



COOPERATIVE LEARNING STRATEGY FOR STRENGTHENING PANCASILA VALUES IN CHARACTER EDUCATION IN SCHOOLS

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ABSTRACT

This research aims to examine project-based cooperative learning design as a strategy to strengthen the profile of Pancasila Students in the Merdeka Curriculum at SMAN 4 Enrekang. The background to this research is based on the importance of character education that is in accordance with Pancasila values, amidst the challenge of declining character index of students at secondary education level. The research method used is a qualitative approach with data collection techniques through observation, interviews and documentation. The research subjects consisted of class XI students and teachers who were involved in the learning process. The research results show that the application of project-based cooperative learning can increase student motivation and involvement in the learning process. Students become more active participants, collaborate well in groups, and show a greater sense of responsibility for the tasks given. In addition, students also develop important social skills, such as communication and conflict resolution, which are in line with Pancasila values. Several challenges were found in implementing cooperative learning, such as differences in student backgrounds which could influence group dynamics. Overall, project-based cooperative learning has proven to be effective in strengthening students' character. This research recommends that other schools consider implementing this method to improve the quality of character education in Indonesia.

Keywords: Cooperative Learning, Pancasila Student Profile Project, Character Education, Independent Curriculum.

1. INTRODUCTION

Character education is an important pillar in the Indonesian education system, especially amidst increasingly complex global challenges (Angga et al., 2022; Wisiyanti, 2024). In Law Number 20 of 2003 concerning the National Education System, it is stated that national education

functions to develop abilities and shape the character and civilization of a dignified nation. This shows that education does not only focus on cognitive aspects, but also on forming the character of students. Therefore, strengthening character education is very relevant in the current educational context.

In an effort to strengthen character education, the Merdeka Curriculum implemented in Indonesia pays special attention to strengthening the profile of Pancasila students. This profile includes six dimensions of character, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Aminah & Syaâ, 2023; Istianah et al., 2023; Ningsih et al., 2023). Thus, character education must be integrated into the learning process so that students are not only academically intelligent but also have strong moral values.

One approach that can be used to achieve learning goals is project-based cooperative learning. This method emphasizes cooperation between students in completing certain assignments or projects, so that it can increase engagement and motivation to learn. Cooperative learning allows students to learn from each other, develop social skills, and strengthen their sense of responsibility towards the group (Fiteriani & Arni, 2018; Marni et al., 2024; Usman & Bahraeni, 2016). Thus, project-based cooperative learning can be an effective solution to overcome the problem of students' lack of motivation and active participation in the learning process.

Previous research shows that project-based cooperative learning can improve student learning outcomes and form positive character (Hadi et al., 2022; Hakim et al., 2021; Hasan & Melindah, 2022). However, although much research supports the effectiveness of this method, there are still challenges in its implementation in various educational contexts. Therefore, it is important to conduct further research regarding the implementation of project-based cooperative learning related to student character.

SMA Negeri 4 Enrekang is one of the educational institutions that faces challenges in increasing student motivation and involvement. Based on initial observations, it was found that there were still students who were less motivated and responsible for the tasks given by the teacher. This is reflected in the low level of student learning completeness based on the Minimum Completeness Criteria (KKM) set by the school.

This research aims to implement and evaluate the effect of project-based cooperative learning on strengthening the profile of Pancasila students at SMAN 4 Enrekang. By focusing on the design and implementation of this method, it is hoped that this research can provide new insights into the effectiveness of cooperative learning in the context of character education.

It is hoped that the results of this research can contribute to the development of better educational practices and provide recommendations for educational policy in Indonesia. Thus, this research not only contributes to academic literature but also to educational practice in the field. It is hoped that this research can become a reference for other schools that face similar challenges in efforts to improve the quality of character education through learning innovations that are effective and relevant to the needs of the times.

2. METHODS

The research method used is qualitative with a descriptive approach to understand the phenomenon of character education through project-based cooperative learning at SMAN 4 Enrekang. Data was collected through observation, interviews and documentation. Observations were carried out to observe the learning process directly, while semi-structured interviews were conducted with teachers and students to explore their experiences and perceptions regarding this learning method. Documentation includes analysis of the Learning Implementation Plan (RPP) and student project work results. The research subjects consisted of class XI students and teachers who were involved in the learning process.

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3. RESULTS AND DISCUSSION

The results of this research show that the implementation of project-based cooperative learning at SMAN 4 Enrekang has had a positive impact on strengthening the Pancasila Student Profile. From the observations made, it appears that students are more actively participating in the learning process. Interaction between students increases, and they show a greater sense of responsibility for the group assignments given. This is in line with the principle of cooperative learning which emphasizes cooperation and collaboration in achieving common goals (Kasmawati, 2018; Rahmawati & Hanipah, 2018; Usman & Bahraeni, 2016).

Interviews with teachers revealed that cooperative learning methods were able to increase student motivation. The teacher explained that students who were previously passive in learning were now more enthusiastic about being involved in discussions and group activities. Students have a greater role in the learning process, which has an impact on improving academic results. Students also stated that they enjoyed project-based learning because they could be creative and apply the knowledge they had learned in real contexts.

One important aspect of project-based cooperative learning is the development of social skills. The interview results show that students learn to respect each other's opinions, communicate effectively, and resolve conflicts that may arise during group work. The skills that emerge during learning are very relevant to the values of Pancasila, especially in the context of mutual cooperation and global diversity.

In document analysis, researchers found that the students' project work showed a deep understanding of the themes raised. Students are able to connect the concepts studied with social

issues around them, thereby producing work that is not only creative but also relevant to everyday life. This reflects the critical and creative reasoning abilities which are part of the Pancasila Student profile.

However, this research also found several challenges in implementing this learning method. Some students expressed difficulty in working together with classmates who had different backgrounds. Differences of opinion often cause tension within the group, requiring extra guidance from the teacher to resolve the conflict. Problems that arise during learning indicate the need for training for teachers to better facilitate group dynamics (Munawir et al., 2023).

The teacher also explained that the time needed to complete the project was longer compared to conventional learning methods. Therefore, time management is an important factor in planning project-based learning. This research recommends that teachers carry out careful planning and consider allocating sufficient time for each stage of the project.

Students' perceptions of project-based cooperative learning are generally positive. Students feel more confident to convey their ideas in front of the class and collaborate with their friends. This has an impact on increasing students' self-confidence and presentation skills, which are important skills in today's global era. From the results of this research, it can be concluded that project-based cooperative learning is not only effective in increasing student motivation and involvement, but also contributes to strengthening character in accordance with Pancasila values. This method provides space for students to learn actively and creatively, as well as develop the social skills needed in everyday life.

This research makes an important contribution to the development of educational practices in Indonesia, especially in the context of the Independent Curriculum. By integrating Pancasila values into the learning process, it is hoped that the younger generation can grow into individuals who are not only academically intelligent but also have strong and responsible character. Based on this, the results of this research recommend using project-based cooperative learning methods as an alternative to improve the quality of character education.

4. CONCLUSION

This research shows that the implementation of project-based cooperative learning at SMAN 4 Enrekang is effective in strengthening the profile of Pancasila Students. The results of observations and interviews indicate increased student motivation and involvement in the learning process, as well as the development of important social skills, such as cooperation and communication. Students become more active participants, show a higher sense of responsibility for group assignments, and are able to internalize the values of Pancasila. Learning process challenges were found, such as differences in student backgrounds which could influence group dynamics. In general, project-based cooperative learning has been proven to have a positive impact on students' character. This research also found that students felt more confident and motivated to learn through this method.

Overall, this research makes a significant contribution to educational practice in Indonesia, especially in the context of the Independent Curriculum. By integrating Pancasila values into the learning process, it is hoped that the younger generation can grow into individuals who are not only academically intelligent but also have strong and responsible character. This research recommends the application of project-based cooperative learning methods in other schools as an alternative to improve the quality of character education.

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