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Implementation of the Pancasila Student Profile Strengthening Project through Disaster Mitigation Education

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Abstract: *This research study looks at how the project of strengthening students' profiles with Pancasila is implemented through disaster mitigation education at SD Muhammadiyah 2 Sangatta Utara. The implementation of this project aims to build students' ability to deal with disasters, as well as instill Pancasila values that are applied in daily life. The project is implemented as part of a standalone curriculum, focusing on student character development. This research was conducted using a qualitative approach with a descriptive type. Data were obtained through observation, interviews, and documentation and then analyzed using the Miles & Huberman data analysis technique. This study involved five informants: two students, a teacher, a principal, and a vice principal for curriculum. Based on the interviews, this study's results indicate that the project's implementation to strengthen the profile of Pancasila students through disaster mitigation education is very good and enthusiastically followed by students and teachers, which is carried out in various stages. This project involves cooperation with the fire department and aims to instill humanitarian values, cooperation, and independence in students. In addition, the project also involved extracurricular activities that enabled the development of students' interests and talents. This implementation project aligns with the main principles of strengthening the Pancasila student profile, including exploratory, holistic, contextual, and student-centered approaches. Therefore, this research provides an overview of the importance of integrating Pancasila values in education, particularly in addressing disaster risk.*

Abstrak: *Penelitian ini melihat bagaimana proyek penguatan profil siswa dengan Pancasila dilaksanakan melalui pendidikan mitigasi bencana di SD Muhammadiyah 2 Sangatta Utara. Pelaksanaan proyek ini bertujuan untuk membangun kemampuan siswa dalam menghadapi bencana, serta menanamkan nilai-nilai Pancasila yang diterapkan dalam kehidupan sehari-hari. Proyek ini dilaksanakan sebagai bagian dari kurikulum mandiri, yang berfokus pada pengembangan karakter siswa. Penelitian ini dilakukan dengan pendekatan kualitatif dengan tipe deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi kemudian dianalisis menggunakan teknik analisis data Miles & Huberman. Studi ini melibatkan lima informan: dua siswa, seorang guru, seorang kepala sekolah, dan seorang wakil kepala sekolah bidang*

kurikulum. Berdasarkan wawancara, hasil studi ini menunjukkan bahwa pelaksanaan proyek untuk memperkuat profil siswa Pancasila melalui pendidikan mitigasi bencana sangat baik dan diikuti dengan antusias oleh siswa dan guru, yang dilaksanakan dalam berbagai tahap. Proyek ini melibatkan kerja sama dengan pemadam kebakaran dan bertujuan untuk menanamkan nilai-nilai kemanusiaan, kerja sama, dan kemandirian pada siswa. Selain itu, proyek ini juga melibatkan kegiatan ekstrakurikuler yang memungkinkan pengembangan minat dan bakat siswa. Proyek implementasi ini sejalan dengan prinsip-prinsip utama penguatan profil pelajar Pancasila, termasuk pendekatan eksploratif, holistik, kontekstual, dan berpusat pada siswa. Oleh karena itu, penelitian ini memberikan gambaran tentang pentingnya mengintegrasikan nilai-nilai Pancasila dalam pendidikan, khususnya dalam menangani risiko bencana.

Keywords: *Pancasila Student Profile, Project, Disaster Mitigation*

Introduction

Education serves as a strong foundation in human life. Therefore, the implementation of the education system must be optimized and focused on preparation for the future. The primary mission of education is to develop individual potential and improve their intelligence so that they are ready to face future challenges. In this case, education can be defined as the process of acquiring knowledge, skills, and habits that can be passed on from one generation to the next. The Minister of Education and Culture has launched an independent learning policy that has produced several products. One such product is the self-paced curriculum and self-paced learning platform. In the project to strengthen the achievement of student characteristics that prioritize Pancasila values, student profiles will be developed based on specific topics that the government has determined. This effort does not aim to achieve specific learning outcomes, so it is not tied to specific subject matter. Children are a group that is very vulnerable to disasters because they lack understanding of the risks and their surroundings, which results in a lack of awareness of disasters (Pahleviannur, 2019). It shows how important it is to understand disasters early on, disaster risk reduction efforts, and the direction of steps that must be taken when facing threats around them to reduce disaster risk. Through the Pancasila student profile project, students have six main characteristics: critical reasoning, creativity, independence, faith, devotion to God Almighty, noble character, working together, and global diversity (Ismail et al., 2021).

Applying a project-focused learning model is one of the main approaches in the self-directed learning curriculum that can help restore student character. The purpose of the P5 program is to strengthen students' character by the dimensions of the Pancasila student profile (Kemendikbud, 2021). Indonesia, as a country often hit by natural disasters, experiences this condition because of its location between three tectonic plates, two continents, and two oceans. The impact of natural disasters in Indonesia is very detrimental to human life, with damage to facilities and a large number of casualties. Many fatalities are caused by a lack of ability to save themselves and avoid disasters. Efforts to reduce the impact of various disasters involve recognizing and monitoring disaster risks, disaster management planning, developing disaster awareness, and regulating disaster management (Manek, 2023). The Pancasila student profile is used exclusively during classroom learning. However, through the self-directed learning curriculum, the values of the Pancasila student profile are applied inside and outside the classroom (Jamaludin et al., 2022).

The Pancasila student profile refers to a picture of the desired student as a result of learning, which aims to show the character and skills that students are expected to achieve (Mery et al., 2022). In addition, the Pancasila student identity also strengthens students with the noble principles of Pancasila. The Minister of Education, Culture, Research and Technology of the Republic of Indonesia proclaimed that in the independent curriculum, the strengthening of students' educational character will be carried out, which will be realized by the Ministry of Education and Culture and Ristekdikti through several strategies focused on the formation of Pancasila students. Indonesia has experienced various changes in the history of the development of the education system, including in terms of curriculum evolution. The curriculum in Indonesia has evolved since before independence and has changed from time to time. Through curriculum improvement, progress in the field of education can be achieved. Curriculum changes are a response to the absence of an ideal form of education in Indonesia. They are influenced by socio-cultural factors, systems, politics, economics, and the development of science and technology (Lubaba & Alfiansyah, 2022).

Teachers have a central role in teaching disaster preparation to students and providing accurate knowledge about disasters. Disaster risk management is an effort that aims to reduce the likelihood of risks and take preventive measures (mitigation) in areas that are vulnerable to disaster risks. There are three pillars to make schools safe from disasters: safe school infrastructure, disaster management, and prevention education, and disaster risk reduction. These principles are regulated by the Minister of Education and Culture Regulation on the National Secretariat for disaster-safe education units and local regulations that support the availability of disaster-safe education unit facilitators at the local level (Pandiangan & Supu, 2023).

With various learning strategies and simulations practiced by students by seeing direct experience, students will remain involved and active in the learning process without feeling bored. The implementation of Pancasila student identity is realized through school activities, both those in the curriculum (extracurricular) and extracurricular activities that focus on forming students' daily character. Freedom of learning also allows teachers and students to innovate and improve the quality of learning independently. By implementing a "free learning" curriculum, students' involvement in the learning process will increase while supporting the development of their intelligence, expanding access, and utilizing technology that allows the development of life skills based on the ability to think creatively, analytically, communicate, and collaborate in the teaching and learning process.

When referring to and tracing research and service related to the Pancasila student profile project, much has been done at various levels of education. Several relevant research results, including (Maruti et al., 2023), analyze the implementation of the Pancasila student profile strengthening project at the elementary school level. The result is to provide assistance and training in applying P5 materials with technology, anti-radicalism, mental health, entrepreneurship, climate change, and democracy. This explanation shows that the implementation of the project to strengthen the profile of Pancasila learners through disaster education at SD Muhammadiyah 2 Sangatta Utara is very relevant in its implementation to strengthen the identity of the Pancasila learner profile in elementary schools/madrasah Ibtidaiyah through activities in the curriculum and school culture, educators and education personnel need to pay attention to the characteristics of students, educational institutions and the surrounding environment to ensure learning effectiveness. Children are among the groups most at risk of disasters. According to (Pahleviannur, 2019), citing

Herdwiyanti and Sudaryono, children are vulnerable to disasters because they do not understand the risks around them, which results in a lack of disaster preparedness. Schools are vital in overcoming disasters because education can increase students' understanding and skills in dealing with disaster situations. Therefore, education about disasters should start early. With this, children need to improve their knowledge and understanding of disaster preparedness. Therefore, it is important to use appropriate communication, namely the implementation of the Pancasila student project through disaster mitigation education. With this education, students can understand and increase their knowledge about the dangers of disasters and conduct hands-on simulations in collaboration with resource persons in disaster mitigation and disaster management simulation practices.

The Pancasila student profile in the independent curriculum explains that it is necessary to instill these values from the beginning of education to ensure that each individual gets a lifelong education that includes competence, personality, and behavior according to the precepts of Pancasila for students who have been determined. The concept of the Pancasila student profile consists of six aspects, namely: 1) Have faith and devotion to God Almighty and have noble character, 2) be independent, 3) collaborate, 4) appreciate global diversity, 5) have critical thinking skills, and 6) be creative (Ibad, 2022). Applying the Pancasila student profile through disaster mitigation education is by the dimensions of the Pancasila student profile, such as noble character, collaboration, creativity, and critical thinking. According to (Rahma et al., 2022), the implementation model for strengthening the Pancasila student profile at the elementary school or madrasah Ibtidaiyah level is carried out through three programs: 1) activities integrated into the curriculum through subject matter and learning experiences, 2) activities outside the curriculum (extracurricular) through interest and talent development activities, 3) school environment through school policies. Guidelines for developing the Pancasila student profile strengthening project for primary and secondary education levels, officially issued by the Ministry of Education and Culture, Research and Technology, form the basis of the three programs. In addition, in its implementation, it is necessary to pay attention to the main principles of strengthening the Pancasila student profile, such as a) a comprehensive approach, b) tailored to the context, c) student-focused, d) supporting exploration (Kemendikbudristek, 2021). This research aims to discuss the implementation of the Pancasila student profile strengthening project through disaster mitigation education at SD Muhammadiyah 2 Sangatta Utara.

Method

The research method used in this research is a qualitative approach with a descriptive type. The qualitative approach is used to understand and explain social phenomena or human behavior descriptively and interpretatively. Descriptive aims to describe or explain the characteristics of a phenomenon or research object. This research was conducted at Muhammaditah 2 Elementary School in North Sangatta. This school is at Jalan Rudina Dalam Rt.16 N0.71 Sangatta Utara, Kec. Sangatta Utara. Muhammadiyah Elementary School is one of the accredited private Islamic elementary schools. The informants in this study amounted to 5 people: the principal, the head of the curriculum, the fourth-grade teacher, and two SD Muhammadiyah 2 Sangatta Utara students.

Data collection techniques in this study used observation and interviews. Researchers carried out observation at the research location. Researchers directly observed the implementation of the project to strengthen students' Pancasila profile through disaster mitigation education at SD Muhammdiyah 2 Sangatta Utara.

Researchers conducted interviews by first making an interview instrument and then conducting interviews with the principal, vice principal of curriculum, class teachers, and students at SD Muhammadiyah 2 Sangatta Utara. Interviews were conducted face-to-face and via WhatsApp for additional interviews. Meanwhile, researchers collected data.

The data analysis technique uses the Miles & Huberman data analysis method as in his book Qualitative Data Analysis: A Methods Sourcebook (Matthew B. Mile & Michael Hubberman, 2014). Researchers conducted the data analysis process after the data was collected and then condensed the data. The researcher condensed the data by focusing on the data that had been collected and adjusting all data without reducing the data related to the three research focuses. Furthermore, researchers combine and briefly describe some relevant data to be displayed as research data. Data analysis ends with verification or conclusion. Researchers conclude data analysis by verifying the suitability of field data observed at SD Muhammaiyah 2 Sangatta Utara through observation with data from interviews conducted with informants and data from documentation of the project implementation to strengthen the profile of Pancasila students through disaster mitigation education.

This research is a research activity, and a form of community service carried out through outreach activities using a qualitative approach. The first step is the pre-field stage, where activities are carried out to ensure the chosen theme is based on the situation in the field. In the second step of field research, researchers went directly to the field to provide education and simulations to students. In the third step, informants or participants are people who take part in the research setting; in this case, the participants are the principal, vice principal of curriculum, homeroom teacher IV and grade IV students at SD Muhammadiyah 2 Sangatta Utara, fourth, triangulation of data analysis from various sources found in the field, fifth, recording information in field data using various methods, such as observation, interviews, document studies, guided discussions.

Result and Discussion

Result

The first stage is to provide project material for strengthening the Pancasila student profile through disaster mitigation education, namely with the theme, flood disaster mitigation education and early fire prevention, accompanied by the principal, deputy principal for curriculum, and homeroom teacher IV of SD Muhammadiyah 2 Sangatta Utara. Thus, the purpose of disaster education is not only to enrich knowledge and awareness but also to address the importance of translating knowledge that triggers appropriate decisions or actions to protect themselves from disasters. The material provided to students is in the form of pictures in dealing with disasters. the occurrence of floods and fires by using projector media. Based on an interview with the principal, Mrs. Hidayatul Ummah, S.Pd, the material provided is very interesting and adds to the insight and knowledge of our children that they have never had before about how to reduce the risk of disasters that can occur at any time. The vice principal for curriculum also expressed the same thing that this material is very related to the profile of Pancasila students in which there are humanitarian values and cooperation and mutual assistance in its implementation.

The second phase is then a practical simulation project to strengthen the student profile of Pancasila through disaster mitigation education conducted by

teachers and students, where teachers and students have the ability to think independently and critically. Students who have been taught about disaster phenomena and how to respond to situations have been shown to be able to provide quick and appropriate responses, so as to warn others and protect themselves when emergencies occur. This means project-based learning and interaction with the surrounding environment through extracurricular activities, which are activities that can develop students' interests and talents. Activities that are in accordance with the application of the Pancasila student profile that can be carried out through school culture, intra-curricular learning, co-curricular and extracurricular activities that focus on character building and abilities that are built in everyday life and instilled in each individual. Based on the results of interviews by two students, they were very happy and enthusiastic about participating in a series of practicum simulation activities. In addition to gaining direct knowledge and experience, students also gain appreciation for their direct involvement in dealing with flood or fire disasters that occur in their surrounding environment.

The third stage is the implementation of disaster mitigation collaboration involving the fire department and researchers and the demonstrators are teachers and students. The results of interviews with homeroom teachers show that the collaboration carried out by researchers and firefighters in providing education is very innovative so that we as teachers also gain insight from the results of the collaboration carried out with the aim of providing education to our students. The implementation of the Pancasila student profile project integrates it with students' daily lives and raises issues that are developing in society. In addition, there are things that students will learn, schools are expected to provide opportunities and freedom to students to explore various aspects of what is happening around them. Disaster education for students and school teachers is essential to build teachers' and students' understanding of the causes, nature and impacts of disasters. It also fosters various competencies and skills that enable teachers and students to proactively contribute to disaster prevention and mitigation.

The results of presentation observations and interviews were strengthened by documentation of implementing the Pancasila student profile project through disaster mitigation education at SD Muhammadiyah 2 Sangatta Utara.





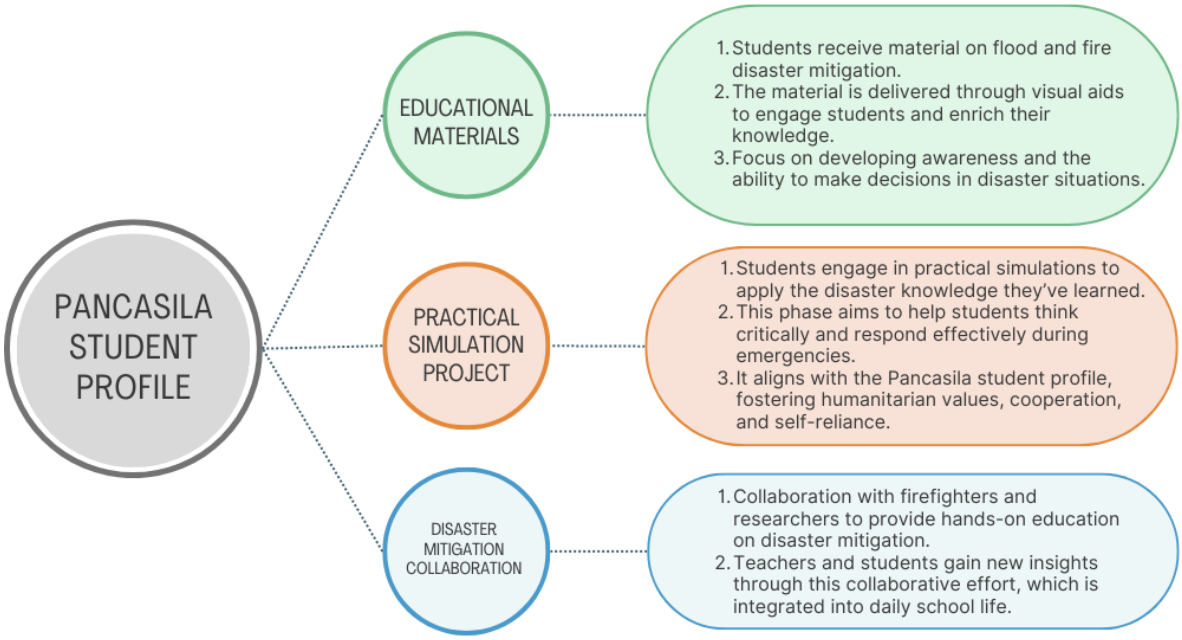
Figure 1. Providing Educational Materials on Flood Disaster Mitigation and Early Fire Management



Figure 2 Simulation Practice Carried Out By Teachers And Students At SD Muhammadiyah 2 Sangatta Utara

Discussion

The results of the research on the implementation of the Pancasila student profile strengthening project require the following stages of activity



Implementing the Pancasila student profile project through disaster mitigation education at SD Muhammadiyah 2 Sangatta Utara from the first stage of providing material to students. Increasing knowledge about disaster awareness aims to educate that disaster awareness socialization is important to reduce the impact of a disaster. Therefore, disaster education not only aims to increase people's knowledge and awareness but also to emphasize the importance of translating that knowledge into making appropriate decisions or actions to prevent disasters (Kamil et al., 2020). The results of research on disaster mitigation education conducted by Beatrix Hayudityas (2020) are significant in

applying disaster mitigation education in educational institutions to evaluate student preparation in emergency situations. Research findings through a role-playing simulation approach are used to measure student responses to disaster scenarios. Next are the results of (Qurrotaini et al., 2022) are educating children about disaster response through disaster socialization to inform them how to deal with flood disasters and carry out their activities. The target is children who live in the residential area of Puri Kartika Ciledug, Tangerang City and are of elementary school age.

In the second stage, simulation practices were carried out by teachers and students at SD Muhammadiyah 2 Sangatta Utara in implementing the Pancasila student profile strengthening project by demonstrating how to deal with disaster situations. Based on the results of research on the Pancasila student profile at the junior high school level, it is carried out by using interesting learning methods, applying a speaking practice approach, motivating students to speak, and introducing students to the culture of group discussions (Simarmata & Agustina., 2017). The results of his research showed his ability to speak about initiatives to improve the Pancasisla student profile at SMP Negeri 1 Kuala Mandor, and the response was generally positive. The Pancasisla student profile is also applied when teaching writing. A project to strengthen the Pancasila student profile focusing on sustainable lifestyles entitled Waste, Responsibility received very positive marks for their writing skills (Simarmata et al., 2022).

The next stage is the collaborative implementation of the firefighters, presenters, and demonstrators, namely teachers and students. In essence, culture distinguishes one society from another when working together in one job. Culture will bind and create similarities in behavior (Daryanto, 2015). This stage aligns with research (Fauziah et al., 2021), strengthening character education through school culture and transforming knowledge. Hence, students have the basic knowledge to undergo education to a higher level, mastering skills, and becoming a quality elementary school and community interest.

Furthermore, students are encouraged to explore various aspects of their surroundings, and schools are expected to provide opportunities and freedom to facilitate this exploration (Asiati & Hasanah, 2022). Disaster education is crucial for students and teachers as it enhances their understanding of disasters' causes, nature, and impacts (Tuladhar et al., 2014). Additionally, it helps develop a range of competencies and skills that empower teachers and students to participate actively in disaster prevention and mitigation efforts (Ronan et al., 2010).

The explanation above shows that the implementation of the project to strengthen the profile of Pancasila students through disaster education at SD Muhammadiyah 2 Sangatta Utara is very relevant implementation to strengthen the identity of the Pancasila student profile in elementary schools/madrasah Ibtidaiyah through activities in the curriculum and school culture, educators and education personnel need to pay attention to the characteristics of students, educational institutions, and the surrounding environment to ensure learning effectiveness. Children are among the groups most at risk of disasters. According to (Pahleviannur, 2019), citing Herdwiyanti and Sudaryono, children are vulnerable to disasters because they do not understand the risks around them, which results in a lack of disaster preparedness. Schools are vital in overcoming disasters because education can increase students' understanding and skills in dealing with disaster situations. Therefore, education about disasters should start early. With this, children need to improve their knowledge and understanding of disaster preparedness. Therefore, it is important to use appropriate communication, namely the implementation of the Pancasila student project through disaster mitigation education.

With this education, students can understand and increase their knowledge about the dangers of disasters and do hands-on practice.

Conclusion

Implementing the project to strengthen the profile of students with Pancasila through disaster mitigation education was carried out in several detailed stages. This project involved collaboration between researchers, firefighters, teachers, and fourth-grade students of SD Muhammadiyah 2 Sangatta Utara. Through a well-planned implementation process, starting from providing material in the form of socialization to students, simulation practices demonstrated by teachers and students, and collaboration between firefighters, researchers, teachers, and students. This project aims to instill human values, cooperation, helping each other, and forming the character of independence in students. Project-based learning methods and interaction with the surrounding environment, including extracurricular activities, are used to develop students' interests and talents. Through a school culture approach, interactive learning, and extracurricular activities. The aim is to build students' abilities by exploring the educational environment's potential and culture. The whole project of strengthening the Pancasila student profile is well planned through detailed stages and focuses on themes chosen by the education unit.

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