

The Implementation of Pancasila Profile to Improve Employment Culture of Vocational High School (SMK)

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Abstract

The implementation of the Pancasila Learner Profile Strengthening Project (P5) to improve work culture is a significant effort in shaping the character and career readiness of vocational students in Indonesia. Pancasila, as the nation's founding philosophy, has an important role in guiding learners toward moral, ethical, and professional excellence. This abstract explores the strategies and outcomes of implementing Pancasila profile strengthening in the context of vocational education, specifically focusing on preparing learners for successful employment. Through descriptive research with a qualitative approach, data sources in this study are the Principal, Vice Principal for Curriculum, P5 Coordinator and Grade XII Learners. The research was conducted at one of the SMKs in Central Lampung Regency, the selection of the SMK is an A-accredited school and is one of the Industrial Revolution 4.0 Based SMK Researchers used data collection methods of observation, interviews and documentation obtained from photos, recordings, and other sources from schools. The research also evaluated the impact on learners' character, employability skills and career aspirations. The findings reveal the importance of integrating Pancasila values in work culture and vocational education to foster individuals of good character and morality who are able to contribute positively to society and the world of work.

Keywords: *Pancasila Profile, Reinforcement, Employment Culture*

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INTRODUCTION

The curriculum determines the quality of education. The curriculum plays a very important role in determining educational progress, from the process component to the application or implementation in the field (Ananda & Hudaibah, 2021). Merdeka Belajar curriculum is designed as an improvement from the previous curriculum. It offers a more active and flexible learning approach, allowing teachers and students to organise the learning process based on the nation's cultural values, religion, and Pancasila (Muharrom, Aslan & Jaelani, 2023). The independent curriculum is a curriculum that focuses on fostering learners' interests and talents during the learning process in the classroom. It emphasises essential materials, learner competencies and character development (Sari & Gumiandari, 2022).

The purpose of Merdeka Curriculum as an educational method is to encourage learners to be critical thinkers, responsible, and make valuable contributions to society. In addition to academic knowledge, this curriculum offers transformational learning

experiences that emphasise skill development, character building, and social awareness (Pare & Sihotang, 2023).

The difference between Merdeka Belajar curriculum and the 2013 curriculum lies in how teachers bring learners to explore individual life experiences into lessons, knowledge, and guidance for both themselves and others so that learning in the classroom is no longer teacher-centered but on the learners themselves (Lutfiana, 2022).

Carrying the concept that students are constantly moving to reveal all their potential requires adjustments between teachers and students to adapt to these changes. To implement this, there is a programme called the Pancasila Learner Profile Strengthening Project (P5) in the Merdeka Belajar programme (Rediyono, 2024). Schools should create classes that do not rely on theory, as the independent curriculum is characterised by project-based learning. Teachers should be able to engage with learners, supervise activities, and implement lessons according to agreed themes. To carry out and implement character education, the project provides guidelines and references for schools (Maharini, et al, 2023).

To become a qualified human resource (HR), the education sector, especially the results of education, must be able to compete with other countries. The government expects the existence of vocational high schools (SMK) to be a place to develop knowledge and skills and to be able to answer the challenges of work culture. Graduates are expected to meet the demands of the work culture of middle-level labour companies (Mujayaroh, 2021). This is in accordance with Article 3, paragraph 2 of PP RI No. 29 of 1990, which states that Vocational High Schools prioritise the preparation of students to enter the workforce and develop professional attitudes.

Based on the data collection results conducted by the Central Bureau of Statistics as of August 2023, the number of open unemployment according to the highest education completed at vocational high schools (SMK) is 1,780,095. Based on this data, it is said that there are still graduates from SMK who are not ready to work, a problem that must be considered immediately. SMK graduates who are not ready to work are caused by insufficient competencies to be accepted in the world of work. Then, vocational education (SMK) aims to prepare students primarily to work in certain fields. As economic institutions require an educated and trained workforce, SMKs play an important role in providing labour. However, the workforce created to date has not been able to solve the problem of labour needs with the qualifications required by the industry. As the labour market does not absorb current education graduates, there are still many unfilled job opportunities (Supriadi, 2002).

The workers must have good physical and mental endurance in order to work smoothly. In addition, there is no point in working in an industry if you do not understand the industry's work culture well. The inability of graduates to enter the industrial workforce is a very important issue for vocational schools. This is due to the quality of graduates far from the market's needs. In addition, there is a mismatch between the 'demand' and 'supply' of graduates. On the other hand, although unemployment in Indonesia is a national issue, many companies face problems finding labour. This indicates a discrepancy between the availability of labour from vocational education institutions and labour market demand (Mujayaroh, 2021). The main factors determining the strength of work culture are togetherness, intensity, discipline, openness, job satisfaction and cooperation (Alianti et al., 2023).

The findings obtained from a preliminary study conducted at one of the SMKs in Central Lampung Regency have implemented the Merdeka Curriculum since 2022, implemented the P5 programme and conducted a description analysis of the symptoms of common problems per field, namely personal 22.67%, social 22.96%, career 30.61% and learning 25.25%. Based on the above conditions, it is very important to provide learners

with a broad understanding of the nature, requirements, abilities, and skills expected by the world of work so that they are ready to make career decisions early on.

The project on strengthening the profile of the Pancasila learner, is one of the topics in the independent curriculum. The aim of the project is to find answers to questions about learner competencies that match the expectations of the national education system. P5 is done by instilling character in learners based on the values of Pancasila (Mukhtar, 2023). In this case, the education unit as part of the SMK education system needs to provide learners' career services with an understanding of industrial work culture to assist a person in achieving optimal progress in various aspects of his or her personality, including intellectual, social, moral, and emotional abilities, as well as learners' unique abilities.

METHOD

This type of research is descriptive research with a qualitative approach. The data sources in this research are the Principal, Vice Principal for Curriculum, P5 Coordinator and Grade XII Learners. The research was conducted at one of the SMKs in Central Lampung Regency, the selection of which is an A-accredited school and is one of the Industrial Revolution 4.0 Based SMKs. Researchers used data collection methods of observation, interviews and documentation obtained from photos, recordings, and other sources from schools.

The data collected came from vocational schools that have implemented the Merdeka curriculum by implementing a project to strengthen the Pancasila learner profile with the theme of employment in improving students' work culture. To obtain the required data, interviews were conducted in accordance with the interview guidelines that had been prepared and given to informants. Direct visits to SMK Central Lampung Regency were carried out to determine the school's condition in implementing the P5 programme. The documentation of this study consists of documents from the school and photos of activities in implementing the internal quality assurance system. This study used the Miles and Huberman interactive method to analyse the data in four stages.

To review the research data, the keywords used were 'Pancasila student profile', 'work culture' so that the data helped search and limit the literature to be used. The article search was restricted from 2019 to 2024 to review the latest articles, 42 articles were obtained in the search process from the beginning. Furthermore, the articles were sorted to adjust the research focus, and 9 articles were obtained accordingly.

RESULT AND DISCUSSION

The selected literature data is summarised by title, year of research, author, type of study, and research results. The following is shown in Table 1.

Table 1. Summary of Selected Literature Data

No	Title & Year	Author(s)	Type of Research	Results
1	<i>Implementation of the project of strengthening Pancasila student profiles in driving school (2022)</i>	Seni Asiati & Uswatun Hasanah	Mixed-method	The Pancasila Learner Profile Strengthening Programme supports intracurricular activities intending to improve the ability, build and enhancing the character of learners by raising issues and problems that exist in the environment of learners.

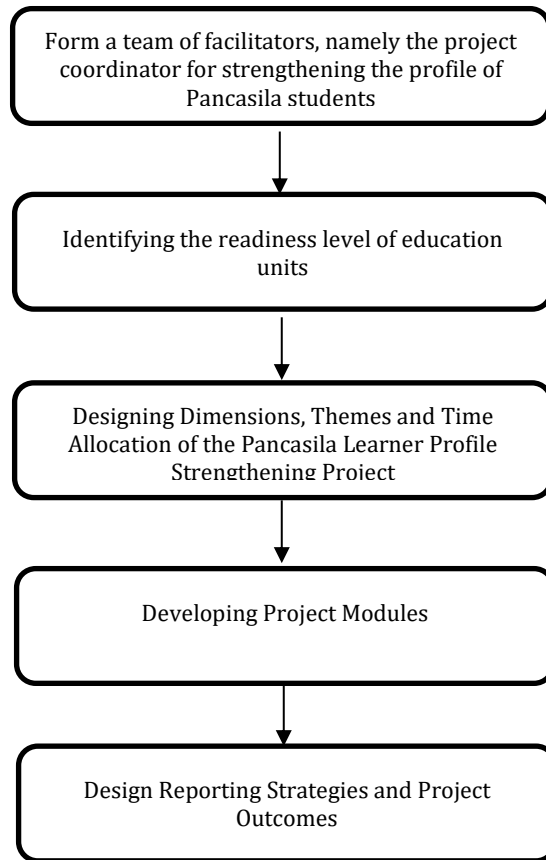
No	Title & Year	Author(s)	Type of Research	Results
2	<i>Pengaruh Motivasi Kerja, Lingkungan Kerja, Budaya Kerja terhadap kinerja karyawan Dinas Sosial Kabupaten Jember (2019)</i>	Risky Nur Adha, Nurul Qorimah, Achmad Hasan Hafidzi	Census	Statistical calculations show a significance value of $0.005 < 0.05$ and $t \text{ count } 3.026 < t \text{ table } 1.703$. This means that the hypothesis that work culture significantly affects the performance of employees of the Jember Regency Social Service is accepted.
3	<i>The Use of an Observation Proforma during a School-based Physical Activity Programme: Exploring the Researchers' Insights (2023)</i>	Melanie Darmanin, Renzo Kerr-Cumbo, Matthew Muscat Inglott Heathcliff Schembri	Qualitative research	Exploring the process of developing an observation performance by a group of researchers to contribute to the qualitative academic literature.
4	<i>Implementasi Kurikulum Merdeka melalui Strategi Proyek Penguatan Profil Pelajar Pancasila (P5) untuk Meningkatkan Budaya Kerja Peserta didik di SMK Negeri 2 Boyolangu (2023)</i>	Rani Nurwidya, Widiyanti, Nunung Nurjanah	Descriptive Qualitative	The P5 programme enhances learners' work culture, such as confidence, communication, teamwork, problem-solving, initiative, perseverance, creativity, and financial capability.
	Implementation of Merdeka Curriculum through the Pancasila Learner Profile Strengthening Project Strategy (P5) to Improve Students' Work Culture at SMK			

No	Title & Year	Author(s)	Type of Research	Results
	Negeri 2 Boyolangu (2023)			
5	<i>Evaluasi program implementasi budaya industri 5R (ringkas, rapi, resik, rawat, rajin) di SMK PN 2 Purworejo (2021)</i>	Sugiri	CIPP model of programme evaluation (<i>Context, Input, Process, Product</i>)	Questionnaires, interviews, and documentation were used to obtain research data. At SMK PN 2 Purworejo, the 5R industrial culture implementation programme is categorised as very good based on the evaluation of context, input, process, and product.
	Evaluation of the 5R industrial culture implementation programme (ringkas, rapi, resik, rawat, rajin) at SMK PN 2 Purworejo (2021)			
6	<i>Implementation of The Project for Strengthening the Profile of Pancasila Students (P5) in School (2024)</i>	Rediyono	<i>Interview and observation</i>	Intracurricular activities are supported by the Pancasila Learner Profile Strengthening Programme, which aims to enhance, build and improve the character of learners by raising issues in their environment.
7	<i>Sosialisasi Budaya Kerja Industri sebagai Upaya Penguatan Kompetensi Dasar Peserta didik SMK Negeri 7 Lhokseumawe (2023)</i>	Halimatus Sakdiah, Islami Fatma, Muliani, Riza Andriani, Amam Taufik & idayat	Discussion and analysis of learners' needs	The results of this activity showed that the understanding of students during the pretest was 54.67% and during the post-test was 82.67%, indicating an increase in understanding of the work culture of students by 28 points and the level of satisfaction of participants with this activity was 88.75% in the very satisfying category.
	Socialisation of Industrial Work Culture as an Effort to Strengthen Basic Competencies of Students of SMK Negeri 7 Lhokseumawe (2023)			

No	Title & Year	Author(s)	Type of Research	Results
8	<i>Model Bimbingan Kelompok Berbasis Budaya Kerja Industri untuk Meningkatkan Kematangan Karir Peserta didik (2021)</i>	Mujayaroh	<i>(Educational research and development)</i>	The comparison of pre-test and post-test scores showed a significant increase in students' career maturity by 20%. Wilcoxon statistical test results show the value of Asymp. Sig. (2-tailed) / asymptotic significance for a two-sided test is 0.005. Therefore, the case in this study is a one-sided test, the propensity is 0.025.
	Group Guidance Model Based on Industrial Work Culture to Improve Students' Career Maturity (2021)			
9	<i>Meningkatkan Pemahaman guru dalam Menerapkan Budaya Kerja Industri pada Pembelajaran di SMK (2022)</i>	Pongky Lubas Wahyudi, Dian Setiya Widodo, Wahyu Kanti Dwi Cahyani, Totok Dewantoro	Industry Training and Mentoring	The method applied is by training and guidance of industry practitioners related to knowledge of attitudes, knowledge and industrial skills. With PkM activities on the implementation strategy of industrial work culture with the 5R method, Kaizen, and soft skills industry knowledge will increase the understanding and skills of SMKS Agung Mulia Socah Bangkalan teachers so as to support their role in preparing graduates who are ready to work. The results show that the material provided to the trainees went well and was successful, with a significant increase in understanding, namely an average of 50% of the three themes provided.
	Improving Teachers' Understanding in Applying Industrial Work Culture to Learning in Vocational Schools (2022)			

The study's results link previous studies' results with the researcher's thorough analysis and incorporation of relevant literature for the review. This literature review enabled the researcher to implement the Pancasila Learner Profile Strengthening Project (P5) to improve learners' work culture in SMK. This study details the concept and strategy of the P5 project as part of implementing an independent curriculum to enhance learners' work culture in SMKs in Central Lampung Regency. It is hoped that this study will help improve the quality of education and develop the potential of learners in the area. It is expected that future actions will include the implementation of this project in the context of field practice, with the results of this study serving as a guideline for efficient and sustainable follow-up actions:

Figure 1. P5 Programme Implementation Strategy



In SMK, the process of implementing the P5 programme begins with the selection of a team of facilitators. The school principal and the vice principal for curriculum select the P5 coordinator. The coordinator is responsible for planning, running and evaluating the project outcomes. This evaluation determines how ready the school is to start P5 based on how well they can implement project-based learning. After the evaluation, the facilitator team works with teachers to create lesson plans that match the P5 objectives and learners' needs. During the project, learners actively participate in activities related to the P5 theme. The final stage of the process is a thorough evaluation of the project, which is conducted to determine whether the project objectives have been achieved and to find future improvement areas.

Third, the dimensions and themes of the P5 project were determined to determine the project's focus. Fourth, a P5 module is developed, which includes the objectives, procedures, learning media and assessments used in the P5 programme. Fifth, create a strategy for reporting project outcomes, which will be used to design learners' project outcomes. It is important to note that the appropriateness of the concepts and themes of the P5 programme is of great concern, as inappropriate concepts and themes can jeopardise the success of the P5 programme. This can lead to complexity in project-based learning. In addition, the demonstration and assessment process will be difficult and ineffective in the school environment.

Based on the results of the research conducted on the P5 programme to improve the work culture of students in SMK, the strategies used in the implementation stages of P5 are as follows: 1) forming a team of facilitators; 2) determining the stages of readiness of educational units; 3) making dimensions, themes, and time allocations; 4) making modules; 5) making a strategy for reporting project results. P5 focuses on strengthening

character and skills in daily life taught to learners through school culture, intracurricular and co-curricular learning, and work culture (Rahayu et al., 2022).

1. Work Culture

According to The American Heritage Dictionary, culture is the overall habits transmitted through social life, art, religion, institutions, and all human products and thoughts of a group. According to Triguno (2004), 'work culture is a philosophy based on a view of life as values that become traits, habits, and driving forces, cultured in the life of a group of people or organisations, and then reflected in attitudes into behaviour, beliefs, ideals, opinions, and actions that manifest as "work" or "work". Work culture consists of habits or efforts that become drivers in organizational life. The attitudes of these habits or cultures shape behaviours, beliefs, and ideals (Sutarman, 2023).

Vocational High Schools today are ready or not ready to face the challenge of creating and shaping graduates who are superior, have sufficient technical knowledge and skills and an understanding of work culture in accordance with industry demands (Sholeh et al., 2023). By familiarising learners with the work culture at school, learners will have the ability to follow, get used to, and adjust to the current industrial culture. This will also make it less awkward for them to enter the world of work or industry (Pudiono, 2021).

Four main elements make up a work culture, the first of which is skills, the ability to use ideas, thoughts, and creativity needed to carry out various constantly changing and evolving jobs, which can be acquired through training and experience. The second is knowledge, essential for building a thriving and sustainable society. The third is understanding, an essential component of industrial work culture. Fourth, personality traits include traits that will encourage a person to explore their potential fully (Sudarsono et al., 2023). Work culture is based on the idea that values are embedded in the life of a society or organisation and become the driving force in a person's actions, beliefs, ideals, opinions and actions at work (Saputra et al., 2022).

Based on the explanation above, it can be concluded that the purpose of work culture is to strengthen one's human resources (HR) so that everyone realises that they play a role as providers and receivers in effective, efficient, and proud communication with others.

2. Stages of Implementation of the Project on Strengthening the Profile of Pancasila Students (P5)

a. Establish facilitators of the Pancasila Student Profile Strengthening Project (P5)

The principal starts the first step by selecting a team of facilitators for the P5 programme. This starts with selecting the P5 programme coordinator, which corresponds to the principal's duties as the P5 team builder and supervisor in its implementation (Asiati & Hasanah, 2022). The homeroom teacher in SMK is the chosen P5 coordinator. This is intended to make it easier for learners to work with their teachers to develop the P5 programme that learners will undertake. The P5 coordinator is responsible for ensuring that the P5 project flow includes activities supporting the exploration principle. It should also ensure that the assessment design is aligned with the established success criteria. The P5 coordinator is expected to mobilise learners and direct ideas (Ulandari & Rapita, 2023).

The school principal collaborates with the P5 facilitator team to develop the P5 objectives, determine the theme, and formulate the objectives. The principal also talks with the P5 facilitator team to determine the P5 objectives (Angga & Iskandar, 2022). Thus, implementing P5 projects can develop learners' characters and improve their understanding of existing work culture activities.

b. Identifying Readiness Levels in Vocational Schools

The school principal with the facilitator team, considers and ascertains the readiness level of the education unit by identifying the school's readiness from the initial,

developmental, and advanced stages (Wahidah et al., 2023). In SMK, the readiness level is categorised as the mid-developmental stage. This is since the school has widely implemented project-based learning, the educators have understood the concept, and they have collaborated with partners to increase the sustainable impact of the learners' projects. This is in line with the findings by Ulandari and Rapita (2023) in this context, which showed that more than 50% of teachers in the school had implemented project-based learning, learners understood the concept, and the school had successfully built collaboration with learners in project activities.

c. Designing Dimensions, Themes and Time Allocation of the Pancasila Learner Profile Strengthening Project (P5)

The Ministry of Education, Culture, Research, and Technology determined the P5 themes for the Pancasila Student Profile Project. These themes are sustainable lifestyle, local wisdom, Unity in Diversity, building mind and body, democratic voice, engineering and technology, and entrepreneurship (Satria, R et al., 2022). In this situation, the selected dimensions may refer to the goals and vision of the school or the programmes to be implemented in this academic year. These dimensions are then followed by the selection of components and sub-components appropriate to the circumstances and needs of the learners, which will be used to develop the P5 project modules. The Pancasila Learner Profile, Strengthening Project activities are strengthened to enhance work culture and provide opportunities for learners to learn outside the classroom by studying important themes or issues.

Determining the timing and dimensions of projects for the Pancasila learner profile is important. Education unit leaders should plan the project time and dimension for each theme, so that they can know how spread out the project is in the education unit (Purnawanto, 2022). In SMK, the lesson hours (JP) are adjusted according to the theme. There are 72 JPs for the wisdom theme and 72 JPs for the work theme, totaling 144 JPs a year. There are three options for scheduling P5 activities by period: daily, weekly or monthly.

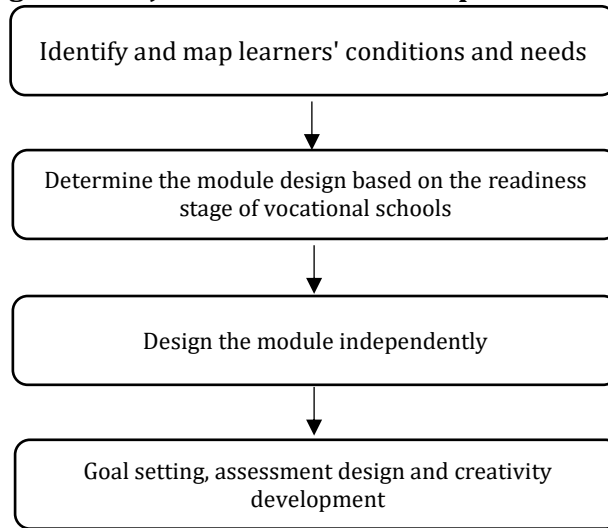
d. Developing Project Modules for Strengthening the Profile of Pancasila Students (P5)

Modules are instructions intended to supplement the teacher's learning tools to direct learners. Learning modules can be used in two ways: using those already provided by the government or changing them according to the learners (Maulida, 2022). P5 project modules are created by incorporating elements critical to the process and an important part of the learning material.

P5 project modules are created by incorporating elements critical to the process and an important part of the learning materials. Teaching tools that support the strengthening of the profile characteristics of Pancasila learners are the responsibility of teachers (AD et al., 2022). The profile project module has the following components:

- a) Module profile contains themes, modules, phases, and duration of activities
- b) Objectives contain a mapping of Pancasila learner profile elements that are the purpose of the profile project
- c) The achievement rubric contains the formulation of competencies in accordance with the phase
- d) Activities contain the flow of profile project activities in general, a detailed explanation of the stages and assessments.
- e) The assessment contains an instrument for processing the assessment results to conclude the achievement of the profile project.
- f) The preparation steps of the profile project module can be seen in Figure 2.

Figure2. Project Profile Module Preparation Steps



Designing the module begins with designing the objectives and assessments to determine (a) the targeted character profile subelements, (b) creating achievement rubrics with phase-appropriate competency formulations; and (c) creating indicators and strategies for assessment. Developing activities is done to (a) create an overview of the activities that need to be done to achieve the objectives and (b) provide in-depth explanations of each activity stage. Completing and harmonising the module is done to (a) complete the necessary components, (b) re-examine the module objectives, activities and assessments, and (c) harmonise the relationship between the issues and themes covered.

Trials evaluate learners' abilities before and after engaging in P5 activities. SMK uses two types of assessment: formative and summative. Formative assessment monitors learners' participation in the project, their role, and the ideas created during the project (Fatah & Zumrotun, 2023). After the class is over, summative evaluations are used to assess learners' achievements. The results often affect learners' academic achievement, although they do not directly affect learning. Summative assessment uses task indicators to assess the achievement of learners' character dimensions. According to Barokah (2019), formative evaluation tracks changes in learner character dimensions.

To improve learners' work culture, vocational high schools (SMK) have created a Project module as part of the implementation of the Pancasila learner profile (P5) strengthening project. The module is designed to help learners carry out the P5 project well. The development of this module is based on the analysis of the objectives and needs of the school. This project module aims to provide learners with clear guidance, an organised structure to acquire skills, and an understanding of work culture. It is hoped that the module will positively contribute to improving the quality of education in vocational secondary schools.

e. Reporting of Project Results

Reporting project results is an important step towards transforming assessment scores into a final grade demonstrating learners' abilities after participating in P5 activities (Satria et al., 2022). This process involves three main stages: (a) data collection, (b) processing of assessment results, and (c) preparation of the project report.

The purpose of implementing a work culture in schools is to instill the behaviours that exist in the industry from the beginning of school so that graduates have traits that match the needs of the job. There is no point in working in an industry if learners do not understand work culture well (Mujayaroh, 2021). The project's results on strengthening the Pancasila learner profile in the work culture of learners in vocational high schools (SMK) have been reported successfully. This report thoroughly evaluates how the project

was run and whether the objectives were achieved. This report describes how the project was implemented and impacted learners' work culture. It is hoped that the results of this report will provide insights and guidelines for developing similar programmes in the future.

CONCLUSION

Based on the analysis and discussion above, it can be concluded that the P5 programme to improve the work culture of students in SMK, the strategies used in the implementation stages of P5 are as follows: 1) forming a team of facilitators; 2) determining the stage of readiness of the education unit; 3) making dimensions, themes, and time allocations; 4) making modules; 5) making a strategy for reporting project results. Education units in the SMK education system need to provide career services to learners about work culture so that learners can achieve optimal progress in various personal aspects, such as intellectual, social, moral, and emotional abilities, as well as their unique abilities. Then, learners will conduct projects based on themes determined by the school during the P5 programme. These themes will be customised with materials from different subjects combined. They will find that many ideas, creativity, and integration are required to use affective and cognitive skills. Finally, improving the quality of SMK learners is essential to produce competitive and successful graduates in the workplace. SMK learners must be trained to deal with the conditions and challenges of industry, business, and work. One way to improve learners' quality is to provide them with work culture reinforcement.

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