p5), where not all schools fully understand the concept of the project desired by the Government. Teachers need to understand the importance of projects; project planning needs to be more optimal, assistance from related agencies is not optimal, and projects need to be product-oriented, not process oriented. These problems were then accommodated and needed intervention from outsiders, one of which was from the integrated community service team (ppmt). The implementation methods used in this service are team-based projects for strategic project steps, brainstorming and focus group discussions in preparing instruments, experiential learning in project assistance, and exploratory data analysis in project reflection. The results of the service in terms of the quality of the service are carried out well, and the sustainability of this program leads to the development and independence of teachers in optimizing projects. This service is carried out for schools that independently implement an independent curriculum and solve problems in planning, implementing, and evaluating projects. The project's continuation to strengthen Pancasila students' profile can be continued through changes in mindset, collaboration, and a community of practitioners.

Keywords: project assistance, Pancasila students, mitigation, independent learning

INTRODUCTION

Education is a significant capital in living a social life. In education in Indonesia, we can gain much knowledge, such as knowledge about morals, religion, discipline, and many others. In Indonesian education, the development of the mind is mainly carried out in schools or tertiary institutions through fields of study that are studied by solving problems, solving various problems, analyzing something, and drawing conclusions (Erica et al., 2019b, 2019a). Of course, there is change; change is described as something natural and will always happen, meaning that everything in life will continue to change, including in the world of education. Changes in the world of education can be seen from the emergence of various kinds of innovations in the education system, the implementation of learning, learning media, and matters related to the education sector. One thing that can be seen is the change in the curriculum in Indonesia, which was carried out as a form of anticipation of developments and needs of the 21st century, which is a form of improving a character-based curriculum as well as competence (Darise, 2019).

All of these changes occur due to changes in competency requirements, thus affecting future education continuity (Ima Frima Fatimah, 2021). Technological disruption, especially information technology, has colored the industrial revolution 4.0, thus driving changes in the needs and development of society in various fields of life, including education. Education only oriented towards developing left-brain intellectual abilities cannot be maintained anymore. This is one of the triggers for the need to change the curriculum in anticipation of developments and needs of the 21st century. For this purpose, the educational process must be more oriented towards developing right-brain creativity, which must be prepared through a realistic, dynamic, and flexible curriculum. Good curriculum and learning can optimally develop students' potential in their time

(Darise, 2019). Teachers are the main actors who must always be ready for all policy changes in the education sector. Currently, the fundamental role of the parties involved is needed to continue to socialize the National Curriculum so that teachers are ready to implement it.

The socialization of this curriculum must reach the implementing teachers rather than being differentiated. This means that the new curriculum can work if socialization has been carried out effectively and efficiently. In addition, three things need to be considered in conducting dissemination: teachers' readiness, geographical conditions, and dissemination of information. In the 21st century, the world of education has implemented independent curriculum-based learning. The Merdeka Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence.

Teachers can choose various teaching tools so that learning can be adapted to student's learning needs and interests. Projects to strengthen the achievement of Pancasila student profiles are developed based on specific themes set by the Government. The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content. Various national and international studies show that Indonesia has experienced a long-standing learning crisis. These studies show that many Indonesian children need help understanding simple reading or applying basic math concepts. The findings also show Indonesia's steep educational gap between regions and social groups. This situation then got worse due to the outbreak of the Covid-19 pandemic.

To overcome these crises and various challenges, we need systemic changes, one of which is through the curriculum. The curriculum determines the material taught in class. The curriculum also influences teachers' pace and teaching methods to meet students' needs. For this reason, the Ministry of Education and Culture has developed the Independent Curriculum as an essential part of efforts to recover lessons from the crisis we have experienced for a long time. There are two main objectives underlying this policy. First, the Government, in this case, the Ministry of Education and Culture, wants to emphasize that schools have the authority and responsibility to develop a curriculum that fits the needs and context of each school. Second, with this curriculum option policy, changing the national curriculum can occur smoothly and gradually. The Government is tasked with compiling a curriculum framework. Meanwhile, its operationalization, how the curriculum is implemented, is the school's task and autonomy for the teacher.

Teachers are professional workers with the authority to work autonomously based on academic knowledge. Thus, the curriculum between schools can and should be different, according to the characteristics of students and school conditions, while still referring to the same curriculum framework. Changes in the curriculum framework demand adaptation by all elements of the education system. This process requires careful management to produce the impact we want, namely improving the quality of learning and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum options as one of the change management efforts.

Changes to the new national curriculum will occur in 2024. At that time, the Merdeka Curriculum had already undergone iterations of improvement for three years in various schools/madrasas and regions. In 2024, several schools/madrasas in each region will have studied the Independent Curriculum and will later become learning partners for other schools/madrasas. This phased approach gives teachers, principals, and the education office time to learn. The learning process of these critical actors is essential because this learning process forms the foundation of the educational transformation that we aspire to. Let us remember that curriculum change aims to overcome a learning crisis. We want to make schools safe, inclusive, and fun learning places.

For this reason, the Ministry of Education and Culture is making systemic changes, not just the curriculum. The Ministry of Education and Culture reformed the education evaluation system, organized the teacher recruitment and training system, aligned vocational education with the world of work, assisted education agencies, and strengthened budgets and institutions. Such systemic changes certainly cannot happen in an instant. Step-by-step changes to the curriculum can provide sufficient time for all critical elements so that the foundation for our educational

transformation can be firmly and firmly entrenched (Kemendikbud_RI, 2020). With the implementation of an independent curriculum, the Pancasila student project expected by the Government can be realized (KemendikbudRistek, 2021).

In the independent curriculum, the teacher can choose various teaching tools so that learning can be adapted to student's learning needs and interests. Projects to strengthen the achievement of Pancasila student profiles are developed based on specific themes set by the Government. The project is not directed to achieve specific learning achievement targets, so it is not tied to subject content. With this provision, we are dedicated to assisting and facilitating teachers in designing the Mitigation-Based Science and Technology Project for Strengthening Pancasila Student Profiles (P5) to Realize Independent Learning at SD Sukodadi 2, Bandongan District, where SDN Sukodadi 2 is still new in implementing the independent curriculum and is still minimal understanding in the preparation of independent curriculum modules. SDN Sukodadi 2 is an elementary school located in the Bandongan sub-district, Magelang Regency, with B accreditation. SDN Sukodadi 2 is located next to the Sukodadi village hall office. The school has eight teachers or tutors and has 6 study groups. The area of SDN Sukodadi 2 is not far from residential areas. Hence, it is easy to collaborate with the local community and has full support from the community when holding an activity.

Changing the 2013 curriculum to an independent curriculum certainly requires adapting all elements of the education system. This process requires careful management to produce the desired impact, namely improving the quality of learning and education in Indonesia. The curriculum change approach is carried out in stages. This gradual approach allows teachers, school principals, and the education office to learn. The learning process of these critical actors is essential because this learning process forms the foundation of the educational transformation that is aspired to. In implementing an independent curriculum, some criteria must be considered; namely, schools must be interested in implementing an independent curriculum to improve learning. SDN Sukodadi 2 fulfills the criteria for implementing an independent curriculum due to its interest in improving learning. The principal and teachers of SDN Sukodadi 2 still need to understand the preparation of the modules used to support learning. This is due to changes in the curriculum that have recently been implemented. The preparation of the modules is, of course, adapted to the conditions of the students and the environment at SDN Sukodadi 2, which has yet to be implemented in managing waste or disaster mitigation education. For this reason, to implement disaster mitigation education, it is necessary to have a learning module that can be used as a guide in disaster mitigation education.

Method

The implementation methods used in this PPMT activity include Team based projects, Brainstorming, Focus group discussions, Experiential Learning, and Exploratory Data Analysis. The Team-Based Project method is built on actual project-based learning activities and assignments that provide challenges for students related to everyday life to be solved in groups. The brainstorming focus group discussion method is one of the methods used to generate creative ideas. This creative idea takes work but starts with a creative way of thinking. The experiential learning model is a learning model that is expected to create a more meaningful learning process where students experience what they learn. The Exploratory Data Analysis (EDA) method analyses and visualizes data to understand better and gain insight.

Table 2. PPMT implementation method

Activity	Method	Object	Output
A.Preparation of strategic steps for the Pancasila student project	Team-based project	<ul style="list-style-type: none">• Technical guidance activities• Socialization• Course activities	<ul style="list-style-type: none">• Pancasila student project planning documents

Activity	Method	Object	Output
B.Preparation of instruments	Brainstorming Focus group discussion	<ul style="list-style-type: none"> •Preparation of project modules •Preparation of project instruments 	<ul style="list-style-type: none"> •Project module documents •Formative and summative instrument documents
C.Project assistance	Experiential learning	<ul style="list-style-type: none"> •Project introduction activities •Contextualization activities •Action activities •Reflection and follow-up activities 	<ul style="list-style-type: none"> •Documentation of project activities (introduction, contextualization, action, reflection, and follow-up activities)
D.Reflections on Pancasila students' projects at school	Exploratory Data Analysis	<ul style="list-style-type: none"> •Processing of assessment results •Preparation of project reports 	<ul style="list-style-type: none"> •Documents on Pancasila student project report cards

RESULTS AND DISCUSSION

In the community service activities at SDN Sukodadi 2, a measurement of initial understanding at the end of the training was carried out as figure 1.

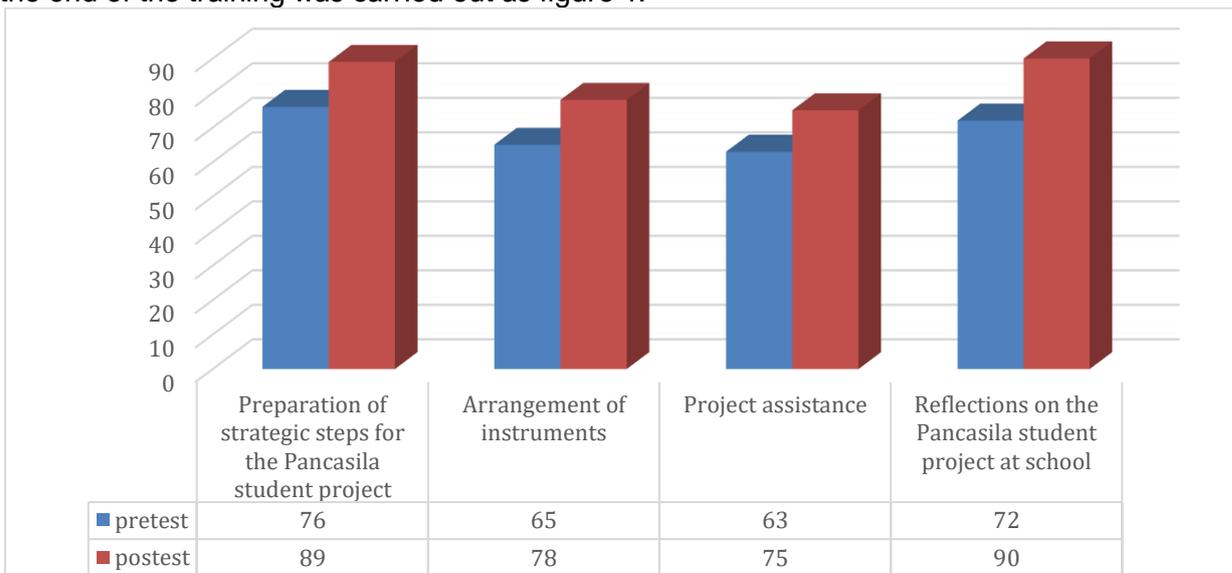


Figure 1. Achievement of pre-test and post-test results during training

In general, there was an increase in the pretest before and after training; there was an increase in the number from the pretest to the posttest. In the pretest, 69% was obtained, and after training, it was obtained 83%. In general, there was an increase in the understanding of teachers and school principals by 14%.

Preparation of Strategic steps for learning projects

Independent curriculum technical guidance and technical guidance activities are going well, and the success of teachers increases their knowledge. The teacher was satisfied following the technical guidance for three days related to the project to strengthen the Pancasila student profile. The teacher has the knowledge and skills to describe the project. This activity provides an understanding that teachers must be process-oriented and build internalized meaning, so students are more successful in their learning.

Socialization of the Pancasila project module. Socialization of the project module is carried out by helping teachers carry out socialization projects to strengthen the profile of Pancasila students to parents and the community. In this activity, discussions were held with committees of student

parents and community leaders regarding the independent curriculum and project learning. The village government felt this kind of activity was very good and appreciated the activities carried out by the service team from UNIMMA. In this activity, committees and community leaders provide reinforcement and are ready to assist schools when carrying out projects related to the community. This activity informs school stakeholders that the curriculum has changed, and schools must keep up with the changes in the curriculum and its school ecosystem.

Systematics course for class project modules, module systematics courses are conducted by national facilitators of driving schools on project formats and modules whose targets are grade 1 and grade 4 teachers who implement an independent curriculum. Activities are carried out with assistance in examining the project module and discussing its weaknesses and strengths. Teachers feel the activities are very effective because by dissecting examples of project modules from the Ministry of Education and Culture and combining them with the principles of project activities, teachers have a more comprehensive understanding.

Preparation of Pancasila student project instruments

The preparation of the Pancasila student project module was not only carried out by grade 1 and grade 4 teachers but was carried out jointly by all teachers. Previously the principal had put together a project team to plan and coordinate project facilitation. The output of this activity is a project planning document.

The preparation of formative assessment instruments for the Pancasila student project, the formative assessment instruments carried out in this activity are continuing the steps by implementing project activities followed up with measurements in formative assessments. A formative assessment is an assessment carried out in project activities. The assessment activities discussed material on types of assessment, developing performance assessments, designing various assessment instruments, providing effective feedback, and compiling and utilizing portfolios. The project team, with the teacher, completes the module by completing other components, such as starting questions, worksheets, reference lists, and others. In this stage, activities are also performed by re-checking the suitability of objectives, activities, and module assessments. In the final stage of this activity, the Team with the teacher aligns the continuity between the issues or themes discussed by the sub-elements (project objectives profile) and the conditions and needs of the school or students. At the beginning of the planning (if you do your profile project module) or determine dimensions, elements, and sub-elements (if using an existing profile project module), it is carried out periodically and continuously during the profile project. The party is conducting the assessment. At the beginning of the profile project: the educator; during the profile project: educators, individual students (self-assessment), fellow students (peer assessment), and academic unit partners in profile projects (e.g., parents, resource persons). Examples of assessment forms: Rubrics, feedback (from educators and fellow students) both orally and in writing, observations, discussions, presentations, journals, reflections, and essays.

Preparation of summative assessment instruments for Pancasila student projects, designing objectives and assessments. In a summative assessment, a summative assessment is an assessment at the end of the project that determines the success of the project carried out by the teacher. The activities carried out are by determining the sub-elements that will be the objectives of the profile project, compiling an achievement rubric containing competency formulations appropriate to the student phase, and designing indicators and assessment strategies. The next activity is to develop activities by developing an overview of the activities that need to be carried out to achieve the objectives of the project profile. The next step is a detailed explanation for each activity stage by completing a project summative assessment. It is usually done at the end of a profile project. If needed, it can be done at the end of an activity phase (especially in long-term profile projects). The party gives the teacher assessment. Examples of assessment forms: Rubrics, presentations, posters, dioramas, technology or art products, essays, collages, and plays.

Assistance in the implementation of Pancasila student projects

Assistance in implementing the Pancasila Student Project Module at the project introduction stage, Recognizing and building students' awareness of the theme being studied. Recognize and build students' awareness of waste management issues and their implications for climate change.

Recognize and build students' awareness of waste management issues and their implications for climate change. Meeting 1. Introduction to Climate Change and Waste Management Problems, meeting 2. Exploration of Issues, meeting 3. Initial reflection, meeting 4. Visit to TPA/Waste Concern Community meeting 5. Critical Discussion of Waste Problems.

Assistance in implementing the Pancasila Student Project Module at the contextualization stage, Exploring problems in the surrounding environment related to the topic of discussion. Contextualize problems in the immediate environment. I am meeting six, collecting, organizing, and presenting data, and meeting 7. Trash Talk: Garbage in my school, meeting 8. Organizing Data Independently, meeting 9. Formative Assessment Presentation: Garbage in my school.

Assistance in implementing the Pancasila Student Project Module at the contextualization stage, Exploring problems in the surrounding environment related to the topic of discussion. Contextualize problems in the immediate environment, Meeting 6. Collection, Organizing, and Presenting Data, meeting 7. Trash Talk: Garbage in Assistance for implementing the Pancasila Student Project Module at the action stage, Formulating roles that can be carried out through real action. Together realizing the lessons they get through real action, meeting 10. Actual Action Poster Love My School: Exploration of existing waste management programs, meeting 11. Real Action Poster Love My School: My Role and My Solution, meeting 12. Real Action Poster Love My School: Determining the Characteristics of a Good Poster, meeting 13. Real Action Poster Love My School: Making Posters, meeting 14. Formative Assessment Simulation Exhibition Real Action Poster Love My School, meeting 8. Organizing Data Independently, meeting 9. Formative Assessment Presentation: Garbage in my school.

Assistance in the implementation of the Pancasila Student Project Module at the reflection and follow-up stages

We are fulfilling the process by sharing work and conducting evaluations and reflections. Reflection and follow-up on Pancasila student projects, Documentation of summative project assessments (planning, implementing, reflecting, evaluating). Develop strategic steps, and complete the process by sharing work, evaluation, reflection, and formulating strategic steps. Meeting 16. Summative Assessment of Real Action Poster Exhibition Love My School, meeting 17. Summative Assessment of Evaluation of Offered Solutions, meeting 18. Let's Take Action While Reflecting on Managing Waste in Schools.

Making project reports

Principles of Project Report Card, and Design Profile Report cards, are informative in conveying the development of students but do not bother educators in the process. Shows the integration of the report card consisting of the results of an assessment of student performance in a profile project. Even though there are several disciplines integrated into the profile project, the profile project section focuses on integrated learning and character and competence development according to the Pancasila student profile.

It is not a heavy administrative burden. His aspiration is that reporting reports will be more straightforward, mainly if technology assists. "Report generator" technology in which educators enter the title of the profile project, a brief description, and all elements of the Pancasila Student Profile, and only provide an assessment of the choice of profile elements related to the profile project without having to write it down. Writing student process descriptions focuses on unique and special things worth reflecting on, for example, situations where students make wise decisions, develop a real character in a certain period, etc. Complete competence The profile project report card assessment combines knowledge, attitudes, and skills as one component. The description is also conveyed in its entirety without distinguishing these aspects. The individual assessment of the child contains the achievements of the Pancasila student profile sub-elements based on four criteria: Starting to Develop, Currently Developing, Developing As Expected, and Very Developing. While in the end, there is a brief one-paragraph description of student achievement, which describes the most developed processes and processes that still need attention.

The report card on equality education consists of 2 parts: 1) The first part is the report card on the General Subject Group. In the General Subject group, student learning outcomes are written in numbers and narratives or short descriptions of Learning Outcomes. 2) The second part is the Pancasila Student Profile-Based Empowerment and Skills Program report card. The Empowerment/Skills Program is carried out as a project to strengthen the profile of Pancasila students. The value of the results of the profile project is outlined in the form of a narrative or a short description of the dimensions of the Pancasila student profile and the Learning Outcomes of the Skills Program. The individual assessment of the child contains the achievements of the Pancasila student profile sub-elements based on the criteria: Starting to Develop, Currently Developing, Developing As Expected, and Very Developing. While in the end, there is a brief one-paragraph description of student achievement, which describes the most developed processes and processes that still need attention.

Evaluation of project activities is carried out with Things that must be considered in evaluating the implementation of a profile project: The evaluation of the implementation of a profile project is comprehensive. This evaluation is not only on student learning but also on the learning process of educators in preparing profile project activities, as well as the readiness of academic units and other academic unit environments in carrying out profile projects. Evaluation of the profile project implementation focuses on the process and not the result. So the benchmark for evaluation is the development and self-growth of students, educators, and academic units. For example: what is evaluated is not how many students get high final grades or product quality, but what is evaluated is how and how far students experience learning and developing Pancasila student profiles during the current profile project. For educators, the progress that can be measured is the ability of educators to design profile project-based learning activities. For academic units, progress that can be measured is the education unit's readiness level and the continuity of the implementation of profile project-based learning, as well as the cooperation of the profile project facilitator team. There is no complete and uniform form of evaluation. Each academic unit has the readiness to implement a different profile project and the readiness of educators and their students to participate in project-based learning. Therefore, the evaluation of the implementation of the profile project should be developed according to the context of the academic unit. Academic units and educators accustomed to project-based learning will undoubtedly have different development goals from those just starting the project-based learning process, so they cannot be equated. Use various assessment forms carried out during the profile project to get a more comprehensive picture. Avoid using only one type of assessment done at the end of the profile project. Involve students in the evaluation. Student involvement is essential so that students feel a sense of ownership of the profile project, as well as for a more thorough evaluation.

Discussion

Strategic steps for learning projects, Internalization of Pancasila values is an effort to improve the quality of success in the personal actualization of Pancasila so that the practice of Pancasila will occur in an orderly manner. The relationship between the internalization of Pancasila values as described through the Pancasila Student Profile and the actualization and practice of Pancasila. To optimize the internalization of Pancasila values through the Pancasila Student Profile, the Ministry of Education and Culture 2021 developed the Merdeka Teaching Platform, one of whose menus discusses the Pancasila Student Profile and its application (Susilawati et al., 2021). Deep appreciation and practice of the values of Pancasila are needed in modern times like today. The values of Pancasila among students today are fading; many students do not understand the history and philosophy of why Pancasila is used as the basis of the State, what are the essence of the five precepts in Pancasila and whether Pancasila is contrary to Islam or not. This lack of understanding can cause students to be easily influenced by anti-Pancasila radical and humanist movements(Nurjanah, 2017).

The values of Pancasila are universal, so they must be internalized in the nation and State's life, including the development of law. Regarding development, the law has the function of maintaining order and security, a means of development, upholding justice, and public education

(Prahesti, 2021). Reflection patterns of activities are also carried out in this activity, where the teacher provides feedback to the service team to convey events experienced, feelings, lessons learned, and follow-up plans that they will carry out. This is consistent with a research study on teachers providing suggestions for the next opportunity to be involved in training - training on scouting administration which can make it easier to coach teachers in their administrative tasks (Rasidi & Purwandari, 2015). In general, this service activity has been successful; this is due to factors or the carrying capacity of teachers and principals who have leadership in quite a good condition and needs improvement. Increasing teacher leadership in learning is carried out to develop student potential so that students can increase their disaster awareness (Rasidi et al., 2017; G. I. Rasidi & Purwandari, 2015).

The Pancasila student project instrument, developed in the service program, is very different from conventional assessment, where conventional assessment is an assessment system commonly used by teachers in the learning process so far (Imania & Bariah, 2019; Zamzania & Aristia, 2018). Then seen from the characteristics of conventional assessment, namely 1) Normative assessment, 2) Focused on content, 3) Assessment results in the form of values, 4) Time-based, 5) Group learning speed, 6) Assessment emphasized knowledge, 7) The learning approach is narrow and textbook oriented, and 8) late/non-existent assessment feedback. Based on the explanation above, the difference is clear that the implementation of project assessment needs to be applied in a learning process because it involves students being active in learning process activities and projects so that they can improve the way students behave in line with this, student character will develop by itself and develop in the learning process (Baihaqi Rifqi, 2021).

In implementing the Pancasila student project, project assistance goes well; this is due to the attitude and behavior of the teacher who wants to learn, making it easier to convey interesting information. Mentoring is carried out with humorous inserts; this is successful and makes the teacher not bored. The point is that they assume that during the training process, they often insert jokes during the process, so they do not get bored. Moreover, the teacher is quite open and familiar when discussing material and environmental issues through strengthening projects. The participants were very comfortable, enjoyed, and excited when a teacher entered the class; they said they wanted this kind of figure to re-enter the class (Toulabi et al., 2013; Yasa, 2021).

This mitigation-based service is a contributive action for the target community group to contribute to environmental improvement. This supports the dedication that was previously carried out regarding the Waste Bank-Based Inorganic Waste Management Training to Increase Community Environmental Awareness" which has been carried out well and is beneficial to the community (Sutarti et al., 2019). the dedication, which is still limited to the internal interests of the school, the involvement of stakeholders in collegial collective relations is still dominated by the interests of the school rather than the interests of stakeholders. This service has implications for the collaborative management school model, which is carried out on a more intensive scale (R. Rasidi et al., 2022).

The introduction stage of the project to strengthen the Pancasila student profile is carried out by using learning media that triggers student activity. Several short videos elaborate on learning materials according to Nature. Science Themes. The video is divided into several short videos tailored to children's interests, where each content contains colorful images, animations, and short information according to school materials (Sylvia & Halim, 2022). cases are starting to decline, and there is still a lack of student knowledge to improve the immune system, one of which is the use of herbal plants (Muliani et al., 2022)

The target achieved from the community service program is to increase understanding of the implementation of the new curriculum, including 1) motivated partners in increasing understanding regarding the implementation of the new curriculum. 2) produce products, namely compiling Pancasila student project modules suitable for students with the theme of disaster mitigation. 3) Increased partner concern about protecting the environment. 4) Reducing the impact of damage due to disasters/environmental damage. 5) Increased understanding of partners regarding disaster mitigation through project assistance to strengthen the Pancasila e-learning profile. In general, teachers participate in happy service activities; this is supported by a

training and workshop atmosphere that supports self-development and strengthens the capacity of participants. 2 (two) factors influence the happiness index, namely internal and external factors. These internal factors include 1) the interest of the Bimtek participants in adapting the independent curriculum, 2) the teacher's self-concept, and 3) self-management. While the external factors are 1) the living environment, 2) the ability of the technical guidance facilitator, and 3) the support of colleagues at school (Rasidi & Fitri Mashitoh, 2019).

CONCLUSION

The results of the service in terms of the quality of the service are carried out well, and the sustainability of this program leads to the development and independence of teachers in optimizing projects. This service is carried out for schools that independently implement an independent curriculum and solve problems in planning, implementing, and evaluating projects. The project's continuation to strengthen Pancasila students' profile can be continued through changes in mindset, collaboration, and a community of practitioners. There was generally an increase in the pretest before training, and after training, there was an increase in the number from pretest to posttest. In the pretest, we obtained a percentage of 69%, and after training, we obtained 83%, and in general, there was an increase in the understanding of teachers and school principals by 14%.

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