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Implementation of Pancasila Student Profiles at Madrasah Aliyah Negeri 2 Kediri City

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Articles Information

Abstract

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Penelitian ini ingin menunjukkan dan mendeskripsikan penerapan proyek penguatan profil pelajar pancasiladi MAN 2 Kota Kediri, dimana MAN 2 Kota Kediri menjadi pionering penerapan kurikulum merdeka yang dinaungi oleh kementerian agama. Metode penelitian yang digunakan yaitu kualitatif deskriptif dengan penggalian data melalui observasi, wawancara dan dokumentasi. Subjek dalam penelitian ini yaitu wakil kurikulum, tim fasilitator, peserta didik MAN 2 Kota Kediri. Hasil penelitian menunjukkan kurangnya pemahaman mengenai proyek penguatan profil pelajar pancasila baik dari tim fasilitator maupun peserta didik. MAN 2 Kota Kediri untuk mendorong keberhasilan implementasi proyek penguatan profil pelajar pancasila membuat program expo profil pelajar pancasila, tujuannya untuk memamerkan dan mendemonstrasikan hasil proyek penguatan profil pelajar pancasila peserta didik. Tema yang diterapkan oleh MAN 2 Kota Kediri yaitu kerifan lokal dan bangunlah jiwanya bangunlah raganya, implementasinya menghasilkan bahwa peserta didik merasakan penanaman karakter dua tema tersebut melalui serangkaian proses pengerjaan proyek penguatan profil pelajar pancasila.

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Abstract

This research wants to show and describe the application of the project to strengthen the profile of Pancasila students in MAN 2 Kediri City, where MAN 2 Kediri City became the pioneer in implementing the independent curriculum which was under the auspices of the Ministry of Religion. The research method used is descriptive qualitative with data collection through observation, interviews, and documentation. The subjects in this study were curriculum representatives, facilitating teams, and students of MAN 2 Kota Kediri. The results showed a lack of understanding regarding the project to strengthen the profile of Pancasila students from both the facilitating team and the students. MAN 2 Kota Kediri to encourage the successful implementation of the project to strengthen the profile of Pancasila students by creating a Pancasila student profile expo program, the aim of which is to showcase and demonstrate the results of the project to strengthen students' Pancasila student profiles. The theme applied by MAN 2 Kediri City is local wisdom and wake up the soul, wake up the body, its implementation results in students experiencing the inculcation of the character of the two themes through a series of project processes to strengthen the profile of Pancasila students.



INTRODUCTION

Character education is important because it is to realize the vision of developing a nation that has character, morals, culture, noble character, and manners in accordance with ideology and with the 1945 Constitution and Pancasila. (Novrian Satria, 2018). Therefore Nadiem Makarim, to perfect character education, made the profile of Pancasila students the Vision and Mission of the Ministry of Education and Culture contained in Permendikbud Number 22 of 2020 concerning the Strategy of the Ministry of Education and Culture for 2020-2024 (Makarim, 2020). The background for the creation of the Pancasila student profile is several aspects, namely socio-cultural changes, rapid technological developments, environmental changes, and differences in the future world of work at all levels of education and in all cultural areas (Kahfi, 2022).

The Pancasila student profile is an official program to teach Indonesian students as lifelong students who have global competence and perform according to Pancasila values, with the main criteria being faith, fear of God Almighty and noble character, global diversity, cooperation, independence, creativity and critical reasoning (Makarim, 2020). The six characteristics that exist in the Pancasila student profile are based on the growth and development of Indonesian and Pancasila cultural values where which is the foundation of all directions for the form of national development. In addition, the Pancasila student profile is designed to realize education and culture under the president's vision and mission, namely to achieve independence and progress in Indonesia (Raharjo, 2020).

The effort that must be made in realizing the profile of Pancasila students is strengthening and forming the character of students. Therefore, schools are required to know the character that will be developed in students while participating in learning. Character education is an effort that is carried out in a process of internalizing students, showing and encouraging the growth of good values. Through internalizing the wisdom values possessed by students, it is expected to produce good behavior habits in these students (Novrian Satria, 2018). The Pancasila profile project has a special report card that will help it achieve a Pancasila student profile. It is hoped that the report on the Pancasila student profile project resulting from integration with the CP progress report (Learning Outcomes) will then be included in the student portfolio (Ministry of Education and Culture, 2022).

The implementation of the school in implementing the development of the Pancasila student profile project is bound to encounter several obstacles. The conditions at MAN 2, Kediri City, are an example of implementing the development of a Pancasila student profile project that is experiencing problems in its implementation. Therefore it is necessary to deepen the implementation of the Pancasila student profile program.

Research conducted explained that the independent teaching platform greatly influences the application of the Pancasila student profile with the percentage of active respondents accessing information about the Pancasila student profile on the independent learning platform at 80.4%. In addition, 96.1% of respondents stated that the profile content of Pancasila students on the independent teaching platform was

very interesting when compared to studying the profile of Pancasila students offline. (Susilawati et al., 2021).

On the other hand, research by Gunawan & Suniasih (2022) shows that students can apply Pancasila values by studying Pancasila student profiles, while the results of the percentage scores for Pancasila student profiles are in six different dimensions. Each aspect is explained starting from the first dimension namely faith, devotion to God Almighty, and noble character, with a score of 86.42%, the second dimension is global diversity, with a score of 84.3%, and the third dimension of cooperation increases. 82.08%, the fourth independent aspect evaluation percentage is 80.38%, the fifth critical thinking dimension evaluation percentage is 77.94%, and the sixth creative aspect evaluation percentage is 80.22%. Although the practice of Pancasila student profiles can be assessed as good by students, (Gunawan & Suniasih, 2022).

This research focuses on the project facilitator team to strengthen the profile of Pancasila students. This research also wants to show the implementation of a project to strengthen the profile of Pancasila students with a focus on the theme of local wisdom, wake up the soul, and wake up the body. In addition, this research was conducted in a school sponsored by the ministry of religion, so it was found the addition of the word Rahmatallahilamin development project in the Pancasila student profile strengthening project program so that it could be shortened to (P5PPRA). On the other hand, based on previous research, there is a lack of research regarding the implementation of projects to strengthen the profile of Pancasila students located in the City of Kediri.

METHOD

The focus of the research is to dig for in-depth data about the implementation of the Pancasila student profile project development. The research location is in MAN 2 Kediri City because MAN 2 Kota Kediri has implemented the Merdeka Curriculum in which there is a Pancasila Student Profile with a focus on indicators of noble character and global diversity. The research subjects involved the deputy head of the school curriculum, a team of facilitators, and students. In this study using qualitative methods with a descriptive approach considering the issues to be raised must be explained in detail by the existence of open research. Descriptive research is research that describes, explains, describes, explains, and answers in detail the problems studied by making maximum observations of individuals, groups, or a phenomenon (Sugiyono, 2016).

Data collection was carried out through interviews, researchers used interview guidelines that had been prepared based on seven research indicators. Researchers also made observations to obtain data about teachers' understanding of Pancasila student profiles, teacher strategies for implementing Pancasila student profiles, and the results of applying Pancasila student profiles. The data is complemented by documentation through teaching modules, learning tools, policies, and research results that have been done previously.

Data analysis was carried out through the first stage, namely data reduction, the researcher selected the data by classifying and discarding data based on research aspects and indicators so that the data described clearer results. The second stage is that the researcher presents the data according to the results

of the data collection process by narrating the data that has been obtained. The next stage is to conclude, research, and describe the latest findings from research data (Talib, 2022).

Data triangulation was carried out using the source triangulation technique, the researcher collected data with the first several stages of observation, and the researcher made direct observations at the research location. In the second interview, the researcher conducted face-to-face interviews with the deputy head of curriculum, the facilitating team, and students. The third is documentation, researchers conduct studies on learning tools, policies, and results of research that have been done before (Moleong, 2017).

RESULTS AND DISCUSSION

Madrasah Aliyah 2 Kota Kediri is a high school level school that is supervised by the ministry of religion, MAN 2 Kota Kediri is currently the pioneer of implementing the independent curriculum in the realm of education which is sheltered by the Ministry of Religion. This has made MAN 2 Kediri City a State Madrasah Aliyah in Kediri City which implements an independent curriculum. In a series of independent curricula, there are profiles of Pancasila students (Makarim, 2020). The profile of a Pancasila student is a character and ability that is built in daily life and is lived in each student through the culture of the education unit, intra-curricular learning, projects to strengthen the profile of Pancasila students, and extracurriculars. Elements of the Pancasila student profile consist of 1) Faith, piety to God Almighty, and noble character 2) Global diversity 3) Independence 4) cooperation 5) Critical reasoning 6) Creative (Satria et al., 2022).

The application of the Pancasila student profile includes a project to strengthen the Pancasila student profile, in its application which focuses on students. In this case, MAN 2 Kota Kediri has implemented the program, because MAN 2 Kota Kediri is sheltered by the Ministry of Religion, there is the addition of the word rohmatallilamin development project, so it can be said to be the Project for Strengthening Pancasila Student Profiles and the Rahmatallilamin Development Project (P5PPRA). In its implementation, several things become the focus of the research, namely:

Aspects of teacher understanding of the Pancasila Student Profile Development Project

The teacher is the most important role in the success of effective learning that can bring more positive changes to students. Therefore the teacher must have several competencies, one of which is pedagogical competence. Pedagogic competence has indicators including 1) mastery of student characteristics, (2) mastery of educational learning principles and learning theory, (3) curriculum development, (4) pedagogic learning activities, (5) development of student potential, (6) communication with students, and (7) evaluation and evaluation of Irwanto and Suryana (Hafizha, 2022). In this case the researcher wanted to see the understanding of the facilitator team from MAN 2 Kediri City regarding the program from the independent curriculum, namely the project to strengthen the profile of Pancasila students. The following is a table of aspects of understanding regarding the project to strengthen the profile of Pancasila students.

Table 1. Understanding aspects of the Pancasila student profile strengthening project

No	Aspect	Description
1	Definition of Pancasila Student Profile Strengthening Project	Cross-disciplinary projects that are contextual and based on community needs or problems within the education unit. (In eqInequalitytion in the form of empowerment projects and skills based on Pancasila Student profiles).
2	The objective of the project is to strengthen the profile of Pancasila students	can be an optimal means of encouraging students to become competent lifelong learners, have character, and behave under the values of Pancasila
3	Principles of the Pancasila student profile strengthening project	Holistically views things as a whole and comprehensively not in isolation, contextual learning activities on real experiences encountered in everyday life, centered on students where students become active and independent learning subjects, explorative opens space for the process of self-development and inquiry both individually structured or free.
4	The benefits of the Pancasila student profile strengthening project	As space and time to develop competencies and strengthen the character of the Pancasila student profile

The teacher's understanding of the concept of learning must be right in the good category (Kuntarto, 2018). This understanding is inversely proportional to the results of the research which showed the understanding of the facilitator team regarding the project to strengthen the Pancasila student profile can be said to be very lacking. This can be seen from several facilitator teams during interviews regarding the project to strengthen the Pancasila student profile. They could only explain from their point of view, the facilitator team did not know the principles of the project to strengthen the profile of Pancasila students. On the other hand, the deputy head of curriculum from MAN 2 Kota Kediri has mastered the project to strengthen the profile of Pancasila students, as seen from the results of the interview answers according to the guidebook for the project to strengthen the profile of Pancasila students.

Research data shows that the team of MAN 2 Kediri City facilitators explained that the project to strengthen the profile of Pancasila students is character education that is more directed and applied in non-academic activities that can develop children's creativity and sensitivity to the environment and bridge they're to behave under Pancasila values. The objectives and benefits of the project to strengthen the profile of Pancasila students, the team of facilitators explained that the aim of the project to strengthen the profile of Pancasila students was to produce creative, innovative, honest, independent students who were under the values and ideology of Pancasila, while the benefits of the project to strengthen the profile of Pancasila students to know the values contained in Pancasila and as a space to develop one's potential.

The implementation of the project to strengthen the profile of Pancasila students at MAN 2, Kediri City, has a strategy carried out by the school, which is to socialize the project to strengthen the profile of Pancasila students to the facilitator team and to grade 10 students. Socialization of the project to strengthen the Pancasila student profile to the facilitator team is carried out during curriculum review and outreach the project to strengthen the profile of Pancasila students for students is carried out one month before the implementation of the project to strengthen the profile of Pancasila students.

Outreach to the facilitating team explained the project to strengthen the profile of Pancasila students and the themes to be applied and how the flow was carried out. Outreach to students is carried out to introduce the project related to strengthening the Pancasila student profile and the theme that will be implemented by the school. After the socialization with students, the implementation will be continued by the facilitating team,

The team of facilitators or teachers as class controllers, teachers can help students with assignments because the class is a learning environment that must be organized and maintained so that it is pure and maintained so that learning activities are directed at the goals of the education system. Classroom management that is carried out properly will have implications for quality learning activities, quality learning that can be carried out will also affect the success of a lesson by teachers and students (DEVA, 2019). In this case, the MAN 2 Kediri City facilitator team has a strategy for implementing a project to strengthen the Pancasila learning profile for students.

Each facilitating team has a variety of strategies, there is a facilitating team looking for examples of products that can later be implemented, reading the Pancasila student strengthening project manual, and discussing with other facilitating teams. In its strategy, the facilitating team has prepared it in such a way according to the flow set by the school. The flow of implementing the Pancasila student profile strengthening project at the initial meeting of the facilitating team will explain in more depth the themes to be implemented, then the division of project groups, followed by the selection of themes and topics by each group, for the next stage the facilitating team only monitors, assists and directs students.

Implementation of the Pancasila Student Profile Strengthening Project at MAN 2, Kediri City

Project activities to strengthen Pancasila student profiles are useful for students because students have the opportunity to learn from the surrounding environment or certain places, this makes knowledge a process of strengthening character. In addition, this project can inspire participants in the form of contributions and encouragement to others around them (Diah Ayu Saraswati et al., 2022).

The project to strengthen the profile of Pancasila students at MAN 2, Kediri City, was carried out during the middle of the semester, in October, and is scheduled to be carried out every Saturday. The project is carried out with groups in every 1 class there are 3-4 groups, with 1 group consisting of 6-12 children. The program was carried out to welcome the successful implementation of the project to strengthen the profile of Pancasila students, namely the holding of expos on each of the applied themes. In one year three themes must be applied, but because the application to students is a little late, finally two themes are applied simultaneously. This was explained by the representative of the curriculum who said that.

"The program is to procure an expo which should be held every 3 months according to 1 year must implement 3 themes so 1 theme is 1 expo, but because now 2 themes are applied at once so only 2 expos will be held and 1 expo will be held next year"

Expo is an abbreviation of exposition which means exhibition or expanse. Expo is described as an exhibition held by a certain institution to showcase and demonstrate products (POETRA, 2021). This expo activity is to showcase and demonstrate the results of students' projects. In addition to introducing the project program to strengthen the Pancasila student profile to the school community so that school residents are no strangers to the project program to strengthen the Pancasila student profile and become a successful assessment and material for evaluating the implementation of the project to strengthen the Pancasila student profile at MAN 2, Kediri City.

A series of expo activities started with the opening which was carried out by the head of the project facilitator team to strengthen the Pancasila student profile then continued with an assessment session carried out by all the facilitating teams for all groups, the facilitating team approached each stand and then asked about the process, purpose, goals, and benefits of each project. group. While the facilitating team is conducting an assessment, all members of the school are welcome to view or purchase the items exhibited by the students. Even though the facilitating team has conducted a question and answer directly, each group must present the results of their project on stage or in public, the aim is to train students' mentality and self-confidence, besides that to train public speaking in the use and selection of children's language because basically language is the most important aspect of culture. Language can be obtained through social speech, then expanded into private speech, and finally becomes additional speech (in) Schunk (Verrawati, AJ, & Mustadi, 2018).

The student projects exhibited at the expo varied, such as driving safety posters, stop bullying posters, video stories about mental health, videos about westernization, and various other traditional foods. The implementation of the Pancasila student profile project for each school has a different method, some schools implement projects to strengthen the Pancasila student profile by selecting student councils with the theme applied to the voice of democracy (Tema et al., 2023).

The application of the Pancasila student strengthening project at MAN 2, Kediri City, has the following advantages and disadvantages:

Table 2. Weaknesses and advantages of implementing the Pancasila student profile strengthening project at MAN 2 Kediri City

Lack	Excess
1. The formation of a team of facilitators was too sudden to be carried out in August-September	1. The only madrasa aliyah founded that implements the independent curriculum
2. Meetings are held only at the beginning and end	2. The facilitating team has provided maximum assistance
3. The P5 module is still missing	3. Teachers add new insights
4. There is no standard for the assessment from the Ministry of Religion or schools	4. Students are very enthusiastic about making projects
5. The school, from the principal, curriculum, team of facilitators, and teachers, are all still figuring out P5	5. Students are more sensitive to the surrounding environment and more religious
6. Students still do not understand the profile of Pancasila students	6. Learners better understand self-potential
7. In working on the project students are a little slow	7. The results of student projects are in line with the expectations of the school

8. There is no budget for the Pancasila student profile project
8. The application of P5 plus the development of the application of rahmatallilamin (P5 PPR)
9. The teacher still doesn't have an assessment rubric

Based on the table, it can be seen that the shortcomings of MAN 2 Kota Kediri in implementing the project to strengthen the Pancasila student profile are mostly a lack of understanding regarding the project to strengthen the Pancasila student profile and the administration that must be prepared. In the administration section, it can be seen from the absence of a Pancasila student profile development project module which is used as a learning guide which results in students not understanding the project to strengthen the Pancasila student profile as a whole. This is very contrary to the planning flow of the Pancasila student profile where one of the plots is to develop a project module to strengthen the Pancasila student profile. (Satria et al., 2022).

The next shortcoming is that no draft is used as a benchmark for evaluation, this has hampered the preparation of reports and what aspects must be assessed by the facilitating team. In addition, the school has not budgeted funds related to the implementation of the Pancasila student profile development project, this has made the expo program for the project to strengthen the Pancasila student profile held as is.

Meanwhile, the advantages of MAN 2 Kediri City are the pioneers of implementing an independent curriculum in the city of Kediri which is under the auspices of the Ministry of Religion, this proves that MAN 2 Kota Kediri is considered capable and feasible to implement an independent curriculum compared to other schools. Other advantages can be seen from the facilitating team who carry out their duties to the fullest, and the students who are very creative and innovative as can be seen from the various project expos exhibited. With this success, it is considered to have fulfilled the objectives of implementing the Pancasila student profile project at MAN 2 Kediri City.

Results of the Implementation of the Pancasila Student Profile Strengthening Project

Students are given the freedom to choose themes and topics to be used as projects, and the task of the facilitating team is only to monitor, assist and direct so that the project runs smoothly and does not conflict with the Rahmatallilamin development project. Even though it seemed that they were given freedom in working on their project, the team of facilitators monitored the process of project work intensively. This can be seen from the facilitating team in carrying out routine assistance and guidance every week asking students about the obstacles faced in working on the project and the progress of the project to students up to the day of the expo. As Moll said in Schunk that teachers assist students in the learning process for their learning success (Schunk, 2012).

The theme applied by MAN 2 Kediri City is local wisdom and wake up the soul, wake up the body, the reason for choosing this topic is because the school emphasizes more on the two elements of the Pancasila student profile, namely having faith, piety to God Almighty and having noble character, and global diversity. In selecting the theme, it is adjusted to the vision, culture, and resources available at the school.

In addition, there are some concerns in applying the theme, namely if later students choose topics that conflict with the Rahmatallilamin development project. Kholidah and Satria describe the theme of local wisdom and the theme of waking up the soul, and waking up the body as follows (Satria et al., 2022)&(Kholidah et al., 2023):

Table 3. Description of the theme of local wisdom and wake up the soul, wake up the body

No	Theme	Description
1	Local culture	Focus on curiosity and increase awareness of local culture in the area around the school. After that, students are instructed to study local cultural developments compared to national trends. Students will understand local customs and traditions, be able to manage their own lives, and be able to promote something that is truly educative regarding holidays and religious holidays
2	Wake up the soul, wake up the body	Students build awareness and skills for themselves and those around them to improve their physical and mental health. Research and discussions are carried out by students. Various issues include bullying, personal welfare, and proactively seeking the nearest solution. They also deal with issues related to physical and mental health, such as those related to drugs, pornography, and reproductive health

The implementation of the project to strengthen the profile of Pancasila students with the theme of local wisdom and build their souls, build their bodies implemented by MAN 2 Kediri City resulted in very diverse project products, namely as follows:

Table 4. The product form of the project to strengthen the profile of Pancasila students of MAN 2 City of Kediri

No	Type of Innovation	Type of Activity
1	Local culture	Eco-print batik, traditional food-painting waste batik with modern packaging, short folklore films entitled; love the people of kediri (kediri thief)
2	Wake up the soul, wake up the body	Videos about westernization, mental health, posters about driving safety and stopping bullying

Planting the character theme, wake up the soul, wake up the body, will indirectly be felt by the students of MAN 2 Kediri City during the project work process. Because before determining the topic students are directed to analyze the problems that occur around them, from this students learn about several problems such as bullying, westernization, mental health, driving safety, and so on. So that students become more concerned about physical well-being and mental health.

In the process of working on the project, students are given the freedom to look for their project needs, even if the project material is not available at school, students are allowed to ask for dispensation time to look for project material. On the other hand, the facilitating team continues to closely monitor student activities when looking for project materials outside of school.

The implementation of the project to strengthen the profile of Pancasila students at MAN 2 Kota Kediri in the process of seeing students interact with their world or with people, objects, and institutions in it, will change the way students think. In addition, MAN 2 Kota Kediri positions the school as not just a

word or a physical structure, but also an institution that seeks to support student learning and citizenship (Schunk, 2012).

Analysis of the Connection between the Implementation of the Project for Strengthening Pancasila Student Profiles and Vygotsky's Constructivism Theory

Vygotsky's theory asserts that children are active and subjective beings who develop knowledge through interaction with their social environment. According to Vygotsky's theory, the sociocultural environment has the greatest influence on cognitive content and how children behave. According to Vygotsky's theory, conflicts between adults and children are resolved through dialectical resolution. An infant gains understanding through the process of dealing with problems with internal analysis (Hyun et al., 2020).

Based on this explanation, it can be said that the formation of knowledge through the students themselves, where students must be active during learning, actively think, compose concepts, and give meaning to the things that are being studied, but what determines the realization of learning symptoms is the students' learning intentions, itself. In this case, it is under the implementation of the Pancasila student project at MAN 2 Kediri City where students are given the freedom to choose themes and determine topics to be used as projects, where this indirectly requires students to be more active, think more critically, be innovative, creative from the drafting of the concept to the process of working on the project, because the basis of the project work lies in the motivation and enthusiasm of the students.

Ormrod in Verrawati explains that Vygotsky in theory has several important ideas, namely: 1) Informal or formal interactions between adults and children will teach children how to behave when they are in trouble. 2) Each culture has values for increasing children's cognitive capacities, and cultural values for children are intended to help children lead productive and efficient lives. 3) Thinking and language skills develop in the early years of child development. According to Vygotsky, language learning and cognitive development go hand in hand. 4) Once a child engages in social activities, complex mental processes begin to occur which, if left unchecked, will be internally analyzed by the child's cognition, which can be used in four different ways. Vygotsky showed that complex learning processes depend heavily on children's social interactions. When a young child discusses a problem with older and more knowledgeable people, the results of that discussion eventually become part of the child-centered structure. 5) A child will be able to do challenging tasks if he receives them from someone who has higher skills. Giving a task that increases curiosity facilitates the maximum development of children's cognitive abilities the results of those discussions will eventually become part of the child-centered structure. 5) A child will be able to do challenging tasks if he receives them from someone who has higher skills. Giving a task that increases curiosity facilitates the maximum development of children's cognitive abilities the results of those discussions will eventually become part of the child-centered structure. 5) A child will be able to do challenging tasks if he receives them from someone who has higher skills. Giving a task that increases

curiosity facilitates the maximum development of children's cognitive abilities (Verrawati, AJ, & Mustadi, 2018).

The idea from Vygotsky in his theory is in line with a series of processes for implementing the Pancasila student profile strengthening project carried out by MAN 2 Kota Kediri. Starting from the school's strategy that socializes students and a team of facilitators who provide a deeper understanding of the applied themes, this reflects a formal interaction to give children an understanding of the program to be implemented. Furthermore, Vygotsky said that every culture has a meaning, which can be seen from the theme of local wisdom that is applied where students are directed to analyze cultural phenomena to be used as projects, students are making traditional food innovations, making modern batik, to making folklore films,

The increase in the cognitive abilities of students is in line with the ability to think and speak the language of students, which can be seen from the process of working on the project where students hold discussions. Discussions about their projects encourage students to express their thoughts and ideas for the success of their group projects. This discussion process will form the mentality of the students to express their opinions, in addition to forming the mentality of the children of MAN 2 Kediri City in a series of expo programs there are presentation sessions in public, this continues to demand students to be more courageous and confident in the results of their projects. Vygotsky also said that if a child is given a challenging task by someone who has more skills, the child's cognitive abilities will improve.

In addition to the concept of social interaction in Vygotsky's theory of constructivism, the other side of the schunk explains four focus concepts of Vygotsky's theory of constructivism, namely: 1) Zone of Proximal Development 2) Scaffolding 3) language and thought. The Zone of Proximal Development (ZDP) according to Vygotsky is a comparison between the current growth rate, which is determined by solving problems directly, and the potential growth rate, which is determined by solving problems with the help of parents or those who work with more experienced workers. Based on this understanding, it can be said that ZDP is a comparison between the level of potential development ability that is identified in the ability to resolve conflicts independently and the ability level of potential developmental abilities identified in conflict resolution abilities under the guidance of an experienced colleague or adult (Dewi & Fauziati, 2021).

Zone of Proximal Development the term used by Vygotsky for stages of tasks that are difficult for children to understand independently, but can be understood or completed if assisted by teachers, more experienced friends, and other people (Schunk, 2012). Vygotsky's term in the implementation of the project to strengthen the profile of Pancasila students at MAN 2 Kediri City can be seen from the students who were assigned to make a project with one of the themes applied by the school, the assignments given were classified as difficult for students because the implementation was carried out on new tenth grade students just graduated from Tsanawiyah or SMP. In their project assignments, the facilitating team always

accompanies and directs the success of student projects. In addition, this project assignment is done in groups so it makes it easier for students to work on their projects because they are done together.

Vygotsky emphasized that current constructivist learning is the knowledge that has a scale or level known as scaffolding. Scaffolding is one of the teacher's methods to encourage students to achieve success. Master's guidance to students is urgently needed to transcend High Point and Become Full. The premise of Vygotsky's constructivist theory is that knowledge is constructed through cooperation between individuals and then applied according to a set of teachings. The process of this condition can be directed by conducting intellectual dialogue in a way that is socially and culturally acceptable (Muhibin & Hidayatullah, 2020).

Scaffolding in implementing projects to strengthen the profile of Pancasila students at MAN 2 Kota Kediri, namely a team of facilitators who monitor, assist, and direct the process of working on student projects related to Pancasila student profiles. In this case, the task of the facilitator is needed because students need the guidance of people who are more experienced in the process of making their projects. For example, when working on a video project, the facilitating team will correct the contents contained in the video before being exhibited, so that the video content does not conflict with the Rahmatallilamin development project (PPRA).

Vygotsky explained that language is used for more than just social communication, language is also used to monitor and assess people's internal behavior, which is known as "inner talk" (private talk). Vygotsky's theory shows that achieving an understanding of knowledge can be done effectively through interaction with others in collaborative projects (Verrawati, AJ, & Mustadi, 2018). In terms of language and constructivism theory, Vygotsky MAN 2 Kota Kediri applies for project work in groups, with the hope that students can express their ideas by discussing them with their friends. This discussion among students reflects the language and thinking of Vygotsky's theory of constructivism.

CONCLUSIONS

MAN 2 Kota Kediri is a pioneer in implementing the independent curriculum in the City of Kediri, in implementing the project to strengthen the profile of Pancasila students there is the addition of the word Rahmatallilamin development project, with the addition of the word it can be shortened to (P5PPRA). Research shows a lack of understanding of the project to strengthen the profile of Pancasila students from both the facilitating team and the students. MAN 2 Kota Kediri to encourage the successful implementation of the project to strengthen the profile of Pancasila students by creating a Pancasila student profile expo program, the aim of which is to showcase and demonstrate the results of the project to strengthen students' Pancasila student profiles. The theme applied by MAN 2 Kediri City is local wisdom and wake up the soul, wake up the body, Its implementation results in students experiencing the inculcation of the characters of the two themes through a series of processes of working on projects to strengthen the profile of Pancasila students. The application of the project to strengthen the profile of Pancasila students at MAN 2 Kota

Kediri focuses on students, this is under Vygotsky's theory of constructivism that students must play an active role in learning.

SUGGESTION

Suggestions for schools that will implement a project to strengthen the Pancasila student profile, in the preparation process must be prepared optimally starting from the readiness of the school, the knowledge of the facilitator team, teaching modules, to the assessment rubric must be clear so that the application is directed and structured so that the project aims to strengthen the profile Pancasila students can be achieved perfectly.

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