

## The Role of Moving Teachers in Forming Students' Character Through the Pancasila Student Profile Strengthening Project (P5) in History Learning

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### Abstrak

Penelitian ini dilatarbelakangi oleh adanya guru penggerak yang bertugas memimpin pembelajaran dalam mendorong tumbuh dan berkembangnya sistem pembelajaran yang holistik, aktif, dan proaktif dalam membentuk karakter siswa melalui Proyek Penguatan Profil Siswa Pancasila di SMAN 5 Sijunjung. Penelitian ini bertujuan untuk mendeskripsikan peran guru penggerak dalam mengembangkan program pembentukan karakter siswa melalui Proyek Penguatan Profil Siswa Pancasila dalam Pembelajaran Sejarah dan peran guru penggerak dalam melaksanakan program pembentukan karakter siswa melalui Proyek Penguatan Profil Siswa Pancasila. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, yaitu menjelaskan fenomena realitas sosial secara utuh, kompleks, dinamis, bermakna, dan interaktif, diungkapkan secara rasional, empiris, dan sistematis. Hasil penelitian menunjukkan bahwa peran guru penggerak dalam membentuk karakter siswa, peran penggerak guru dalam menyusun program pembentukan karakter siswa melalui P5 berupa merancang program, membagi tugas satu sama lain dengan guru lain, dan membantu menciptakan program kegiatan bersama guru di sekolah.

**Kata kunci:** peran, guru penggerak, proyek penguatan pelajar pancasila.

### Abstract

*This research is motivated by the existence of a driving teacher who is tasked with leading learning in encouraging the growth and development of a holistic, active, and proactive learning system in shaping student character through the Pancasila Student Profile Strengthening Project at SMAN 5 Sijunjung. This research aims to describe the role of driving teachers in developing student character-building programs through the Project for Strengthening Pancasila Student Profiles in History Learning and the role of driving teachers in implementing student character-building programs through the Strengthening Pancasila Student Profile Project. The method used in this research is descriptive qualitative, namely explaining the phenomenon of social reality which is complete, complex, dynamic, meaningful, and interactive, expressed rationally, empirically, and systematically. The results of this research show that the driving role of teachers in shaping student character, the role of driving teachers in preparing student character-building programs through P5 is in the form of designing programs, dividing each other's tasks with other teachers, and helping create activity programs with teachers at school.*

**Keywords:** role, driving teachers, pancasila student strengthening project.

### INTRODUCTION

Teachers play a central role in opening students' minds to see the rapidly developing and dynamic world. Teachers not only open the window to the world,

but also select, filter, and provide the best information to their students. The task carried out by teachers is truly noble, because selflessly they are able to carry out their functions as mentors, caregivers

and educators for students to become intelligent and qualified as the young generation of the nation's hope.

The driving teacher is a learning leader who encourages the growth and development of students holistically, actively, and proactively in developing other educators to implement student-centered learning, and is able to become an agent of change for the surrounding environment, especially in terms of strengthening the Pancasila Student Profile among students, (Jannati, 2023).

Based on the author's observations during the PL at SMAN 5 Sijunjung in July-December 2023, this school is one of the driving schools in Sijunjung Regency. There are 32 teachers in total, 4 of whom are driving teachers and the rest have not. And after the researcher conducted a second observation on May 20-June 20, 2024, the researcher found changes in data where 2 driving teachers were transferred.

SMAN 5 Sijunjung has implemented IKM since the 2022/2023 academic year and has also implemented the Pancasila Student Profile Strengthening Project (P5) since then. So here the researcher wants to examine how the role of the driving teacher is in compiling and implementing the character building program for students through P5 together with other teachers (Okpatrioka et.al, 2023).

## **METHOD**

Research Method is very important in every research, because the main purpose of the research is to obtain data. The method used in this research uses a qualitative descriptive approach method. This method is in accordance with the problem being studied, namely to determine the role of the driving teacher in the formation of student character through the Pancasila Student Profile Strengthening Project (P5) at SMAN 5 Sijunjung. Without knowing the data collection method, the researcher will not get data that meets the established data standards. The research method is a scientific method used to obtain data with certain purposes and uses. Through a scientific method, at least this research activity is based on scientific characteristics, namely rational, empirical and systematic (Sichi, 2023).

Rational means that this research activity is carried out in a reasonable manner, so that it is accessible to human reasoning. Empirical means that the methods used can be observed by human senses, so that others can observe and know the methods used. Systematic means that the process used in this research uses certain logical steps. This research method will explain the type of research, data sources, data collection techniques and data analysis.

An interview is a data collection technique in the form of a meeting

between two people using questions asked to the informant concerned, and noting or recording the answers given by the informant regarding the problem being researched (Continue, 2023).

Data collection instruments Based on the observation method, there are eight things that must be considered when making observations, including: (1) Space and time, (2) Actors, (3) Activities, (4) Objects or tools, (5) Time, (6) Events, (7) Goals, (8) Feelings.

Documents are records of past events. Documentation involves collecting data from documents, archives, or other written materials related to the research phenomenon (Pribadi, et al, 2023).

Data collection techniques are the process of analyzing data that is not in the form of numbers. Data obtained for researchers using qualitative data analysis techniques are generally subjective. In qualitative research, researchers obtain data from many sources and use many methods.

## RESULTS AND DISCUSSION

SMAN 5 Sijunjung is a Senior High School (SMA) located on Jalan Ambacang Tinggi Indah No.90 Nagari Sumpur Kudus, Sumpur Kudus District, Sijunjung Regency, West Sumatra Province, with a land area of 22.260 M2 with the status of state property. This school was established to meet the educational needs of the community in general and the surrounding

environment in particular (TU SMAN 5 Sijunjung).

The role of the driving teacher in developing a character building program for students through the Pancasila Student Profile Strengthening Project is very necessary and plays a very important role. As conveyed by NK as the principal of SMAN 5 Sijunjung on May 22, 2024, that: "The driving teacher always participates in any activity or agenda as long as it is related to learning because this driving teacher has been trained and equipped both scientifically and practically."

The role of driving teachers in the world of education is very necessary because they are educators who bring about significant change. P5 is closely related to the formation of students' character, because with this project, they can develop their character (Siahaan, et.al, 2019).

The role of the driving teacher in P5 activities is to create a project activity plan. The plan contains the P5 program starting from the project dimension plan to reflection and follow-up. This P5 program is a co-curricular activity that aims to achieve the learning objectives of Pancasila students. P5 has 6 dimensions and each dimension has several key elements that are explained concretely into sub-elements, as follows: Dimensions of faith, devotion to God Almighty, and noble character, namely students must understand morals in relating to God and

understand religious teachings and beliefs to be applied in their daily lives. Dimensions of global diversity, namely students must be able to maintain culture, identity, locality and remain open-minded in interacting with other cultures, in order to foster a sense of mutual respect for each other so as not to cause conflict with other cultures (Sulistiyaningrum, & Fathurrahman, 2023).

In SMAN 5 Sijunjung, the implementation of P5 has been carried out because they have also implemented the independent curriculum since the 2022/2023 school year so that the implementation of P5 has been carried out for 2 years. In the 2023/2024 school year, it is the 2nd implementation of P5 with 5 themes taken.

As conveyed by NH as the principal of SMAN 5 Sijunjung on May 22, 2024, that: "3 themes for class X Phase E are Sustainable Lifestyle, Entrepreneurship, and Local Wisdom (Bakaua Ready to Harvest). And 2 themes for class XI Phase F are Build Your Soul and Body, and Local Wisdom (Nusantara Dance)".

The activity of compiling a character building program for students through the Pancasila Student Profile Strengthening Project (P5) is carried out jointly by the school. As conveyed by NH as the principal of SMAN 5 Sijunjung on May 22, 2024, that: "We place our driving teachers as coordinators in the Pancasila student profile strengthening project which we

call P5, so they are the ones who help with P5 activities, both in preparation, implementation and other activities. They guide other teachers in creating modules, compiling project themes to be taken and compiling assessments."

Added explanation by MJF on May 22, 2024, that: "The driving teacher usually directs other teachers towards the tasks that have been given. Before that, the driving teacher and other teachers collaborate first to discuss this P5 activity, be it the theme, schedule, what character can be built from the theme, goals, targets, project success indicators, and what techniques are used in the P5 activity. And if there are obstacles in compiling the program, the driving teacher is the first to come forward to find a solution, that's why driving teachers are really needed in school activities."

The driving teacher is appointed as the organizer of P5 activities, and this driving teacher also provides guidance or a kind of guide for other teachers in this project activity.

The driving teacher will closely monitor the project activities, if a problem occurs the driving teacher will help solve the problem. In addition, the driving teacher will also direct other teachers involved with P5 to provide the best possible to students about character education (Surahman, et al, 2022).

Based on the program created by SMAN 5 Sijunjung, the implementation of

this program is carried out according to the design and schedule that has been made.

In addition to the coordinator and facilitator, in each class during the implementation of the teacher project there is also a teacher who teaches the project according to the agreement made previously (Tindangen, 2020).

As conveyed by NH as the Principal of SMAN 5 Sijunjung on May 22, 2024, that: "The driving teacher in the P5 activity is to accompany the teachers who are entrusted according to their respective duties, such as in the module, assessment and others. They monitor the implementation process of P5 activities in the field. In P5, the role of the driving teacher is extraordinary in exploring and improving the profile of Pancasila students (Susanti, et.al, 2023).

The project implementation day is for class X on Thursday (after Dhuhur prayer) and Friday, for classes XI & XII it is implemented on Friday only. The project schedule is carried out in a period of one academic year or 2 semesters with 7 themes, 3 themes for class X, 2 themes for class XI, and 2 themes for class XII. This P5 activity has an important role in character formation because each theme taken has its own character values.

Emphasized by AK as a driving teacher at SMAN 5 Sijunjung on May 29, 2024, that: "In addition to playing a role in compiling the program, you also play a

role in implementing the program, as you mentioned earlier, you are the main coordinator in P5 activities. So, starting from the preparation of the program, implementation until the harvest of work (final activity of P5) you are given full responsibility for project activities. If your role in implementing activities

P5 mothers have the task of supervising teachers involved in project activities both in class and in the field and both directly and indirectly. If mothers do not have many activities, then mothers will supervise directly, here what mothers supervise is how the teacher's performance is in forming and fostering the character of students through the project. And if mothers have activities, usually mothers just leave it to the class coordinator, because each class has its own coordinator. So, later mothers can ask each coordinator about the performance of their colleagues in the class. What P5 teachers need to remember is that the priority is the process of the activity taking place, students are not required to produce something perfect, the important thing is that they follow the process well. Because in SMAN 5 Sijunjung, the ones who passed as new moving teachers were Mrs. and Mrs. Lili Suryade, to make Mrs. and Mrs. Lili's tasks easier, we also agreed to divide the tasks, Mrs. supervises the teachers in class XI Phase F, while Mrs. Lili supervises the teachers in class X Phase E. For class XII, it

is still the 2013 curriculum, there has been no Pancasila Student Profile Strengthening Project activity."

Furthermore, by LS as a driving teacher at SMAN 5 Sijunjung on May 21, 2024, that: "In the implementation, you play a role in supervising and accompanying P5 activities, both the teachers involved and the students. You supervise the teachers in class X Phase E and Mrs. Ade in class XI Phase F because of the previous agreement, class X Phase E has 5 classes so all of them are supervised and accompanied by you. However, because your duties and activities are not only that, it is also impossible to monitor them completely, but at least most of them must be accompanied and supervised by you. And if you have other activities during the P5 activity, then you hand it over to the class coordinator, the next day you only ask for information from the class coordinator. Even though other teachers have been involved, the driving teacher still plays an important role in supervising and accompanying the implementation of the student character building program."

Furthermore, by MJF as a teacher at SMAN 5 Sijunjung on May 22, 2024, that: "I act as the coordinator of class XE 2 and I also act as the maker of the P5 activity module. So I have 2 responsibilities in the project, namely as the maker of the module and the class coordinator, as the Class Coordinator I am fully responsible

for the implementation of the project in class XE 2, for this project activity it will be held on Thursday (after the Duhur Prayer) and Friday, at each meeting every teacher who enters the class makes a report, what activities they do in class or in the field according to the order of the module, after I will report to the driving teacher".

## **CONCLUSION**

Diversity in Indonesia is a necessity that we should be grateful for, therefore we must maintain good relations between people and between ethnicities. Multiculturalism is important for the development of human life, because if we look back humans are not born with the same character, physical, and habits, as well as the same beliefs as other humans (Agustina, L. & Bidaya, 2018).

Based on the results of this study, it can be concluded that the role of the driving teacher in shaping the character of students through the Pancasila Student Profile Strengthening Project (P5) at SMAN 5 Sijunjung has been implemented well. The role of the driving teacher in compiling the character building program for students through P5 has been carried out well, namely as the main coordinator of P5 in designing the program and guiding and assisting the appointed teachers to prepare mentally, tactically, and everything needed in P5 learning later, one of which is in determining the theme,

compiling modules, schedules, resources, and P5 implementation techniques. And in implementing the program, the driving teacher plays a role in supervising and assisting P5 teachers in the field or in class.

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