Strengthening the Pancasila Student Profile through Local Diversity Activities at SMP Negeri 12 Palu

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ABSTRACT
Strengthening the Pancasila Student Profile through Local Diversity Activities at SMP Negeri 12 Palu. Study Program of History Education, Department of Social Science Education, Faculty of Teacher Training and Education, Tadulako University. Supervisor: Fajar Nugroho. This study aims to: (1) Describe the process of strengthening the Pancasila Student Profile through local diversity activities at SMP Negeri 12 Palu; (2) Explain the impact of strengthening the Pancasila Student Profile on students through local diversity activities; and (3) Identify challenges and obstacles in implementing the strengthening of the Pancasila Student Profile through local diversity activities. This research employed a descriptive qualitative method with data collection techniques including: (1) observation; (2) interviews; and (3) documentation. The findings show that local diversity activities conducted in the form of Cultural Exhibitions, traditional dances, and other cultural projects actively instill Pancasila values such as mutual cooperation, local diversity, and critical reasoning. However, obstacles remain, such as limited teacher understanding of the P5 module and low student participation. The study concludes that local diversity activities are able to strengthen student character dimensions in line with the Pancasila Student Profile if supported by the consistent and sustainable involvement of the entire school community.
Keywords: Pancasila Student Profile, Local Diversity, Character Education, Independent Curriculum
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INTRODUCTION

Education is a strategic medium for shaping future generations with strong character, intelligence, and the ability to face global challenges. The national goals of Indonesian education emphasize not only the transfer of knowledge but also the transfer of values and skills aligned with the philosophy of Pancasila (Kemendikbudristek, 2022). The Pancasila Student Profile represents the ideal Indonesian student expected to emerge from education: students who are faithful and devoted to God Almighty, noble in character, independent, critical thinkers, creative, cooperative, and globally diverse.

In practice, however, various issues in character education are still found in schools. The Indonesian Child Protection Commission (KPAI) report in 2020 revealed an

increase in cases of bullying and violence against children, reflecting a crisis of values among students (Marhaely et al., 2024). This shows that character education based on Pancasila values has not been fully achieved. Therefore, strengthening the Pancasila Student Profile through formal education channels must be given serious attention.

One of the strategies developed in the Independent Curriculum is the Pancasila Student Profile Strengthening Project (P5). P5 provides opportunities for students to practice Pancasila values through project-based learning, emphasizing student engagement, collaboration, and application of values in daily life (Safitri et al., 2022). Themes raised in P5, such as global diversity, mutual cooperation, sustainable lifestyles, and entrepreneurship, are designed to internalize student character in line with national educational goals.

In this context, local diversity plays an important role since Indonesia is a pluralistic nation composed of various ethnicities, religions, cultures, and languages. Local diversity not only strengthens national identity but also serves as a medium for fostering tolerance, cooperation, and nationalism (Istianah, 2024). (Abdurrahman, 2021) emphasized that local diversity is an essential aspect of strengthening community identity, encouraging intercultural dialogue, and inspiring innovation and creativity.

SMP Negeri 12 Palu was chosen as the research site because the school is located in Palu, a city with high ethnic and cultural diversity. This makes SMP Negeri 12 Palu rich in potential for implementing P5 based on local diversity. Preliminary observations showed that the school had implemented various local diversity activities such as Cultural Exhibitions, traditional dances, and cultural projects. These activities not only provide space for student creativity but also function as a medium for internalizing the Pancasila Student Profile values, especially cooperation, critical thinking, and global diversity.

Nevertheless, several challenges are faced. Some teachers still have limited understanding of the P5 module, making implementation suboptimal. Student participation in activities is also uneven, with only a small portion actively engaged. Other barriers include limited facilities that hinder optimal implementation. This is consistent with findings by (Afriansyah et al., 2024), which noted that character education based on diversity often faces challenges in terms of teacher preparedness, teaching media, and student participation.

Thus, this study aims to analyze in depth the strengthening of the Pancasila Student Profile through local diversity activities at SMP Negeri 12 Palu. The research focuses on three main aspects: (1) how the strengthening process is carried out, (2) the impact of these activities on student character formation, and (3) the challenges and obstacles that arise in implementation. This research is expected to provide theoretical contributions to the study of character education based on local culture, as well as practical implications for teachers and schools in optimizing P5 implementation.

METHOD

This study employed a descriptive qualitative approach. This design was chosen because the study focused on systematically and in-depthly describing the process of

strengthening the Pancasila Student Profile through local diversity activities in schools. A qualitative approach allows for understanding educational phenomena from the perspective of participants, allowing the research results to encompass not only descriptive data but also interpretations of the meaning behind the activities (Sugiyono, 2019).

1. Subjects, Population, and Sample

The research was conducted at SMP Negeri 12 Palu, with the following subjects:

1. The Principal, responsible for the implementation of the Pancasila Student Profile Strengthening Project (P5).
2. Teachers, particularly those involved in local diversity activities.
3. Seventh and Eighth grade students, the primary participants in local diversity activities, were purposively selected based on their active involvement in the Work Exhibition, regional dance, and school cultural projects.

The research subjects were selected using a purposive sampling technique, selecting informants deemed most knowledgeable and directly involved in the implementation of P5 activities (Miles, Huberman, & Saldaña, 2014).

2. Data Collection Procedures

Research data was obtained through three main techniques:

1. Observation, conducted directly during the Exhibition of Works activities, regional dance practice, and cultural projects in the school greenhouse. Observations were conducted to observe student participation, teacher roles, and interactions between participants.
2. In-depth interviews, conducted with the principal, teachers, and students. The interviews were conducted in a semi-structured format so that researchers obtained extensive information while remaining focused on the research objectives (Creswell & Poth, 2018).
3. Documentation, in the form of activity photos, school report notes, and the P5 module used by teachers in implementing local diversity activities.

The use of these three techniques enabled researchers to obtain rich data and conduct triangulation to increase the validity of the research (Denzin, 2017).

3. Data Analysis

Data analysis was conducted using the interactive model of Miles and Huberman (1994), which consists of three main stages:

1. Data reduction, namely selecting, simplifying, and organizing data from observations, interviews, and documentation to ensure relevance to the research focus.
2. Data presentation, namely organizing data in narrative form, tables, or simple visualizations for easier understanding.
3. Conclusion drawing and verification, namely identifying patterns, themes, and relationships among data to formulate valid research findings.

FINDING AND DISCUSSION
RESEARCH RESULT

The results of this study are presented based on field findings through observations, interviews, and documentation conducted at SMP Negeri 12 Palu. The data obtained were then reduced, presented, and verified in accordance with the analysis model of Miles and Huberman (1994). The research findings focused on three main aspects, namely: (1) the process of strengthening the Pancasila Student Profile through local diversity activities, (2) the impact of activities on students, and (3) challenges and obstacles in implementation. To strengthen the findings, the research results were also supplemented with documentation and school records.

1. **The Process of Strengthening the Pancasila Student Profile Through Local Diversity Activities at SMP Negeri 12 Palu**

   Research results show that local diversity activities at SMP Negeri 12 Palu are realized through several main activities, namely:

   1. Exhibition of Works, which showcases regional dances, handicrafts, and cultural products from students. This activity is designed to internalize Pancasila values while providing space for student creativity.
   2. Regional Dance Studio, where students practice traditional dances such as the Mokambu Dance, the Three Ethnic Dance, and the Pamonte Dance. This activity strengthens a love of local culture and fosters pride in regional identity.
   3. Environmentally based cultural projects, such as managing a school greenhouse to produce local agricultural products. This project emphasizes cooperation, responsibility, and the utilization of local wisdom.

   These activities are carried out collaboratively, with teachers acting as facilitators. This aligns with the P5 concept in the Independent Curriculum, which emphasizes project-based learning (Safitri et al., 2022).

2. **The Impact of Strengthening the Pancasila Student Profile on Students Through Local Diversity Activities at SMP Negeri 12 Palu**

   The impact of implementing local diversity activities can be seen in three main domains:

   1. Cognitive Domain: Students gain new knowledge about local culture, Pancasila values, and their relevance to everyday life.
   2. Affective Domain: The emergence of tolerance, a sense of mutual cooperation, and pride in regional cultural identity (Rosyda & Kholifatu, 2024).
   3. Psychomotor Domain: Dance skills, crafting skills, and the ability to present work in public significantly improved.

   Teachers stated that student involvement in these activities resulted in increased learning motivation, discipline, and courage to perform in public. This aligns with the opinion (Istianah, 2024) that local diversity can be an effective means of character education.

3. **Challenges and Obstacles to Implementing the Pancasila Student Profile Strengthening Program through Local Diversity Activities at SMP Negeri 12 Palu**

Although the program went well, several obstacles were identified, namely:

1. Limited teacher understanding of the P5 module, resulting in some teachers not maximizing their efforts in designing local diversity-based activities.
2. Low student participation, with only a small number of students consistently participating in practice and preparing for activities.
3. Limited facilities, particularly space for dance practice and supporting facilities for student exhibitions.

These obstacles are similar to the findings of (Afriansyah et al., 2024), which stated that P5 implementation is often hampered by a lack of teacher preparedness and limited school facilities.

Data Visualization

The research data is supported by documentation in the following forms:

1. Photos of the "Hold Out" activity showing students exhibiting their crafts.
2. Documentation of regional dance practice in the school studio.
3. Internal school reports recording the number of students actively participating in the P5 local diversity activities.

This visualization shows that the majority of students who actively participated in the activities demonstrated development in cognitive, affective, and psychomotor aspects.

DISCUSSION

The research findings indicate that local diversity activities at SMP Negeri 12 Palu are an important means of strengthening the Pancasila Student Profile (P5). Activities such as Art Exhibitions, regional dance training, and environmental-based cultural projects not only introduce local cultural values but also internalize the dimensions of the Pancasila Student Profile, particularly mutual cooperation, global diversity, and critical thinking. This finding aligns with the idea (Safitri et al., 2022) that project-based learning is effective in instilling Pancasila values because it requires students' active involvement in the learning process.

1. **Interpretation of Findings**

First, the process of strengthening P5 through local diversity has been shown to foster a sense of togetherness and collective responsibility. Activities such as regional dance practice teach students cooperation and discipline in achieving common goals. Second, the impact of the activities is clearly visible on students' cognitive, affective, and psychomotor development. For example, students better understand the meaning of tolerance within the ethnic and cultural diversity of Palu City, as emphasized (Istianah, 2024) that local diversity is an effective medium for character education. Third, the challenges faced, such as limited teacher understanding and low student participation,

demonstrate that the success of P5 implementation is greatly influenced by the readiness of all stakeholders in the school.

2. Relationship to the Literature

The findings of this study reinforce the findings of a study (Rosyda & Kholifatu, 2024), which found that culture-based activities enhance students' creativity and mutual cooperation. Furthermore, the obstacles experienced by SMP Negeri 12 Palu align with the findings of a study (Afriansyah et al., 2024), which showed that teachers' limited understanding of the P5 module was a major obstacle to implementation in schools. Therefore, this study not only reinforces previous findings but also provides a specific overview of how local diversity in Central Sulawesi can be used as a means of Pancasila-based character education.

3. Research Limitations

Although this study successfully uncovered the process, impact, and obstacles to strengthening P5, it has several limitations. First, the study was conducted in only one school, so the results cannot be generalized to a broader context. Second, the data obtained were primarily descriptive and qualitative in nature, so they do not provide quantitative measures of the level of change in student character. Third, observations were limited to a specific period, so the long-term dynamics of the program's implementation have not been fully revealed.

4. Research Implications

The implications of this research are both practical and theoretical. Practically, schools need to improve teacher capacity through training related to the P5 module to optimize activity implementation. Student participation also needs to be increased through motivational strategies and personalized approaches, such as providing rewards or involving parents in cultural activities. Theoretically, the results of this study enrich the study of local cultural integration in character education and provide a basis for further research that can explore the long-term effectiveness of local diversity using quantitative approaches or a combination of methods.

CONCLUSION

The results of this study indicate that local diversity activities at SMP Negeri 12 Palu play a significant role in strengthening the Pancasila Student Profile. The implementation process was carried out through Work Exhibitions, regional dance training, and cultural projects that significantly encouraged active student involvement and instilled the values of mutual cooperation, global diversity, and critical thinking.

The impact of these activities was seen in three main domains: (1) the cognitive domain, which increased students' understanding of Pancasila values and local culture; (2) the affective domain, which fostered tolerance, solidarity, and pride in local culture; and (3) the psychomotor domain, which developed dance skills, cultural creations, and presentations.

However, the study also identified obstacles in the form of teachers' limited understanding of the P5 module, low student participation, and limited school facilities.

These obstacles demonstrate the importance of full support from schools, teachers, students, and other educational stakeholders.

The implications of this research are the need to strengthen teacher capacity through P5 training, increase student participation with appropriate motivational strategies, and provide adequate support for facilities to optimize the implementation of local diversity. Theoretically, the results of this study enrich the literature on the integration of local culture in Pancasila-based character education and provide a basis for further research using quantitative or mixed methods approaches to more in-depth impact assessment.

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