

Management Seaweed Becomes Chips On The Upgrade Program Innovation Profile Pancasila Students in Class V of Moahino Elementary School

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ABSTRACT

Quality education in the 21st century is challenge we . The world **of education** has not quite enough big answer For face challenge said . Things This in accordance with 21 st Century Skills characteristics published by 21 Century Skills Partnership, which states that students in the 21st century must capable develop skills competitive skills needed in the 21st century which are related with Developmental Skills of the 21 st Century as : think critical (critical thinking); solving problem solving; skills communication skills, ICT skills , Information and Communication Technology (ICT), information and media literacy . Formulation problem study How Strengthening Profile Pancasila Students on Students Class V of Moahino Elementary School through Management Seaweed Becomes Chips . As for the purpose study This is For know How Strengthening Profile Pancasila Students to Students Class V of Moahino Elementary School through Management Seaweed Becomes Chips . Research methods Study This done For describe How implementation project strengthening profile Pancasila students in management grass sea at SDN Moahino . Research objectives qualitative is For understand the phenomenon being faced subject research . Research results There is results observation student served data description from each and every grain existing questions in sheet observation student For measure success student in manage grass sea become chips in class V SDN Moahino . There are 8 pieces indicators that must be observed during the process of implementing P5 in manage grass sea become chips given by 10 respondents . Conclusion of the study Based on results study from meeting I where student Not yet understand steps in its management finally at the second meeting of students Already Can manage , cook , to packing product chips from grass sea become chips so management grass sea become chips for students Class V of Moahino Elementary School Already succeed .

Keywords: *Management Seaweed , Chips , Innovation Profile Pancasila Students*

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INTRODUCTION

Quality education in the 21st century is challenge We (Nazira et al. 2025) . Education World own not quite enough big answer For face challenge This is . in accordance with the 21st Century Skills characteristics published by the 21st Century Skills Partnership, which states that students in the 21st century must capable develop skills competitive skills needed in the 21st century that are related with Developmental Skills of the 21st Century

as : thinking critical (critical thinking); solving problem solving; skills communication skills, ICT skills , Information and Communication Technology (ICT), information and media literacy (Pinasti et al. 2025) .

Curriculum the latest that is crowded discussed among education moment This currently used in several school as school the mover that is Independent Curriculum (Lubis, Ginting , and Sianipar 2025) . Independent Curriculum is curriculum implemented based on development profile students to live in accordance with soul and values contained in Pancasila regulations (Aggraini et al. 2025) . Through Profile Pancasila students , curriculum independent continue education character . Character education is very important and must be implemented in the world of education Because forming moral character nation which is one objective from existence National Education System (Putri et al. 2025) .

National Education by the government do various efforts , one of which is refinement curriculum , steps This must taken For fulfil demands life democracy , globalization , and autonomy area (Mujahidittauhid , Mustari, and Alqadri 2022) . In the form of innovation curriculum is change from education centralized and monolithic unite , become more democratic . Indonesian education has experienced ups and downs , with various problem Indonesian education today This become challenge the biggest in organization quality education (Retired et al. 2024) .

Curriculum is soul from network education in Indonesian education , curriculum Keep going changed from time to time . Changes curriculum Of course No can avoided , but must always lived and adapted with needs and principles (Firmansyah, Hamzah, and Almuntarizi 2025) . System education national must always do planned , directed and continuous renewal For ensure equalization education , improvement quality and importance as well as efficiency management educationfor prepare participant educate face challenge in accordance demands life goes on changed and instantly it is also national and global (Muhabibudin et al.2025) .

Face problem education moment this , Indonesia does not only increase quality education , but also reviewing return quality education moment this is what determines quality education is availability source Power quality human being Because related with existence interaction Indonesian nation in the future (Hutasoit 2025) . Therefore that , curriculum must planned and completed in the future For increase quality education in a way national . Transition phase The Indonesian curriculum after Indonesia 's independence in 1945 has experience eleven times the momentum of change (Turasmi , Haryati, and Ps 2025) .

Started from pre-historic times independence with a very simple form and the period of independence Keep going perfected namely in 1947 in Indonesia, the curriculum that emerged the first time is the 1947 curriculum then The Indonesian curriculum was refined in 1952 (Yani, Hadiati, and Yetri 2025) . The curriculum This to describe every eye lesson in a way more detail and then called with the Decomposed Lesson Plan 1952 (Maritasari et al. 2025) . After 1952 , approaching 1964 government return to perfect system curriculum in Indonesia “ This time called Original 1964 curriculum origin The 1968 curriculum was of a nature political and replaces the 1964 Curriculum which is described as

product old order . The 1975 curriculum emphasized the aim is for education more effective and efficient (Sartika 2025) .

1984 curriculum follows approach process oriented , although priority given to the approach procedural , objective still is factor important (Atmaja 2025) . The 1994 curriculum is results integration curriculum previously , especially 1975 and 1984 curriculum . The 1994 curriculum was replaced with Curriculum Based on Competence (KBK) introduction of KBK is still in trial phase limited , but trial phase limited end at the beginning 2006. The 2013 curriculum focuses on improving and balancing between competence attitude , skills , and knowledge . 2020 Curriculum “Independent Learning ” Minister of Education and Culture Nadiem Makarim explained at least three points main independence learning , namely acceleration technology , diversity as nature and profile Pancasila Students (Kinasih et al. 2024) .

Project Strengthening Profile Pancasila Students for furthermore in this article will called as (P5) namely effort achievement Profile Pancasila students with use paradigm learning new . In addition , Project Strengthening Profile Pancasila students are approach learning through project that aims the main thing is For reach dimensions Profile Pancasila students for students Study For handle Topics certain that become focus every year (Kinasih et al. 2024) . Project Strengthening Profile Pancasila students provide chance to student For dig science , develop skills and establish development six dimensions Profile Pancasila students such as believe , be pious to God Almighty, and have good morals noble , global diversity , mutual cooperation, independent , reasoning critical , and creative . Through project this , students own chance For explore issue or very important topic such as , Management Seaweed becomes Chips ; Local Wisdom ; Unity in Diversity, Wealth and Technology For Building the Republic of Indonesia; and Entrepreneurship (Thoha , Kusumaningsih , and Ginting 2025) .

Based on results observation the beginning of what was done researcher at SDN Moahino researcher get information that school This Already become school the mover with use Independent Curriculum and make Profile Pancasila Students as runway development mark Character . School This Already become school driving and implementing the Profile program Pancasila students since teachings new 2021/2022 . Also explained during the implementation period Still in a way gradually that is implemented in grades 1, 2, 4, and 5 through Learning Limited Face -to -Face (PTMT) or Blended Learning. In an effort applying 6 dimensions Profile Pancasila school students make an effort with bring up all over dimensions Profile Pancasila Students in activity academic or non-academic . In the learning process the teacher integrates Profile Pancasila students in all eye lessons taught , one of which is learning based on project . Projects carried out on Profile Pancasila students at SDN Moahino is Management Seaweed becomes chips .

Grass sea is one of the algae plants that live in the sea . Grass sea can processed with various type processed like chips grass sea . chips grass sea is food lightweight which is sought after by many public Good that's an adult , an old person and also children . Grass the sea also provides Lots benefit for health . Every business Good That small and also big run No escape from offer goods or service to consumer or buyers and have objective For

get profit as much as possible . In development business Of course influenced by various type factor Good internal and external factors factor external (Vanissaputri , Arfani , and Septiawati 2025) .

Grass the sea is also one of the eye livelihood daily for resident Moahino . Many families depend on his life from business grass sea . Good to be farmers , distributors, or made processed other materials basically dominant from grass sea . Something like that this is what makes researcher interested For explore one of riches nature of Moahino Village to students class V SDN Moahino so that from now on early they has know and be taught everything related with grass the sea which is known as is one of the eye parents ' livelihood they (Agnevia Nursianda et al. 2025) .

The results of the above observations can be understood that in implementation Project Strengthening Profile The Pancasila student its implementation start from 2021 in grades 1 and 4 in 2022 it will be implemented in grades 1, 4, 2 and 5 and in 2023 it will be implemented in grades 1, 4, 2 and 5 has implemented throughout class from class 1 to grade 6. Then in its implementation in class 5 with theme manage grass sea become chips . Then researcher find problem that low ability student in to innovate P5 learning in manage grass the sea which is riches natural from Moahino Village . The solution here arrange return schedule for the project may be below go home with notes documentation still sent as well as teacher skills in develop or innovating P5 to improve its capabilities innovation student increase . In addition , teachers must push students so that the implementation Project Strengthening Profile Pancasila students of course Can done in a way maximum , because Project Strengthening Profile This Pancasila student is One unity with curriculum independent there is a clock for academic and there are hours for project every schools that implement Independent Curriculum of course must apply project .

METHOD

Study This done For describe How implementation project strengthening profile Pancasila students in management grass sea at SDN Moahino . Research objectives qualitative is For understand the phenomenon being faced subject research . Such as behavior , perspective , inspiration and action . With notice approaches natural others , in wide and through explanation in the form of words and language and natural settings . Therefore that , researcher take a descriptive strategy For study This . A researcher can use approach descriptive For learn incident or population certain ones that become focus research . Researcher give related details with current phenomenon studied . Then made a list of characteristics issues and events latest (Agnevia Nursianda et al. 2025) .

FINDING AND DISCUSSION

RESEARCH RESULT

On the results observation student served data description from each and every grain existing questions in sheet observation student For measure success student in manage grass sea become chips in class V SDN Moahino . There are 8 pieces indicators that

must be observed during the process of implementing P5 in manage grass sea become chips given by 10 respondents . For results his research can seen in the table following :

Table 1

Pray before start management product grass sea

	No Choice Respondents	Frequency	Percentage (%)
1	Very good	0	0
2	Good	0	0
3	Not enough	5	50
4	Very less	5	50
Amount		10	100

Based on analysis table 4.1 above , out of 10 teachers there are 5 or more 50 % stated that student not enough pray before start management product grass sea as well as there are 5 teachers or 50 % of those who think that students are very lacking pray before start management product grass sea .

Table 2

Pay attention to the teacher giving apperception in manage grass sea become chips

	No Choice Respondents	Frequency	Percentage (%)
1	Very good	0	0
2	Good	0	0
3	Not enough	6	60
4	Very less	4	40
Amount		10	100

Based on analysis table 4.2 above , out of 10 teachers, there are 4 teachers or 40 % stated that students are very lacking pay attention to the teacher giving apperception in manage grass sea become chips and there are 6 teachers or 60 % stated student not enough pay attention to the teacher giving apperception in manage grass sea become chips .

Table 3

Enthusiastic in follow P5 learning in manage grass sea become chips

	No Choice Respondents	Frequency	Percentage (%)
1	Very good	0	0
2	Good	0	0
3	Not enough	7	70
4	Very less	3	30
Amount		10	100

Based on analysis table 4.3 above , out of 10 teachers, there are 7 teachers or 70 % of those who think that student not enough enthusiastic in follow P5 learning in manage grass sea become chips and there are 3 Teachers or as much as 30% who assessed that

students are very lacking enthusiastic in follow P5 learning in manage grass sea become chips .

Table 4

Showing a sense of joy and satisfaction in follow P5 learning in manage grass sea become chips

No Choice Respondents		Frequency	Percentage (%)
1	Very good	0	0
2	Good	0	0
3	Not enough	8	80
4	Very less	2	20
Amount		10	100

Based on analysis table 4.4 above , out of 10 teachers, there are 8 teachers or 80 % stated that student not enough showing a sense of joy and satisfaction in follow P5 learning in manage grass sea become chips and there are 2 Teachers or as much as 20% stated that student not enough showing a sense of joy and satisfaction in follow P5 learning in manage grass sea become chips

DISCUSSION

Grass sea or algae (*see weed*) is one of the potential resource waters that have been has long been utilized by the community as material food and medicine . Currently utilization grass sea has experience very rapid progress that is made into agar - agar, algin , carrageenan *and* furcellaran which are material standard important in the food , pharmaceutical , cosmetic , and other industries (Alfi et al. 2023) .

along with increasing level utilization grass sea so grass market demand sea Good in the and also outside the country is also getting bigger high . One of the type grass the sea dominates exports in Indonesia , namely *Eucheuma* (Nasir and Sugita 2025) . Needs the world is rising every the year so that almost every year happen lack material standard for agar, carrageenan and others. The global agar market in 2021 reached 7,630 tons with need material standard around 76,000 tons of grass sea dry , while results harvest only around 55 tons with thus happen lack material standard around 21,000 tons (Anshori , Purnomo, and Kurniawan 2025) .

Carrageenan market in 2021 for *Eucheuma sp* reach 33,000 tons with need material standard carrageenophyte 165,000 tons. Needs *Eucheuma sp* domestically and exports in 2005 amounted to 50,000 tons , while its production new reaching 32,000 tons so that Still there is shortage of 18,000 tons (Yuliani and Anas 2025) . Development of the processing industry grass sea to front is a very appropriate effort and has very bright prospects in frame create growth economy (*pro-growth*), increase chance work (*pro-employment*) and reduction poverty in the country (*pro-poor*) development in the downstream sector grass sea with build industry processing Enough potential in create mark add , among other things because request product processed grass the big sea good inside and out country , easy produced , and absorbed power Work (Utami, Rahmawati, and Noktaria 2025) .

Basically business cultivation grass sea has Lots carried out in several coastal areas Indonesian coast . Central area production grass sea spread across the Indonesian region east , such as Central Sulawesi, West Sulawesi, Gorontalo, Maluku and some parts of Indonesia central and western areas such as Bali, West Nusa Tenggara, East Nusa Tenggara, West Java, Central Java and parts of the Special Region of Yogyakarta. Grass sea This potential increase level economy society , especially coastal communities in Moahino Village , Regency Morowali . Moahino Village is one of area where the people is farmer grass sea the largest in Central Sulawesi. In 2023 the number of grass sea sold by one farmer grass Moahino Village Sea to other areas reach 10 tons per month . With a very large amount like This has been proven very well that The people of Moahino Village are very rich in plant grass sea . So from That knowledge like This must preserved by the Maohino Village community to child grandchild them so they can reach far quantity more big Again from Now (Bhikuning et al. 2025) .

Phenomenon This it's very clear that grass The sea in Moahino Village is very abundant the amount so from That need There is another innovation from products that are made from materials the standard originate from grass sea will price sell it Far more high . One of the products that are made from materials the standard is 100% of grass sea is chips grass sea . chips grass the sea is very relevant For taught to children of Moahino Village For supplies For entrepreneurship later day . As happened in Class V SDN Moahino that the teacher started teach management grass sea become chips .

Through the P5 program which is one of the nomenclature in development curriculum independent is a chance For teach management grass sea become chips to student Class V SDN Moahino . With utilise riches very abundant area so since Now must prepared by a special teacher its implementation For student class V SDN Moahino . Based on results research that has been done researcher in management grass sea become chips in Class V SDN Moahino obtained results on meeting I students Still not enough or very less understand steps management grass sea become chips . This is due to majority students are very lacking pay attention to the teacher when explain , besides That enthusiastic student Not yet seen in manage grass sea become chips . Besides that , the attitude of mutual cooperation and creativity Still not enough seen in self student so that management grass sea become chips This Not yet fully succeed (Fibiani and Widartono 2025) .

CONCLUSION

Based on results study from meeting I where student Not yet understand steps in its management finally at the second meeting of students Already Can manage , cook , to packing product chips from grass sea become chips so management grass sea become chips for students Class V of Moahino Elementary School Already succeed .

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