OBSERVATION ASSESSMENT INDICATORS ANALYSIS IN IMPLEMENTATION "STRENGTHENING PANCASILA STUDENT PROFILES PROJECT" OF MERDEKA CURRICULUM IN ISLAMIC SCHOOL

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Abstract Faith, fear of God Almighty and noble character, global diversity, cooperation, independence, critical reasoning, and creativity are the profiles of Pancasila students that can be grown through the implementation of active and integrative learning. Each profile has key elements that have been formulated and the indicators derived in the form of elements and sub-elements. However, with many Islamic schools also adapting to an independent curriculum, the content of the sub-elements needs to be added according to the content and values of Islam. In addition, it is necessary to have a description of the indicators from the observations of the Pancasila Student Profile Strengthening Project (5P) from the Pancasila Student Profile Dimensions to make it easier for teachers to formulate project-based learning observation assessments. By using the content analysis method, indicators are formulated for assessment of observations in 5P activities derived from elements and sub-elements of the Pancasila Student Profile. This observational assessment indicator for project-based learning can be used as a guideline for assessing the implementation of project-based learning in Islamic-based schools and madrasas. With these overall skill indicators, there can be a synergy between the characteristics of project-based learning with the key elements of the Pancasila student profile as an observational assessment that can be used by all teachers in project-based learning in Islamic-based schools.

Keywords Pancasila Student Profile, Observation Assesment, Project-Based Learning, Islamic School.

A. **INTRODUCTION (11pt, Cambria, bold)**

The current generation lives in a rapid flow of information and can learn from various sources of information technology. Thus, current education should no longer focus on adding knowledge but on developing skills and attitudes (Rachmadtullah et al., 2020). In addition, the education curriculum in Indonesia is aimed at overcoming learning loss due to the Covid-19 pandemic. The 2013 curriculum is full of teaching materials or content, therefore teaching materials in all subjects are streamlined, so that only essential materials are provided to students during the pandemic. However, after an evaluation, it was found that student learning outcomes decreased dramatically at that time. This finding is a serious concern for the government to improve the education curriculum in Indonesia.

The shift in learning strategies that focus on developing student character is one solution to overcome the learning loss that has occurred. These characters are framed in the profile of Pancasila students. So that streamlining the material and building the character of the student profile of Pancasila students becomes a corridor for curriculum change in this period. This curriculum is called the Independent Curriculum, which will be implemented simultaneously in 2024 for all levels of education.

The emphasis in this curriculum is that students are no longer passive recipients of learning content but are invited to play an active role in utilizing science to practice skills in solving problems that occur in the real world. The relationship between knowledge and skills that is always built and applied as a habit will shape character according to the good virtue to be achieved (Webber, 2015).

Underlining the importance of character in shaping the future generation of the Indonesian nation, the Minister of Education and Culture Regulation (Kemendikbud) Number 22 of 2020 explains the Pancasila Student Profile as the embodiment of students in Indonesia, which aims to be able to compete in the global world and apply behavior according to Pancasila values. . The Pancasila Student Profile is characterized by: 1) having faith and piety to God Almighty and having noble character, 2) global diversity, 3) working together, 4) independent, 5) critical reasoning, 6) creative (Direktorat Sekolah Dasar & Direktorat Jendral PIAUD Dikdas dan Dikmen, 2022).

Personal character and character towards others which are summarized in the Pancasila student profile can be the target of the results of the learning process at school. Values that measure cognitive abilities alone are not an important factor in graduation, but skills and attitudes also affect learning success. In the process, project-based learning is a must for every educational unit currently implementing an independent curriculum so that students get used to building characters who are ready to adapt to the 21st century and in accordance with Pancasila values (Rachmawati *et al.*, 2022; Safitri, Wulandari and Herlambang, 2022).

Project-based learning is learning in which the whole process starts from the curiosity of students and they themselves regulate how to solve the problems they want to solve. Students must ask questions, collaborate, and find out the answers independently facilitated by the teacher to satisfy their curiosity (Kokotsaki et al., 2016). Apart from being a facilitator and motivator, teachers also play a role in assessing and observing their activities during learning to observe the development of attitudes and skills (Doppelt, 2003; Tamim and Grant, 2013) according to the Pancasila student profile so that children can see feedback on the skills and attitudes they have achieved in project-based learning.

Currently, elements and sub-elements of the Pancasila student profile dimensions have been developed and are set as standards for assessment (Kemendikbud, 2022) . However, there are several points that need to be added, especially for the development of the character of Islamic-based schools such as formal Islamic schools and Madrasas. There are around 47,221 Islamic-based schools, namely 1 school for 4387 Muslim students, so their contribution needs to be taken into account as part of nation building (Tayeb, 2018).

Thus, behavioral indicators in project-based learning for each dimension of the Pancasila student profile need to be developed so that teachers can easily identify behaviors that need to be part of observations or self-evaluation materials as well as peer assessment during project-based learning.

B. **METHODS (11pt, Cambria, bold)**
   1. **Paper Title**
      Observation Assessment Indicators Analysis in Implementation "Strengthening Pancasila Student Profiles Project" of Merdeka Curriculum in Islamic Based School

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3. Abstract and Keywords

Faith, fear of God Almighty and noble character, global diversity, cooperation, independence, critical reasoning, and creativity are the profiles of Pancasila students that can be grown through the implementation of active and integrative learning. Each profile has key elements that have been formulated and the indicators derived in the form of elements and sub-elements. However, with many Islamic schools also adapting to an independent curriculum, the content of the sub-elements needs to be added according to the content and values of Islam. In addition, it is necessary to have a description of the indicators from the observations of the Pancasila Student Profile Strengthening Project (5P) from the Pancasila Student Profile Dimensions to make it easier for teachers to formulate project-based learning observation assessments. By using the content analysis method, indicators are formulated for assessment of observations in 5P activities derived from elements and sub-elements of the Pancasila Student Profile. This observational assessment indicator for project-based learning can be used as a guideline for assessing the implementation of project-based learning in Islamic-based schools and madrasas. With these overall skill indicators, there can be a synergy between the characteristics of project-based learning with the key elements of the Pancasila student profile as an observational assessment that can be used by all teachers in project-based learning in Islamic-based schools.

4. Material & Methods

This study uses the content analysis method, which is a method for analyzing the content of various data, such as visual and verbal data (Harwood & Garry, 2003). Content analysis includes observation and document analysis (Hsieh & Shannon, 2005; Prasad, 2008) and has been used by several researchers to analyze assessment indicators from curriculum documents (Blank & Smithson, 2010; Kalsoom & Qureshi, 2019).

This study analyzes the Decree of the BSKAP Head of the Ministry of Education and Culture Number 009/H/KR/2022 regarding the Dimensions, Elements, and Sub Elements of the Pancasila Student Profile in the Merdeka Curriculum. The derivative results of the Pancasila Student Profile sub-elements are analyzed by indicators that can be observed in project-based learning (Adriyawati et al., 2020; Blumenfeld et al., 1991; Gary, 2015).

C. RESULT & DISCUSSION
1. Faithful, pious, and noble.

The process and purpose of education through learning is nothing but a change in the quality of three aspects of education, namely cognitive, affective, and psychomotor.

Cognitive ⟹ Afective ⟹ Psychomotor
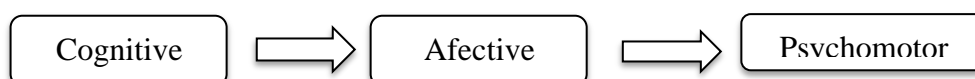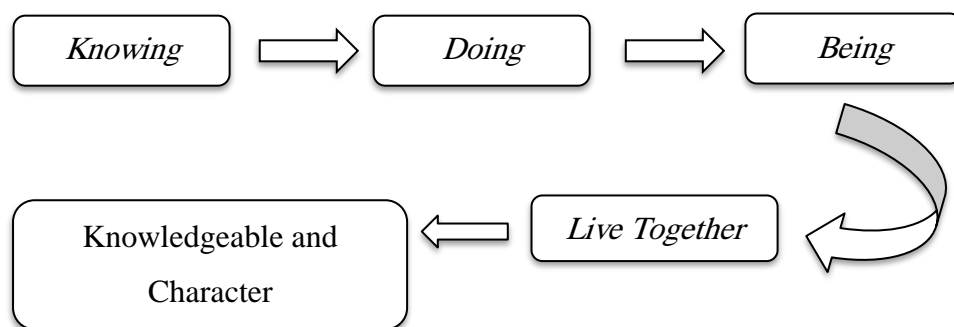
Picture 1. Character Education Framework in Schools

The chart above shows that the purpose of learning is to increase insight, behavior and skills, based on the four pillars of education. The ultimate goal is the realization of knowledgeable and characterful people. Characters that are expected not to be uprooted from the original Indonesian culture as the embodiment of nationalism and full of religious (religious) content(Barnawi & Arifin, 2012).

Allah says in Qs. Lukman verse 17:

يَٰبُنَيَّ أَقِمِ ٱلصَّلَوٰةَ وَأْمُرْ بِٱلْمَعْرُوفِ وَٱنْهَ عَنِ ٱلْمُنكَرِ وَٱصْبِرْ عَلَىٰ مَآ أَصَابَكَّ إِنَّ ذَٰلِكَ مِنْ عَزْمِ ٱلْأُمُورِ ١٧

Artinya: "O my son, establish prayer and instruct (humans) to do good and prevent (them) from evil deeds and be patient with what befalls you. Verily, that is one of the things that are required (by Allah) (Qs. Lukman) (31):17).

Based on the Decree of the Minister of Religion regarding Curriculum Implementation at Madrasas, Madrasas must implement habits that emphasize religious moderation, character education, and Anti-corruption Education. (Surat Keputusan Menteri Agama tentang Pedoman Implementasi Kurikulum pda Madrasah, 2019). All of this content can be accommodated through the achievement of the dimensions of the Pancasila student profile. Table 1 describes activities from the dimensions of Faith, Piety, and Noble Morals that can be observed in project-based learning to strengthen the profile of Pancasila students.

Table 1. Analysis of Indicators on the Dimension of Faith, Fear of God, and Noble Morals.

Element	Subelement	Observed activity
Religious Morals	1. 1. Knowing and Loving God Almighty	1) 1) Always say and do good based on piety to Allah SWT 2) 2) Remind friends in accordance with the understanding of aqidah and morals that are understood if they violate actions that violate religious rules politely.
	2. 2. Understanding Religion/Belief	3. Applying religious knowledge possessed for the implementation of activities.
	3. 3. Implementation of the Ritual of Worship	1) 1) Pray every time you start and finish an activity. 2) 2) Perform prayers on time even though they are carrying out activities.
Personal Morals	1. Integrity	Be honest, disciplined, committed, and responsible for the assigned tasks.
	2. 2. Taking Care of Yourself Physically, Mentally, and Spiritually	Taking care of the body when carrying out projects by: 1) Maintain personal hygiene, 2) Just eat regularly with balanced nutrition 3) Perform obligatory fasting and sunnah.

		4) Get enough sleep 5) Exercising 1) 6) Keeping the mind from being too stressed.
morality to humans	1. Prioritizing similarities with others and respecting differences	1) Maintain good relationship with anyone when running the project 2) Greet, greet, and smile to anyone. 3) Do not mention differences in any form to maintain harmonious relations at work
	2. 2. Empathize with others	1) Do not impose work capacity on non-experts. 2) Empathize with the difficulties of others involved in the project.
morality to nature	1. Understanding the Connectedness of Earth's Ecosystem	1) Develop a project with the intention of preserving the nature created by Allah SWT 2) Develop projects that do not destroy the balance of nature. 3) Intend to do good deeds and voluntarily in protecting the natural environment.
	2. Protecting the Natural Environment	1) Develop a project that aims to protect the environment around the school. 2) Develop projects that do not damage the school environment.
state morality	Implementing Rights and Obligations as Indonesian Citizens	1) Running the project in line with Islamic religious values and Pancasila. 2) Do not discriminate, work together, unite, and be fair in carrying out projects

1. Kebinekaan Global

Bhinneka Tunggal Ika is the identity of the state and nation of Indonesia. The sentence is the unifying motto of the archipelago and is taken from the philosophy of the archipelago. There was an agreement regarding the national trilogy, namely one homeland, one nation and one language, which was later renamed the Youth Pledge on October 28, 1928. Various religions, ethnicities, cultures and languages did not make a significant difference between the Indonesian people, but bind the pledges made by the Indonesian people. sincerely so as to foster national awareness in the independence of Indonesia. However, actually pluralism, diversity and differences also cause various problems or problems in the life of Indonesian people (Naupal, 2014).

The conception of the state does not only discuss about the fields of politics, government, but also about the cultural identity of the nation. The motto "Bhinneka Tunggal Ika", which means different, remains one, becomes a central issue and is always evolving. This spurred the sovereign Indonesian nation to recognize diversity in one frame. The pattern of interaction between nations in the Indonesian state goes hand in hand towards harmony and synchronization with all the diversity of society. The collaboration of elements of diversity in Indonesian society is a process of forming diversity(Sunandar et al., 2021).

Every Indonesian student must maintain and maintain a noble culture, locality, self-identity and always be open-minded in interacting between cultures or with other cultures so that mutual respect arises and the creation of a noble culture that is positive and does not conflict with the noble culture of the Indonesian nation. Recognition, mutual respect for cultures, being able to communicate with each other and being responsible for the experience of diversity are elements and keys to global diversity. (Stiawan, 2021).

Table 2 describes the activities of the Global Diversity dimension that can be observed in project-based learning to strengthen the profile of Pancasila students.

Table 2. Analysis of Indicators on the Dimensions of Global Diversity.

Element	Subelement	Observed activity

Recognize and appreciate culture.	1. Deepen in culture and cultural identity	Trying to explore the culture of the local community or each group member to find problems or solutions in project development.
	2. Explore and compare cultural knowledge, beliefs and practices	1) Analyze the culture, beliefs and practices of beliefs in the local area or each member of the working group. 2) Take advantage of the local culture or individual group members to solve problems.
	3. Foster respect for cultural diversity	1) Empathize if there is a culture that is not in accordance with self-confidence. 2) Do not compare the culture that you believe in yourself with the local culture if there are differences.
Intercultural communication and interaction	1. Communicating between cultures	1) Try to learn the local language or each member of the group to communicate with residents. 2) Try to be friendly and greet each member of the group and the project assisted subjects.
	2. Consider and cultivate multiple perspectives	1) Try to solve the problem from the perspective of each group member or assisted member. 2) Taking various ways out of the problem based on the results of deliberation and sharing perspectives.
Reflection on and being responsible for the experience of diversity	1. Reflection on the experience of diversity.	1) Making the experience of interacting with cultural differences with group friends as part of intellectual property and experience. 2) Making the experience of interacting with the existing citizens and culture a part of intellectual property and experience.
	2. Eliminate stereotypes and prejudices	1) Do not stereotype the shortcomings of others based on ethnicity, religion, race, and class. 2) Willing to cooperate with anyone regardless of ethnicity, religion, race, and class. 3) Accept the shortcomings and find out the strengths of others to place the person according to their strengths.
	3. Harmonizing cultural differences	1) Be friendly with anyone without discriminating against ethnicity, religion, class, and race. 2) Finding common ground in dealing with different perspectives and cultures in order to solve problems.
Social Justice	1. Actively build an inclusive, just and sustainable society	1) Accepting group members regardless of ethnicity, religion, class, and race. 2) Try to understand the characteristics of others and take advantage of their strengths for mutual progress.
	2. 2. Participate in joint decision-making processes	1) Hold deliberation before making major decisions. 2) Receive the opinions of all members who are deliberation to reach a mutual agreement. 3) Make decisions objectively

	3. Understanding the role of the individual in democracy	1) Dare to have a good opinion in deliberation to solve problems. 2) Dare to act well for the common good.

3. Gotong Royong

The ability to work together has long been honed in Indonesian students. Gotong royong is an activity that is carried out together and is voluntary in nature with the aim of facilitating, lightening, and facilitating work. Caring, collaboration and sharing are elements and concepts of gotong royong (Ismail et al., 2021).

The Pancasila student profile has key elements with indicators of gotong royong, namely collaboration or collaboration between students, cooperation in positive fields in the context of helping each other, helping each other, having cared which is an important attitude to drive mutual cooperation behavior. The last noble attitude is sharing to be able to realize the indicators of gotong royong (Rusnaini et al., 2021).

The culture of gotong royong has taken root as an ancestral cultural heritage and has grown and developed in the social life of the Indonesian people. The positive results resulting from this form of cooperation are expected to be able to reach deliberation and consensus together. The emergence of a sense and nature of gotong royong due to the encouragement of awareness and enthusiasm in doing a real work for the common good. In working on and sharing the work, you should get a portion or part that is in accordance with the contribution in the gotong royong. The spirit of gotong royong must put aside selfishness or selfishness or a group (Effendi, 2016).

In his dissertation, Agustinus Wisnu Dewantara (2016) finds analytically the objective meaning of Soekarno's mutual cooperation value in the perspective of Max Scheler's Axiology and reflects it in the appreciation of nationalism in Indonesia. In this study, we explain gotong royong as a distinctive Indonesian value and Soekarno summarized Pancasila in one value of gotong royong called Ekasila. Discussion of the theme of this research as a reference in dealing with the crisis of mutual assistance in every field. In the current condition, the value of gotong royong as the essence of Pancasila finds quite a big challenge(Dewantara, 2016).

, characteristics of rural communities and the legitimacy of labor demands by the state. In John R. Bowen's article (2011), he explores changes in political ideology and village-state relations that have been mediated by gotong royong and shows that their dual meaning has become central to semantic, political and economic roles. (Bowen, 2011).

Table 3 describes the activities of the gotong royong dimension that can be observed in project-based learning to strengthen the profile of Pancasila students.

Table 3. Indicator Analysis on the Mutual Cooperation Dimension.

Element	Subelement	Observed activity
collaboration	1. cooperation	Students build cooperation both among group friends and with various parties to solve problems
	2. Positive interdependence	1. Fair and equitable distribution of tasks according to the capacity of each person involved. 2. Create a hierarchy and division of responsibilities. 3. Approve the results of the division of tasks and implement them with full awareness.
	3. 3. Foster respect for cultural diversity	Willing to cooperate with anyone regardless of ethnicity, religion, race, or class for the sake of project continuity.
	4. Social Coordination	1. Dare to ask anyone to dig up problems around

		2. Dare to ask anyone who is considered able to help solve the problem.
		3. Coordinate with various parties (experts, business owners, community leaders, etc.) to make the project a success.
	5. Responsive to Social Environment	1. Answering problems that occur around the environment.
	6. Social perception	1. 1. Try to understand the positive or negative actions of the parties involved.
		2. 2. Take the best decision to respond to social perceptions through deliberation.
		3. 3. Act wisely in the face of other people's perceptions when implementing the project.
Share	Share	1. The idea of the activity comes from the desire of the students themselves to improve the environment and the surrounding community.
		2. Willing to sacrifice to set aside time, material, and energy to complete the project voluntarily and happily.

Pancasila is an idea that is timeless. Every idea must be accompanied by action and real implementation. Overall, Pancasila students must have strong characters and be able to implement the profile of Pancasila students, including global diversity, mutual cooperation and independence so that they are able to improve their quality and realize ideal Indonesian people. Indonesian people who are ideal and have strong characters must be able to practice the Pancasila profile in everyday life and face the times. The Indonesian state needs various ideas and bright ideas to answer the challenges of the times that are changing all the time.

3. Independent

One of the characteristics of Pancasila students is that they are independent. Independent students are students who are responsible for the process and learning outcomes. Self-awareness of the situation at hand and self-regulation are key elements of independent character (Ismail et al., 2021).

Improving self-quality by acting and behaving independently should be done by every student in Indonesia. Independent learning does not mean learning independently, but taking the initiative with or without the help of others in learning or acting. Independent students must have the principle of independent learning and must be able to know and determine when to need help or support from other parties. This type of support can be in the form of motivating activities for learning and other activities. Independent students and students must be able to identify various sources of information in order to facilitate all learning processes (Mahasiswa UT, 2021).

An overview so that students and students can behave and behave independently, the author describes several observation indicators from the independent dimension elements in Table 4.

Table 4. Indicator Analysis on the Dimension of Independence.

Element	Subelement	Observed activity

Self-understanding and the situation at hand.	1. Analyze the quality and self-interest as well as the challenges faced	1. Able to identify strengths and weaknesses 2. Able to learn to overcome the shortcomings that can be changed. 3. Able to develop interests and qualities to be useful in solving problems.
	2. Develop self-reflection	1. 1. Evaluating self-performance in group work. 2. 2. Improving self-performance in the group. 3. 3. Analyze the results of self-performance for continuous improvement.
Emotion Regulation	1. Emotion Regulation	1) It is not easy to give up in completing responsibilities. 2) It is not easy to be provoked by emotions when you get negative emotions from outside yourself. 3) Being able to hold back emotions for a bigger purpose
	2. Determination of learning, achievement, and self-development goals and strategic plans to achieve them.	1) Set the goals to be achieved by yourself from the implementation of the project. 2) Establish a strategic plan to achieve goals.
	3. Demonstrate initiative and work independently	1) Doing duties and responsibilities without having to be asked. 2) Do not rely on others to carry out duties and responsibilities.
	4. Develop self-control and discipline	1) Be disciplined and responsible 2) Not influenced by mood in completing tasks. 3) Do not procrastinate work. 4) Have a work plan and are determined to complete it according to the planned time.
	5. 5. Confident, resilient, and adaptive	1) Dare to express opinions in accordance with objective considerations. 2) Work with high motivation and enthusiasm. 3) Has high work resistance. 4) Able to work with other people.

4. Critical Reasoning

The character of critical reasoning refers to habits of mind or intellectual virtues that can be cultivated through performance that demonstrates critical thinking skills and attitudes towards critical thinking. (Hitchcock, 2018). Facione, Facione and Giancarlo, (2000) emphasize the difference between the character of critical thinking and skills. According to him, a critical attitude is the internal motivation of a person who consistently uses critical thinking skills in solving problems, in contrast to a person's skills for critical thinking (Facione et al., 2000; Hitchcock, 2018). Although according to Facione, people who can think critically are not always people who carry these skills in their daily lives, another opinion shows that by familiarizing children with critical thinking from an early age, they can improve attitudes towards critical thinking (Aizikovitsh-Udi et al., 2015).

The definition of critical thinking ability or skill has been put forward by several experts who refer to the same conclusion. According to (Cotrell, 2005) critical thinking is a cognitive activity by analyzing and evaluating an idea with attention, categorization, selection and assessment. According

to (Cotrell, 2005) critical thinking is the art of analyzing and evaluating thinking with the aim of improving it. Critical thinking is useful as a tool to separate important, effective, and useful information according to the needs and context of the problem (Cottrell, 2017)

Mason (2007) dissects the thoughts of thinkers who examine critical thinking, namely the thoughts of Ennis, Paul, Siegel, and Martin. Ennis, Paul, and Siegel argue that critical thinking is a skill and process that must be based on a broad and deep mastery of the science being criticized. Ennis concluded that a person demonstrates critical thinking skills in a problem-solving process when 1) focusing on identifying problems, 2) Identifying acceptable reasons, 3) Making inferences from acceptable reasons, 4) analyzing situations, 5) Defining problems with language. clear, and 6) Checking the whole process and results to get the correct conclusion (Ennis, 2015)

Ennis shows that critical thinking can be domain-free, while Siegel emphasizes that critical thinking cannot be separated from the domain of certain subjects. In line with Siegel's thinking, PISA develops critical thinking indicators based on the domains to be assessed, namely aspects of language, mathematics, and science (Greenhill and Martin, 2014: p. 52).. Meanwhile, Martin emphasizes that the moral aspect needs to be the basis for critical thinking so Mason concludes that the important elements in critical thinking are: critical reasoning skills; critical attitude; moral orientation; knowledge of critical reasoning concepts; and knowledge of a particular discipline.

In the context of project-based learning with a constructivist approach where children identify problems, plan learning, and find answers independently, critical thinking skills are a process that must be passed in learning so that problems can be solved scientifically. Discussions that initiate students' critical thinking can be directed according to the steps of the critical thinking process to develop skills and familiarize students with critical thinking. The process of expressing opinions when students think critically in the dynamics of learning independently or collectively needs to be observed and reported on its development as part of the development of students' skills and attitudes to build critical reasoning characters. Because according to Paul and Elder (2019)the dialectic process in critical thinking can lead children to:

1. Find important problems and questions clearly and precisely.
2. Analyze and evaluate relevant information and use existing ideas to answer questions and problems.
3. Make logical conclusions and solutions based on test results from relevant standards.
4. Assessing the results of thinking by considering various alternatives and being open to various other information obtained even though it is contrary to the results believed.
5. Communicate effectively with others in finding solutions to complex problems.

The character of critical reasoning can be built and nurtured through a series of habits to improve critical thinking skills. At all levels, project-based learning involves problem solving through the creation and development of appropriate products. Project-based learning involves problem solving and problem solving requires critical independent thinking activities to find solutions. In addition, the selection, sorting, and review of information to find solutions to problem solving obtained from print and internet media needs to be analyzed and evaluated for suitability with the context studied in learning.

In (Kemendikbud, 2021), , indicators with the character of critical reasoning are generally characterized by:

1) find the information needed or want to know more; seek answers to any questions, including those that conflict with initial opinions or beliefs,
2) analyze and evaluate information from various perspectives for example by comparing some information, assessing the truth, analyzing the benefits or risks that may arise, etc., and
3) utilize the results of analysis and evaluation of information in the decision-making process; take responsibility for the decisions that have been taken.

Kurniasih, Hamdu and Lidinillah (2020) reviewed the performance rubric with indicators of critical thinking for elementary school students adapted from "edleader21" as follows:

1. Interpretation and Analysis: Children demonstrate an understanding of cause-and-effect relationships
2. Information and discovery: Communicating information obtained from one or various sources in their own language

3. Building arguments: Communicating the whole process and learning outcomes in their own language.

Table 5 shows the analysis of critical reasoning indicators based on the derivatives of the Pancasila student profile sub-elements.

Tabel 5. Indicator Analysis on the Dimensions of Critical Reasoning.

Element	Subelement	Observed activity
Obtain and process information and ideas.	1. Asking Questions	1) Ask about cause and effect relationships. 2) Re-questioning things that have not been understood.
	2. Reflect and evaluate their own thinking	1) Trying to find out through various sources to answer their own questions. 2) Understand the causal process. 3) Communicating the results of the search for information according to their understanding for further discussion. 4) Accept other people's opinions that are contrary to self-confidence if they are logical, data-based, and in accordance with the needs of the assisted context.
analyze and evaluate reasoning and procedures	3. Elements of analyzing and evaluating reasoning and procedures	1) Take the most relevant information to the context of the problem based on an objective analysis. 2) Designing procedures according to the needs of the context of the problem and communicating them for further discussion.
reflection of thought and thought process	Reflect and evaluate their own thinking	1) Convey the shortcomings of the results of self-thinking in project implementation. 2) Evaluate the results of project implementation objectively. 3) Make an improvement plan from the previous shortcomings.

6. Kreatif

The key element of being creative consists of generating original ideas and producing original works and actions (Kemendikbud, 2022). There are only two points that must be held so that students are declared creative students, namely: (1) proposing original ideas while studying and (2) making original products (works and actions) in learning. Even though they are relatively few, these two points are quite difficult to be realized by students independently if the learning strategies used by teachers are not product oriented.

Judging from the theory (Torrance, 1971), originality is one of the four components of creativity. Originality is shown by: (1) the ability of students to provide unique and rare ideas for certain populations and (2) the ability to combine or see new relationships in something that is being done. Literally, original means genuine or genuine (Kamus Besar Bahasa Indonesia, 2022). That is, ideas and products designed by students are truly their own. The idea and product in question does not have to be something new now. If students make modifications or there is an original novelty on one side of an existing product, then it can be said to be creative.

Students' original ideas and products can be initiated by implementing project-based learning. For example, students are asked to make a water purification project. All students are directed to find and write down all ideas related to how to purify water. Then compare the ideas that have been written in the existing way. Ask students to rethink, novelty or original, of the proposed water purification method.

Ide yang telah diusulkan oleh setiap peserta didik dapat diwujudkan menjadi produk. Peserta didik dapat diarahkan untuk membangun proyek pembuatan alat penjernih air (sendiri). Mintalah peserta didik untuk membuktikan bahwa alat yang dirancang memiliki perbedaan dengan alat

penjernih air yang telah ada. Dengan demikian, tulisan tentang ide menjernihkan air dan alat rakitan peserta didik tersebut menjadi bukti bahwa peserta didik tersebut telah kreatif. Hal ini sesuai dengan teori (Jonassen & Grabowski, 2020) yang menyatakan bahwa laporan dan perangkat dari produk yang baru dan bernilai adalah wujud kreativitas seseorang.

Pelajar yang kreatif dapat diciptakan melalui pembelajaran yang mengimplementasikan pendekatan kooperatif (Kim & Song, 2012) dan pendekatan kolaboratif (Romero et al., 2012). Selain itu, kreativitas juga dapat ditingkatkan melalui rancangan pembelajaran berbasis masalah (Chan, 2013; Birgili, 2015), inkuiri (Michalopoulou, 2014), dan proyek (Lai et al., 2015). Ruh dari berbagai rancangan-rancangan pembelajaran tersebut adalah sama. Rancangan-rancangan pembelajaran yang dapat meningkatkan kreativitas peserta didik ialah memberi penekanan pada stimulasi peserta didik. Stimulasi tersebut berupa dorongan untuk mengaplikasikan pengetahuan dan membuat produk sebagai bentuk pemecahan masalah. Oleh karena itualtivitas yang dapat diamati dari dimensi Kreatif tertuang pada Tabel 5.

The ideas that have been proposed by each student can be realized into products. Students can be directed to build a project to make a water purifier (own). Ask students to prove that the device designed is different from the existing water purifier. Thus, writing about the idea of purifying water and the student's assemblies is evidence that the student has been creative. This is in accordance with the theory (Jonassen & Grabowski, 2020) which states that reports and tools from new and valuable products are a manifestation of one's creativity.

Creative students can be created through learning that implements a cooperative approach (Kim & Song, 2012) and a collaborative approach (Romero et al., 2012). In addition, creativity can also be enhanced through problem-based learning designs (Chan, 2013; Birgili, 2015), inquiry (Michalopoulou, 2014), and projects (Lai et al., 2015) The spirit of the various learning plans is the same. Learning designs that can increase the creativity of students are to emphasize the stimulation of students. The stimulation is in the form of encouragement to apply knowledge and make products as a form of problem solving. Therefore, the observed activity from the Creative dimension is listed in Table 5.

Table 5. Analysis of Indicators on the Creative Dimension.

Element	Subelement	Observed activity
Original idea	Original idea	1. Have ideas written down in the report 2. Compare all ideas that have been written 3. Choose an idea to explore 4. Shows the novelty of the selected idea
Original products (works and actions)	Original products (works and actions)	1. Have your own way to solve problems 2. Gather tools and materials to make products 3. There are tools or materials that are not commonly used or have never been used by others 4. Making products that have never been produced by others
have the flexibility of thinking in finding alternative solutions to problems	have the flexibility of thinking in finding alternative solutions to problems	1. Students can explore new ideas from references that have been studied. 2. Students can provide ideas for modifying existing activities or products according to project needs.

D. **CONCLUSION**

From the description of the discussion above, it can be concluded that the dimensions of the Pancasila student profile which consist of Global Diversity, Mutual Cooperation and Mandiri have the main indicators of togetherness in attitudes, behavior and positive behavior patterns in the

community. Each indicator reduces activities that improve the quality of the individual and his surroundings. Students and students must support each other in implementing the profile to achieve superior scores and high marks.

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