
Election of Student Council Chairperson as an Implementation of the Pancasila Student Profile Strengthening Project at Darur Roja Srengat High School Blitar

Mochamad Muchson^{1)*}, Dian Kusumaningtyas²⁾, Susi Damayanti³⁾, Mohammad Alvian⁴⁾, Elsha Ulfatun Ni'mah⁵⁾

¹⁾Master of Economics Education/Postgraduate, Nusantara PGRI University of Kediri, Indonesia

^{2,3)} Management Study Program /Faculty of Economics and Business, Nusantara PGRI University of Kediri, Indonesia

^{4,5)}Economics Education Study Program/ Faculty of Economics and Business Nusantara PGRI University of Kediri, Indonesia

*Corresponding Author

Email: mucshon@unpkediri.ac.id

Abstract

In the independent curriculum, the Pancasila profile strengthening project is a co-curricular that aims to strengthen student character through the Pancasila student profile. There are six dimensions in the Pancasila student profile, namely faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence. The project to strengthen the profile of Pancasila learners is collaborative learning across disciplines in observing, exploring, and / or formulating solutions to real issues or problems that are relevant to students. Designed separately from intracurricular and focuses on seeing the process, namely the experience of students while undergoing the process of observation, data collection, processing, execution, evaluation, and reflection. Bringing learning closer to real life, therefore its implementation must be contextualized by taking into account the availability of educational unit resources and students. There are several themes in the project, namely local wisdom, engineering and technology, entrepreneurship, bhinneka tunggal ika, sustainable lifestyle, build the soul of the body, the voice of democracy and employment for SMK. The project of strengthening the profile of Pancasila students starts from mapping dimensions, elements, subelements, themes, titles/topics and time. In the 2024/2025 academic year, SMA Darurroja determined the dimensions of working together, reasoning critically and creatively. The theme of the voice of democracy, the topic/title of the election of the student council chairman, the product of the student council chairman election essay with a time allocation of 162 JP. The results of the project are 7 students developed as expected and 7 students are very developed

Keywords: Pancasila, Student, Profile Strengthening Project

INTRODUCTION

P5, or Pancasila Student Profile Strengthening Project, is an innovation in Indonesian education that aims to develop students' character holistically. The P5 concept was born from the realization that education is not only limited to knowledge transfer, but also character building that is relevant to the needs of the times. The Pancasila learner profile is a form of translation of national education goals. The Pancasila learner profile acts as the main reference that directs educational policies including being a reference for educators in building the character and competence of students. (Kemendikbudristek, 2022). P5 is implemented through projects designed by teachers and students. These projects can vary from simple projects to complex projects. By developing this project, learners will be able to strengthen their character and develop their competencies as active global citizens; participate in planning learning actively and continuously; develop skills, attitudes and knowledge needed in working on projects for a certain period of time; practice problem-solving skills in various learning situations; show responsibility and concern for issues around them as one of the learning outcomes; and appreciate the learning process and be proud of the results of optimal achievement Mery et al. (2022). What is important is that the

project is relevant to students' lives and can develop the Pancasila Learner Profile. One of the projects implemented by Darur Roja' Integrated High School is Voice of Democracy. Voice of democracy in the Pancasila Student Profile Strengthening Project (P5) is an innovative concept that combines democratic principles with fun activities for students (Nafi'ah, 2023). In the context of education, Voice of Democracy P5 can be an effective tool to increase students' active participation in school life.

The democratic vote is a direct expression of the sovereignty of the people in a system of government. It is the fundamental right of every citizen to participate in decisions that affect their lives. This voice is realized through various means, such as in elections. Elections are a process by which citizens directly elect their representatives to the legislative or executive branches of government. The implementation voice of democracy P5 in schools is expected to be a platform for students to be directly involved in decision-making, solving problems together, and practicing democratic values according to their age and level of development (Febriani, 2024). Participation in voice of democracy P5 refers to the active involvement of students in various activities and decision-making at school. Students are not only spectators, but are directly involved as actors and decision makers. (Rosarian & Dirgantoro, 2020).

Through interesting and interactive activities, students can explore their potential, hone their critical thinking skills, and build a sense of belonging to the school environment (Amaliyah & Rahmat, 2021). In addition, the implementation voice of democracy P5 can also be a means to improve collaboration and communication between students, teachers, and school parties (E. A. Nurjanah & Mustofa, 2024).

Voice of democracy P5 is a concept developed with the aim of introducing and practicing democratic values in the school environment (Dyahningtyas et al., 2024). The term "P5" itself is an acronym for Participation, Selection, Presentation, Assessment, and Celebration (Dewi & Furqan, 2023). Elections voice of democracy P5 generally refer to the process of electing student representatives, such as class leaders, student organization administrators, or school council members (Adib & Sari, 2023). This election process is conducted democratically, prioritizing principles such as freedom of expression, equality, and the principle of one person, one vote (Syarwi, 2022). Likewise, the presentation in voice of democracy P5 is an activity where students present their ideas, ideas, or work in front of the school community (Pratama & Dewi, 2023). Assessment in voice of democracy P5 is the process of evaluating activities that have been implemented (Musa et al., 2023). This assessment involves students, teachers, and school authorities to assess the success of the program, identify shortcomings, and formulate an improvement plan for future activities (Suciani et al., 2023). P5 Democracy is a momentum to celebrate the success and achievements that have been made by students during the program implementation process (Khasanah & Prasetyo, 2023).

School is not only a place to absorb knowledge, but also a space for students to develop their potential and learn to participate in social life. (Efendi et al., 2020). Student council elections are a miniature of the larger democratic process. From candidate registration, to campaigning, to voting, this whole series of activities provides an opportunity for students to experience first-hand how democracy works. This democratic process also teaches students about the importance of transparency, accountability and fairness. The election of the student council president is an important moment in school life that is not only about electing a leader, but also an exercise in democracy for students. This process teaches students about the importance of participation, leadership and responsibility. Through the election of the student council president, students can learn to make wise decisions, respect different opinions, and work together to achieve a common goal.

The results of the student council chairman election will greatly affect the atmosphere and development of the school. The elected student council president is expected to be an inspiring leader, bring positive changes, and represent the aspirations of all students. Therefore, the election of the student council president needs to be conducted democratically and involve all school members.

After the election of the student council president, students are expected to be able to create a work in the form of writing. Essay writing is an excellent exercise to develop students' critical thinking skills. Through essay writing, students are trained to analyze information, evaluate arguments, and organize ideas logically. These critical thinking skills are essential for facing challenges in an increasingly complex world. Essay writing is not only about conveying facts, but also about exploring creativity. Students can develop their imagination and creativity through essay writing. This creative ability is essential to come up with innovative solutions to problems.

Writing an essay encourages students to conduct in-depth research on a topic. By seeking information from various sources, students will gain a better understanding of the material studied. In-depth learning will make students' knowledge more enduring

RESEARCH METHODS

The initial step in designing a project to strengthen the Pancasila student profile is to form a project facilitator team. This team consists of the head of the educational unit as the leader, project coordinator, and project facilitator. Once formed, the next step is to identify the level of readiness of the educational unit to implement project-based learning. This identification includes the formulation of the stages of project-based learning that will be implemented.

The next stage is to design the dimensions, themes, and time allocation for the project. The dimensions include aspects of the Pancasila student profile values that are to be achieved, while the project theme is adjusted to the needs and characteristics of the educational unit. In addition, the project time allocation and implementation schedule are also carefully planned so that the project can run effectively and efficiently.

After the dimensions, themes, and time are determined, the next step is to develop the project module. The project module contains the main components such as the module profile which includes the theme, topic or title of the module, project products, target phases and levels, and duration of activities. In addition, this module also contains project objectives which include mapping the dimensions, elements, and sub-elements of the Pancasila student profile, as well as achievement rubrics to evaluate student competencies according to their learning phase.

In closing, the project result reporting strategy must be designed so that the evaluation and reflection process runs optimally. This reporting includes documentation of student work results, achievement of competency rubrics, and the impact of the project on strengthening Pancasila values in students. With systematic and directed planning, this project is expected to be able to provide real contributions in shaping student character according to the Pancasila student profile.

RESULTS AND DISCUSSION

Strengthening the Pancasila learner profile focuses on instilling characters and skills in everyday life instilled in individual students through school culture, intracurricular, extracurricular and co-curricular learning, namely project learning. (Rahayuningsih, 2021). Improvement in academic achievement was also seen after participating in project-based

learning. Statistical test results show a significant increase in students' average scores in exams or assignments related to the material taught through the module. This indicates that this learning approach is effective in improving students' understanding of the learning material. (Putri et al., 2024). This research outlines a structured approach to designing and implementing profile projects aimed at development Pancasila student characteristics. The process involves comprehensive planning, readiness evaluation, and meticulous execution, as detailed below.

Profile Project Planning Flow

The first step was to form a Profile Project Facilitator Team, consisting of the Head of the Education Unit as leader, Project Coordinator and Project Facilitator. This facilitator team is the committee that seeks to run and conceptualize the course of project activities to strengthen the profile of Pancasila learners. The facilitator team facilitates students in carrying out projects that are in accordance with the interests of students. (Anwar, 2023). This team is responsible for ensuring that the project is aligned with educational objectives and effectively meets the needs of students. Based on the research, the Learning Planning of the Pancasila Learner Profile Strengthening Project is carried out as follows:

1. Identifying the Readiness Level of Education Units

Project learning to strengthen the Pancasila learner profile is carried out outside the intracurricular program in the classroom. The purpose of implementing the Pancasila learner profile strengthening project is to provide informal learning experiences to learners with a flexible learning structure, interactive learning, and make learners directly involved with the surrounding environment to improve the competencies contained in the Pancasila learner profile (Kaptiasih & Habibi, 2023). A key preparatory step is to assess the readiness of the education unit to implement Project Based Learning (PBL). This involves determining current capabilities and formulating specific stages of PBL that can be applied in an educational context. This stage ensures a smooth transition into the project-based methodology, which encourages active student engagement.

2. Determining Dimensions, Themes, and Allocations

The next stage is to determine the dimensions, theme and time allocation of the project. The project focuses on three main dimensions: mutual cooperation, critical reasoning, and creative reasoning. These dimensions are explored through thematic projects such as voice of democracy, local wisdom, and build body and soul. For example, the voice of democracy theme emphasizes student engagement in the democratic process. Education in a democratic system occupies a very central position. It is intended to educate citizens about the virtues and responsibilities of being a member of civil society (Khaerah et al., 2021).

3. Developing the Project Module

The project module is the cornerstone of this initiative. For the *Voice of Democracy* theme, the module is titled *Election of the Student Council President*. Students work on an essay project related to this theme, targeting learners at the end of Phase E and F (ages 16–18, Classes X–XII). The module spans 162 JP and is designed to achieve specific objectives: mapping dimensions and sub-elements of the Pancasila profile and aligning achievement rubrics with the competency levels of learners in primary and secondary education.

4. Profile Project Activities and Assessment

The project activities follow a structured flow: observing, questioning, reasoning or associating, trying, and communicating. Assessment includes detailed

explanations of each activity stage and a comprehensive project score list for one academic year. This ensures that every aspect of student performance is documented and evaluated. The assessment rubrics emphasize critical and creative reasoning and collaborative skills, reflecting the project's objectives.

The results of this study provide a detailed description of the planning flow of the Pancasila student profile project, which aims to strengthen students' character in accordance with Pancasila values. This approach is carried out systematically, starting from the formation of a facilitator team to the development of project modules and evaluation of results. In this context, Darur Roja Srengat High School Blitar was chosen as the research location to test the implementation of this project directly in a formal education environment.

An important initial step is the formation of a project facilitator team. The team at Darur Roja Srengat High School Blitar consists of the principal as the leader, project coordinator, and project facilitator. With a background in education and local culture of Blitar, this team is tasked with ensuring that the project is designed according to student needs and is able to reflect Pancasila values in real terms. Solid team collaboration is key to supporting the success of each planning stage.

In the initial stage, identification of the readiness of Darur Roja Srengat High School Blitar was carried out to understand the extent to which this school is ready to implement project-based learning. This process involves evaluating the facilities, infrastructure, and teacher abilities in implementing this approach. The identification results show that the school has great potential to implement project-based learning, especially with the support of an active and enthusiastic school community.

Project dimensions such as mutual cooperation, critical reasoning, and creative reasoning are the main focus at Darur Roja Srengat High School Blitar. The chosen theme, such as voice of democracy, is designed to be relevant to students' lives, with a time allocation of 162 JP every Friday and Saturday. This provides enough space for students to understand and internalize the values taught through project activities.

The project module for the voice of democracy theme was developed with the title Election of the OSIS Chairperson. This module is designed for students in grades X to XII, with the product in the form of an essay discussing the democratic process in the context of the election of the OSIS chairperson. The implementation of the module at Darur Roja Srengat High School Blitar aims to encourage students to develop critical thinking skills and understand the importance of democracy as part of community life.

Project activities at Darur Roja Srengat High School Blitar follow a systematic flow: observing, asking, reasoning, trying, and communicating. This stage involves students actively exploring Pancasila values through direct experience. For example, students observe the election process, ask critical questions, and try to develop creative campaign strategies to support their chosen OSIS candidate.

Project assessment is carried out using a rubric that has been designed to cover the dimensions of the Pancasila student profile. At Darur Roja Srengat High School Blitar, each stage of the activity is assessed separately, with the results documented in a project score list for one academic year. This documentation not only monitors student progress but also serves as a reflection tool for teachers to improve the quality of project implementation in the future.

The implementation of the project at Darur Roja Srengat High School Blitar shows that this approach has great potential in shaping students into critical, creative, and collaborative individuals. This project also succeeded in encouraging students to understand democratic values and appreciate local wisdom as part of their identity. With a planned implementation,

this project not only strengthens the profile of Pancasila students in Blitar but also provides an inspiring learning model for other schools.

CONCLUSION

OSIS is an organization that is managed and managed by students, aiming to provide a forum for students to practice organization, innovate, and develop their potential in various activities related to school life. In addition, OSIS also has functions, namely: 1. a forum for creativity and aspiration development 2. leadership skills 3. coordination of activities and 4. communication bridge.

The Student Council budget contains the composition of the Student Council Budget Plan (RAB) for the next period. While the working period of the student council management is usually for one school year. The objectives of the student council are: 1. Increasing Student Participation 2. Developing Social Skills 3. Creating a Positive School Environment 4. Facilitating Potential Development The benefits of student council are: 1. Self-development 2. Increased sense of responsibility 3. Increased school involvement 4. Social skills.

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