



PROJECT MANAGEMENT FOR STRENGTHENING STUDENT PROFILES PANCASILA IN EDUCATIONAL LEARNING ISLAMIC RELIGION AND CIVIL CIVIL PHASE E CURRICULUM INDEPENDENCE

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Abstract:

Strengthening the Pancasila student profile is a challenge for institutions education in producing young people who have character and values strong value. One effort to increase the profile of Pancasila students can be done through the implementation of projects in educational subjects Islamic religion and character. This research aims to analyze implementation of the project to strengthen the profile of Pancasila students in subjects Islamic religious education and character education for class X at SMK Negeri 10 Samarinda and its impact on improving the character of students. This research using a qualitative approach with data collection techniques through interviews, observations, and documentation. The research results show that The implementation of the project to strengthen the profile of Pancasila students was carried out with integrating Pancasila values into learning materials, as well as holding activities that help students understand and apply Pancasila values. The implementation of this project also had an impact positive towards improving the character of students, especially in terms of awareness of the importance of Pancasila values in everyday life. In conclusion, the implementation of the project strengthens the profile of students in Pancasila Islamic religious education and character subjects in class X at State Vocational Schools 10 Samarinda can help improve the character of students and make a positive contribution to the formation of a young generation has a strong Pancasila profile.

Keywords: *Managerial, Pancasila Student Profile, Islamic Religious Education, Curriculum Independent*

INTRODUCTION

A new movement carried out by the Ministry of Education and Culture Research and Technology of the Republic of Indonesia is an effective solution saving the national education system after the Covid 19 pandemic. Movement This is in the form of changes to the national education curriculum. Curriculum Independent learning was launched by the Minister of Education Nadiem Makarim has a much different concept compared to the curriculum previously.

The independent learning curriculum changes the pattern of the education system which is expected to be able to realize students can have skills that are able to think critically and solve problems, be creative and innovative as well as communication and collaboration skills. Apart from that, students are expected to be able to search for, manage and convey information, as well skilled in using information media and

technology needed this era of industrial revolution 5.0 (Mustaghfiroh, 2020).

The independent learning curriculum is also a learning development policy by the Ministry of Education and Culture aims to transform education and learning creating Indonesian human resources who are superior in their fields. Curriculum achievements Independent learning really depends on the learning method used by educators to make students successful in achieving their respective learning objectives. In formulating the curriculum it is necessary there are stages that mean a graduate profile that is ready to match school level vision expectations. The stages in question are starting formulate Graduate Learning Outcomes (CPL), CPMK, Sub CPMK, Indicators, RPS Development. All implementations of achievements are in accordance with the rules formulation of the SN Dikti curriculum (Amalia, 2023).

In this independent learning curriculum the main emphasis is on formation of student character in accordance with the Pancasila student profile. There are six dimensions of the Project for Strengthening the Profile of Pancasila Students that must be implemented integrated in every subject, including Education subjects Islamic Religion and Character.

So that the character is in line with the Project Strengthening the Pancasila Student Profile will also be balanced with the subject matter Islamic Religious Education and Character. Islamic Religious Education and Character Education itself is an eye Compulsory national content lessons at all levels starting from Phase A to F phases in the independent curriculum. The Urgency of Islamic Religious Education and Characteristics as subjects that build religious character and the personality of students cannot be avoided, their influence and relevance towards the Project for Strengthening the Pancasila Student Profile due to one dimension what is instilled in students is how students are know and understand religion and have faith, and fear God the almighty.

Armed with a background of problems related to relationships between the Project for Strengthening the Pancasila Student Profile and the subjects Islamic Religious Education and Character Education are expected to provide achieving successful implementation of the independent learning curriculum towards students, especially those in class X or Phase E at vocational school Negeri 10 Samarinda. So that it can produce good student output has the character of a Pancasila student who understands and comprehends the Islamic religion her well.

RESEARCH METHODS

In this research, researchers also used qualitative methods with a case study approach. Case studies consist of detailed studies, often data, collected from specific periods, phenomena, and contexts, with the aim of providing an analysis of the context and process of theoretical inquiry studies. 3 This research is descriptive research, namely research that describe objects in real terms as they are. So in this research The researcher tries to explain the implementation of the Profile Strengthening Project Pancasila students in learning Islamic and Buddhist religious education Characteristics Phase E of the independent curriculum at SMK Negeri 10 Samarinda.

The bibliographic method is done by searching and reading first First, relevant reading sources. Reading sources can be: journals, scientific articles, theses, theses, papers, and other sources previously made. The data that has been obtained is then analyzed using descriptive analysis method by describing the facts facts which are then followed by analysis, not only describing, but also provides sufficient understanding and explanation about The topic raised by the author is the Managerial Profile Strengthening Project Pancasila Students in Phase E Islamic Religious Education Learning Independent Curriculum at SMK Negeri 10 Samarinda.

RESULTS AND DISCUSSION

Project for Strengthening Pancasila Student Profiles in Learning Islamic Religious Education Phase E Implementation of SMK Negeri 10 Samarinda as curriculum implementer Independence is the right momentum for the sowing of the educational process positioning students as the main actors in the learning process. An

independent curriculum is a curriculum that focuses on development students' interests and talents in the learning process in the classroom. This curriculum focuses on essential material and participant competencies education and also character development. On the implementation of the independent curriculum can support its widespread distribution in Indonesia evenly with policies which has been determined by the government for students, initially learning methods in the classroom by listening to the teacher's explanation, transformed into a learning method whose object is focused on the participants students, where students can be creative with their respective abilities each and facilitated by the teacher in the class.

One of the innovations in the development of the Independent Curriculum is there are values that are fostered through the Student Profile Strengthening Project Pancasila with the dimensions it contains. One dimension in the values of the Pancasila Student Profile Strengthening Project are faith, have faith in God Almighty, and have noble character.

The dimension of faith, devotion to God Almighty and morals noble is relevant to the learning material for Islamic and Budi Religious Education Character that focuses on instilling divine values and norms goodness in students. In line with this, all students at SMK Negeri 10 Samarinda are required to carry out appropriate worship with their respective religions and beliefs. Especially students Muslim who is in class X, in order to carry out dimensions believe and fear God Almighty in the Strengthening Project Profile Pancasila students are required to carry out the religious activity of prayer Dhuhur congregation every Monday to Thursday, and carry out Dhuha prayer activities in congregation every Friday. Apart from mandatory activities Congregational prayer is also required for class X Muslim students took part in Al-Qur'an reading and writing learning activities carried out on every Friday after the congregational Friday prayers. Activity This religious practice for Muslim students is implemented with hope can grow and strengthen faith and devotion to Allah SWT, so that it can become a provision for religious education lifelong for students.

Apart from religious activities, the value of the dimension of noble character is also important instilled in students through order and norms of goodness. Noble morals are the most important element to form student personality. Because as much and as high as knowledge is without juxtaposed with noble morals then this knowledge will not exist price.

Morals come from the Arabic word "khuluqun" which means manners, habit, custom or "khalqun" which means event, creation, creation. So basically The etymology of morals means temperament, custom, character or system of behavior made. Sociologically, in Indonesia, the word morals already contains connotations OK, so a person with morals means a person who is virtuous (Hasan, 2002). In general Islamic morals are divided into two, namely noble morals and disgraceful morals. Morals noble character must be applied in everyday life, while morals are despicable should be avoided and not practiced in everyday life.

From the explanation of several definitions above, it can be concluded that What is meant by morals is a character, temperament, character or behavior behavior that arises easily without thinking about it first. Morals or Character in Islam is the main target in education. This can be seen from several hadiths of the prophet which explain virtues One of the examples of moral education is the following hadith: "Teach your children kindness, and educate them".

Islamic religious education is expected to be able to produce humans who always strives to perfect faith, piety and noble character, Noble morals include ethics, manners, or morals as embodiment of education. Such humans are expected to be tough in facing emerging challenges, obstacles and changes in social interactions both locally, nationally and regionally and globally. Teachers have a responsibility that is not light. Besides having to To educate students' cognitive intelligence, they must also instill the values of faith and noble morals. For this reason, teachers must understand and have the characteristics positive traits and stay away from negative traits which function to provide a positive influence on students in addition to support facilities and

infrastructure, methods, educational strategies and also teachers, more specifically Islamic religious education teachers, must understand the meaning and learning process objectives.

CONCLUSION

One of the innovations in the development of the Independent Curriculum is there are values that are fostered through the Student Profile Strengthening Project Pancasila with the dimensions it contains. One dimension in the values of the Pancasila Student Profile Strengthening Project are faith, have faith in God Almighty, and have noble character. Education The Islamic religion is expected to be able to produce people who always try perfecting faith, piety, and noble character, noble character includes ethics, character, or morals as a manifestation of education. Such people are expected to be tough in the face of things challenges, obstacles and changes that arise in relationships society both locally, nationally, regionally and globally. Implementation of SMK Negeri 10 Samarinda as curriculum implementer Independence is the right momentum for the sowing of the educational process positioning students as the main actors in the learning process. An independent curriculum is a curriculum that focuses on development students' interests and talents in the learning process in the classroom. This curriculum focuses on essential material and participant competencies education and also character development. On the implementation of the independent curriculum can support its widespread distribution in Indonesia evenly with policies which has been determined by the government for students, initially learning methods in the classroom by listening to the teacher's explanation, transformed into a learning method whose object is focused on the participants students, where students can be creative with their respective abilities each and facilitated by the teacher in the class.

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