



Cultivation of Social Attitudes Through The Project Program of Strengthening The Student Profile of Pancasila and The Student Profile of Rahmatan Lil Alamin

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Abstract

The decline in social attitudes was caused by restrictions on community activities during the Covid-19 virus that hit the world, so the Indonesian government in 2020 imposed restrictions on community activities, including teaching and learning activities in educational institutions. Therefore, the impact of the enactment of the regulation causes a phenomenon of declining social attitudes in students. This is seen from teaching and learning activities that are only through digital and virtual in the sense that students do not have direct interaction between others, one of the flagship programs is P5-PPRA or the project to strengthen the Pancasila student profile and the rahmatan lil alamin student profile. At MTs Negeri 2 Sumenep, it has implemented an independent curriculum since 2022 and has implemented project-based lessons. Therefore, it is important to cultivate good social attitudes, especially through project activities to strengthen the Pancasila student profile and the rahmatan lil alamin student profile. The research conducted at Madrasah Tsanawiyah Negeri 2 Sumenep uses a qualitative approach with a descriptive type of research. This research was conducted to describe how to cultivate social attitudes through the Pancasila profile strengthening project program at MTS Negeri 2 Sumenep.



Introduction

Education is an effort to improve the knowledge gained from both formal and informal institutions to obtain quality human beings. In order for the expected quality to be achieved, it is necessary to determine the right educational objectives. The purpose of education is what will determine the success in the process of forming a quality human personality, without excluding the role of other elements in education. The purpose of national education in the Preamble of the 1945 Constitution is to educate the nation's life. The intelligence referred to here is not merely intelligence that is only oriented towards intellectual intelligence, but a comprehensive intelligence that contains a broader meaning. As stated in Law No.20 of 2003 concerning the National Education System Article 3 reads:(President of the Republic of Indonesia, 2023).

"...aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Improving the quality of learning in Indonesia has experienced several types of innovations to create a better teaching and learning process, one of which is the renewal of the education curriculum that needs to be done at every change and phenomenon that occurs at a certain time, the curriculum plays an important and fundamental role in the world of education, the curriculum is likened to the spirit and the learning process is considered as the body, the curriculum has a very central position in the educational process, even the curriculum becomes the back place of all educational policies carried out by school management or government.(Heri Gunawan, 2022) It can not be imagined if an education doesnot have a curriculum that is well, how in an effort to create a generation of nations thatare able to compete at the international level. The so-called curriculum is one of the tools to achieve educational goals, and is also used as a guide in the implementation of the teaching and learning process at various types and levels of schools.(Munawaroh, 2017).

The curriculum changes that occurred in the K-13 curriculum into an independent learning curriculum were inseparable from several problems that occurred in 2019 where the whole world experienced a disaster called Covid-19, until at its peak all activities had to be forced to stop and be limited by the state. In the case of education, it is also experiencing the same problem, where in the State of

Indonesia requires educational activities in schools to be temporarily closed, and in an effort to solve this problem, learning is implemented by utilizing technology or some kind of application that supports in facilitating teaching and learning activities, such as Zoom, Whatsapp, and elearning.

The change of curriculum is to improve the previous curriculum, the current curriculum, namely the independent learning curriculum, is proclaimed to have many positive impacts on teachers and students, in this independent curriculum is an evaluation of the K-13 curriculum where this evaluation is said to correct several defects in the previous curriculum. Curriculum changes are intended to overcome problems and improve the level of education. Although there have been 11 curriculum modifications in Indonesia so far, there are still a number of problems. Each curriculum has its advantages and disadvantages. But unfortunately, the shortcomings of the curriculum will make it difficult implementation of learning in many ways. Rapid global changes in various fields, including education, influenced the curriculum changes of K-13.

As a result, it is evident that curriculum modification is absolutely necessary for global development. Of course, the reason for curriculum change is not the reason for curriculum change; rather, the opinions that arise in society seem to be the only reason. Currently, the new curriculum, Merdeka Curriculum, will replace the 2013 Curriculum or be improved. As it is known that the change in the independent curriculum is a step taken by the ministry of education, as one of them is taken from seeing that there are several problems that are given or the impact of the implementation of the online lesson policy.

The implementation of this online lesson makes several phenomena and habits experienced by students, when they do not interact with the outside world or school environment for too long. The social changes that occur are actually not only experienced by students as knowledge claimants, but these social changes also have an impact on all sectors, both from people who work and who have other activities. This is due to the policy of limiting community activities on a large scale, of course it greatly affects the mentality of students as children when family circumstances are increasingly difficult due to the pandemic.

Online learning caused by the pandemic certainly affects the social-emotional behavior of children, namely children are less cooperative because children rarely play together, lack of socializing with friends is limited to learning at home, children's emotions sometimes feel bored. and sad, children feel homesick for friends and teachers, and children are also recorded as experiencing verbal violence due to the unusual learning process.(Antara & Prima, 2020).

The decline in social values in students is one of the problems that is the effect of long online learning, activities from home make some changes in behavior and a decrease in social values that should be widely obtained and learned from interactions in the school environment. According to the results of an interview on March 18, 2024 with Mr. Shofi Wahyudi, S.Pd. as a teacher in the BK (Guidance Counseling) section at MTs Negeri 2 Sumenep, "since the pandemic at school This happened, experiencing changes in student behavior, yes it could be that it happened because they often did not meet us as teachers, anyway during the *online* period we sometimes had difficulty when we wanted to give daily assignments or tests to students ".(Shofi BK (Guidance Counseling) Teacher, MTs Negeri 2 Sumenep, Direct Interview, n.d.) The social decline of students and the behavior caused by the social decline, that in the narrative of Mr. Shofi Wahyudi, social decline did occur in the MTs Negeri 2 Sumenep school in the post-pandemic. This is also known to be the effect of the distance that occurs between the *online* period and the school entry period. However, the data from MTsN 2 Sumenep does not have. Because it has never been recorded regarding the problem of social decline. Related to other problems found in students is bullying behavior, of course this behavior is also intertwined with the decline in social values.

Social values are the values adopted by a society about what the society thinks is good and bad.(Risdi, 2019) Social values have a function as a means of encouraging and guiding humans to do good. Social values also function as unifiers that unite many people in a certain unity or in other words, social values create and strengthen solidarity between people.(Widiawati & Ansori, 2023).

Based on this, the independent learning curriculum, which according to Ainia in her journal, focuses on freedom and creative thinking.(Ainia, 2020) Then according to the opinion of Sibagariang et al, that "the concept of an independent learning curriculum can then be accepted considering the vision and mission of Indonesian

education in the future for the creation of quality human beings who are able to compete in various fields of life".(S. Surahman et al., 2022) With an independent curriculum, it is hoped that students can develop according to their potential and abilities because with an independent curriculum they get critical, quality, expressive, applicable, varied and progressive learning. According to Fetra et al, "with this new curriculum change, cooperation, strong commitment, seriousness and real implementation are needed from all parties, so that the learner profile can be embedded in learners".(Sari et al., 2020).

Realize the project of strengthening the Pancasila student profile and the Rahmatan Lil Alamin Student Profile in students, which can then be applied in accordance with the value of Pancasila in everyday life. Explanation above regarding online learning and all the impacts provided by the policy, then to restore the imbalance of activities in the year two thousand and twenty with P5- PPRA is expected to be a stabilizer of education at this time. Strengthening social values and attitudes can be instilled through the Pancasila profile project and the ahmatan lil alamin student profile through several social activities, so that students who tend to be apathetic to the surrounding environment can become motivators or activators in seeing the phenomena that occur.

The application of the independent learning curriculum at MTS Negeri 2 Sumenep has been implemented since 2022 when teaching and learning activities began to return to normal, this year the independent curriculum has begun to be implemented but is still on trial at MTs Negeri 2 Sumenep. The independent curriculum was applied in grades VII and VIII but at first according to the narrative of Mr. Abdul Aziz S.Pd social studies teacher, he said that at the beginning of 2022 to realize the independent curriculum all teachers and principals gathered and with the option that the curriculum was an option from the government between mandatory and not, so in the end the curriculum was implemented on the grounds that the independent learning curriculum was a new breakthrough in the world of education after a long pandemic, it was hoped that the implementation of this independent curriculum would facilitate teachers and students in the teaching and learning process.

Therefore, the implementation of the independent learning curriculum at the school makes several programs contained in this new curriculum also realized, such as

the implementation of the Pancasila student profile strengthening project and the rahmatan lil alamin student profile as one of the flagship programs in this curriculum. the Pancasila student profile strengthening project and the rahmatan lil alamin student profile are suitable for making students more able to explore the material taught by the teacher to students. Seeing that in the time of teaching-learning activities allocated for 8 hours and there are additional hours for extracurricular and other activities, as an additional class in supporting student knowledge. This is certainly in accordance with the concept of implementing P5 launched by the state. So seeing from the description above, the researcher is interested in researching the Madrasah Tsanawiyah Negeri 2 Sumenep institution with the writing title "Planting Social Values Through the Pancasila Student Profile Strengthening Project Program and the Profile of Rahmatam Lil Alamin Students at MTSN 2 Sumenep School."

Method

Research conducted at Madrasah Tsanawiyah Negeri 2 Sumenep institution using a qualitative approach with descriptive research type. This research was conducted to describe how the cultivation of social attitudes through the Pancasila profile strengthening project program and the rahmatan lil alamin student profile at MTS Negeri 2 Sumenep. The approach was chosen with consideration if the researcher will examine the phenomenon in which the research material does not talk about numbers, but emphasizes the meaning, reasoning, definition of a particular situation and descriptive data. Qualitative research itself is a research process that is carried out naturally and naturally in accordance with objective conditions in the field without manipulation, and the type of data collected is mainly qualitative data. (Arifin, 2014).

Then regarding the type of research, in terms of the methods used, this type of research is descriptive research. Because in this research, researchers try to describe, explain, and answer questions about phenomena or events that occur. In the context of this research, the phenomenon or event that researchers are trying to describe is the implementation of the Pancasila Student Profile Strengthening Project and the Rahmatan Lil Alamin Student Profile.

Results and Discussion

Cultivation of Social Attitudes through the Project Program for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile at MTs Negeri 2 School Sumenep.

The application of the independent curriculum at MTs Negeri 2 Sumenep in 2022 as an innovative step in the K-13 curriculum which is applied to classes VII and VIII, then in fostering social attitudes as contained in it there are indicators, namely: a. Responsibility. b. Empathy, c. Tolerance, d. Mutual cooperation, e. Justice. The school implements several programs of the Pancasila student profile strengthening project (P5) but there is an additional Rahmatan Lil Alamin, according to Mufid in the independent learning curriculum procedure, it can be clearly seen that the Indonesian Ministry of Religion is eager to carry out efforts to strengthen religious moderation in the Pancasila student profile strengthening project. The profile of Pancasila students in the school environment is expected to be improved in two aspects, namely the Pancasila student profile (P3) and the Rahmatan Lil Alamin student profile (PPRA). (Mufid, 2023).

Furthermore, the results of research conducted at MTs Negeri 2 Sumenep show that the cultivation of social attitudes through the Pancasila student profile strengthening project program and the rahmatan lil alamin student profile is carried out at several stages as follows:

a. Independent Curriculum Planning

This planning stage is carried out by the school and the ranks of teachers and other educational staff, in order to compile a new national curriculum, namely the independent curriculum replacing the K-13 curriculum. At the stage of forming a special team given the responsibility for implementing the independent curriculum, this special team will later carry out a series of training and seminars on the independent curriculum in order to support the successful implementation of the new curriculum which will be applied to grades VII and VIII at MTs Negeri 2 Sumenep, as is known from the research results that Mr. Agung Santoso was appointed as the person in charge or chairman of the implementation of this independent curriculum and also as the person in charge of a series of projects that will be carried out in the next school year.

Furthermore, if the K-13 curriculum uses lesson plans (RPP) while the independent curriculum uses a type of teaching module (MA), besides that class IX is still using the old curriculum so it still uses the type of RPP and K-13.

- b. Implementation of the independent curriculum and the project to strengthen the Pancasila student profile and the rahmatan lil alamin student profile

The implementation of the independent curriculum and the project to strengthen the student profile of Pancasila and the student profile of rahmatan lil alamin at MTs Negeri 2 Sumenep has reached the two-year stage of implementation, at this time there are several projects that have been carried out, namely the education fairs and religious tours, then due to the fact that this independent curriculum is still relatively new so the implementation of this independent curriculum is still at the development stage, this is known from the target of implementing this independent curriculum still in grades VII and VIII. This is also reinforced by the results of observations and interviews with researchers, so it can be seen that the reason for the implementation of this independent curriculum does not involve grade IX is due to the teaching year period of grade IX at the time of the introduction of the independent curriculum they were in grade VIII. So the application and development is only carried out in grades VII and VIII.

- c. Cultivation of social attitudes through a project program to strengthen the Pancasila student profile and the rahmatan lil alamin student profile.

The cultivation of social attitudes through the project program of strengthening the student profile of Pancasila and the student profile of rahmatan lil alamin at MTs Negeri 2 Sumenep is carried out by each subject teacher, but in this study it is focused on the cultivation of social attitudes carried out by the social studies teacher, namely Mr Abdul Aziz. After thoroughly examining the definition of the goals and objectives of this field, we will find that social studies education has a strong relationship with a number of social phenomena that students have recently faced. Value education, moral education or character education are some synonyms of character education. These interpretations have the same goal and direction as social studies education, which is to prepare students to become good citizens. From a conceptual point of view, religious education, moral education, noble character education, and character

education itself are often synonymous with the terms value education, character education and moral education, or we can define character education as an effort to support and help people internalize the core principles, or positive values, in society so that they can grow into resilient, confident, morally upright, and democratic people and responsible citizens and succeed through social life. Character education is therefore a process of culture and humanization.(E. Surahman & Mukminan, 2017).

Furthermore, from the results of the research conducted, it is known that in the cultivation of social attitudes carried out through the project of strengthening the profile of Pancasila students and the profile of students rahmatan lil alamin, first the teacher provides knowledge about the value of Pancasila, then included in the learning tool which will automatically be realized in teaching and learning activities. Second, the teacher conveys the Pancasila profile known as the Pancasila student profile strengthening project (P5).

Seeing from the phenomenon that occurs at this time about the rampant bully behavior, the teacher in social studies subjects uses this phenomenon in instilling and strengthening good social attitudes, meaning that the teacher then provides a teaching model that is a Pancasila profile of how to be a bully. students respect each other, so that the realization of the atmosphere and environment of Pancasila is, meaning caring for each other that one with the other there is no difference even though students have different backgrounds.

While the cultivation of social attitudes carried out through the project of strengthening the profile of Pancasila students and the profile of students rahmatan lil alamin at MTs Negeri 2 Sumenep, of the two projects carried out, namely the education fairs and religious tours as a project developed by the school with the theme wake up "Build Soul and Body" while in the education fairs with the theme "Local Wisdom" on religious tour project activities. In this project activity, the education gebyar involves all classes, while the religious tour only involves classes VII and VIII. According to what was conveyed by Mr. Eko Wahyudi as the deputy head of curriculum, in an effort to cultivate social attitudes in the education festive project and religious tour, students can be compact, students are brave, students can work together in groups, students are

creative, students can work together in groups, students are able to make decisions, students have an attitude of empathy, an attitude of tolerance and an attitude of justice.

This is in accordance with research conducted by Essa Virda Salsabila which explains that the cultivation of social values in shaping student character by having a strong sense of social values, will find it easier to interact with others and will be more appreciated. How the formation of students' social attitudes can be instilled and imbued with good learning methods. One important method is to instill social values in students as a model of appropriate behavior when interacting with others, so that social values provide guidelines for humans to have good social attitudes to live in love with fellow humans, live in harmony, discipline, and responsibility. (Essa & Salsabila, 2021).

Table 1. Indicator Bully behavior

No	Indicator	Sub Indicator
1	Value Of Responsibility	<ol style="list-style-type: none"> 1. Able to complete tasks and obligations in a timely manner 2. Not procrastinating work 3. Responsible for his/her actions and words
2	Empathy Value	<ol style="list-style-type: none"> 1. helping friends in need 2. Respects others 3. Loving others 4. Participate in social activities in their neighbourhood.
3	Tolerance Value	<ol style="list-style-type: none"> 1. Appreciate different opinions 2. Be open to others who are different 3. Not imposing one's will on others
4	Mutual Cooperation Value	<ol style="list-style-type: none"> 1. Helping others selflessly 2. Cooperating with others to achieve a common goal 3. Helping each other
5	Value Of Justice	<ol style="list-style-type: none"> 1. Giving rights to those who are entitled 2. Not discriminating against others 3. Being fair in making decisions

The following are used as indicators in the Pancasila Student Profile Strengthening Project:

Table 2. Indicator P5

No	Indicator	Sub Indicator
1	Have faith, devotion to God Almighty and noble behaviour	<ol style="list-style-type: none"> 1. Able to behave in accordance with the norms of his/her religion and beliefs. 2. Able to respect differences in religions and beliefs 3. Able to be tolerant of adherents of other religions and beliefs
2	Mutual cooperation	<ol style="list-style-type: none"> 1. Able to co-operate with others to achieve a common goal

		2. Able to resolve conflicts peacefully
		3. Able to accommodate the interests of others
3	Creative	1. Able to generate new ideas
		2. Able to solve problems in an innovative way
		3. Able to think critically and independently
4	Independent	1. Non-dependence on cloth people
		2. Having self-confidence
		3. Having a sense of responsibility
5	Critical reasoning	1. Acquire and process information and ideas
		2. Analyse and evaluate reasoning
		3. Reflecting on thoughts and thought processes
		4. Making decisions

Results of Social Attitude Cultivation through the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile Strengthening Project at MTs Negeri 2 Sumenep

The results of cultivating social attitudes through the Pancasila student profile strengthening project and the P5-PPRA rahmatan lil alamin student profile at MTs Negeri 2 Sumenep, after the implementation of several P5-PPRA projects, namely educational fairs and religious tours. As well as the cultivation of social attitudes in the classroom given by teachers about the value of Pancasila to shape students' attitudes and character for the better. So on the results of cultivating social attitudes through the Pancasila profile project and the student profile rahmatan lil alamin in the last two years, the school emphasizes in forming students in accordance with the vision and mission of this independent curriculum, through P5-PPRA designed by the Ministry of Education and Research, as part of the independent curriculum to encourage the creation of the Pancasila Student Profile and PPRA, of course with this new curriculum using a new paradigm in the student learning model, namely on a project basis not only fixated on classroom lessons.

Furthermore, through the educational gebyar project and religious tours carried out by the school in cultivating social attitudes by carrying out the Pancasila Student Profile Strengthening Project and the rahmatan lil alamin student profile, educators are expected to accompany the learning process of students so that they can grow their capacity and build noble characters as described in P5- PPRA, namely 1) faith, fear of God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global

diversity, 5) critical reasoning, and 5) critical thinking. 6) Creative.(GTK, 2023).

Then from the above exposure in accordance with the project carried out at MTs Negeri 2 Sumenep school in emphasizing good social behavior, where it refers to the P5-PPRA indicators themselves, namely: faith, piety to the almighty god and noble character, mutual cooperation, creative, independent, critical reasoning. From the results of the religious tour project, it can be found that the cultivation of social attitudes to students is in accordance with P5-PPRA, namely fearing God and having noble character. Furthermore, because the project is a group project, the teacher emphasizes that the process of implementing the project can shape the character of students who can work together, be independent, dare to decide, be creative, be able to reduce ego, and work together.

Activities are divided into two parts, namely in odd and even semesters, then the process of cultivating social attitudes is also carried out in the classroom, especially in the classroom. in the subject of Social Science (IPS), which was strengthened by Mr. Abdul Aziz. From the results of the interview with Mr. Abdul Aziz, he also emphasized that the cultivation of social attitudes is also very important to do in the classroom, where the classroom is also a place for students to learn science, as well as in addition it can be slipped education about good character according to social attitudes and the value of Pancasila.

According to the results of interviews with Mr. Aziz, the application of the Pancasila student profile strengthening project and the rahmatan lil alamin student profile from the results of the research conducted, it turns out that it has a special hour where at the time of implementation or presentation of the independent curriculum material and the Pancasila profile project, as well as the cultivation of social attitudes with certain material in accordance with the booming phenomenon at that time.

The results of the application of the independent curriculum as well as the project to strengthen the profile of Pancasila students and the profile of rahmatan lil alamin students at MTs Negeri 2 Sumenep, from the results of the research conducted there are several points, namely:

- a. Before and after the implementation of Merdeka Curriculum and the Project to Strengthen the Pancasila Student Profile and the rahmatan lil alamin student profile

The implementation of the independent curriculum began to be implemented in 2022 as a trial in its implementation, then in addition a special team was formed that was responsible for and compiled the independent curriculum and the project to strengthen the Pancasila student profile and the rahmatan lil alamin student profile. In the case of cultivating social attitudes carried out by teachers through the project of strengthening the Pancasila profile to students, before this curriculum was implemented, according to the vice curriculum of MTs Negeri 2 Sumenep in his interview, there was no project that had the aim of cultivating social attitudes and strengthening the character of Pancasila through the project base, but in line with the implementation of the independent curriculum and P5-PPRA as part of the new national curriculum, the school began to develop projects and learning modules in accordance with the provisions of the independent curriculum.

The project of strengthening the profile of Pancasila students and the profile of rahmatan lil alamin students as a reference in instilling social attitudes and strengthening the character of Pancasila to students, then the project of competition fairs and religious tours was formed as a medium for teachers to instill social attitudes and values of Pancasila at in it. From these two project activities, the teacher hopes to instill a sense of responsibility, care for others, creativity, mutual cooperation, independence, critical reasoning, tolerance values and then create students who are faithful, devoted to God Almighty and have noble character.

b. Cultivation of social attitudes in the classroom

The cultivation of social attitudes in the classroom at MTs Negeri 2 Sumenep is done by providing an understanding of the importance of tolerance and respect for others. In the subject of Social Sciences, precisely in the subject of sociology which is ampuh by Mr. Abdul Aziz, seeing from the state of students who still often menggojlok their classmates and the lack of a sense of caring for others, it is necessary to provide an understanding of social attitudes and the value of Pancasila in order to form students with good character. Therefore, the independent curriculum itself actually makes it easier for teachers to create learning programs, such as learning modules that can adapt to the learning material in the book and

the current situation.

- c. Systematic teacher assessment in seeing student development through the project program to strengthen the Pancasila student profile and the rahmatan lil alamin student profile (P5- PPRA).

The type of teacher assessment in seeing student development after the implementation of the project to strengthen the profile of Pancasila students and the profile of students rahmatan lil alamin (P5-PPRA) is by giving assignments after the project program is carried out, namely by making vlogs and portfolios as a form of assessment of whether students are able to carry out the project properly.

Then from the report and the teacher's observation of the project process, the teacher can assess which students can and cannot. Then the form of teacher assessment in projects carried out by students is by observing how students carry out these activities in groups, whether students have applied good social attitudes in groups or not. The form of teacher assessment in the classroom using P5-PPRA indicators and social attitudes is also in the same way, namely by observing and observing student activities, of course in terms of assessing activities in the classroom the teacher also refers to the systematic assessment according to their respective subjects.

From the results of this study above, it can be seen that the cultivation of social attitudes at MTs Negeri 2 Sumenep this is done with two projects Pancasila profile and profile rahmatan lil alamin, then from the results of observations and interviews conducted it is known that the decline in the social value of students due to the increasingly crisis of strengthening the character of students, so that the cultivation of social attitudes in students needs to be done. At MTs Negeri Sumenep, the cultivation of social attitudes is carried out through the project of strengthening the student profile of Pancasila and the student profile of rahmatan lil alamin. From the results of the two projects and some direction from the teacher students become more able to behave well with fellow students and when meeting new people can respect, can work together in groups and discipline.

Conclusion

Based on the results of the study it can be concluded that, which has been done researchers at MTs Negeri 2 Sumenep, researchers took the following conclusions:

1. The cultivation of social attitudes through the Pancasila Student Profile Strengthening Project Program at MTs Negeri 2 Sumenep is a step used by MTs Negeri 2 Sumenep in creating student characters who have Pancasila values, because good social attitudes can be internalized through an understanding of the values contained in Pancasila. Furthermore, the application of the independent curriculum at MTs Negeri 2 Sumenep in 2022 as an innovation step of the K-13 curriculum which is applied to classes VII and VIII. From the results of research conducted at MTs Negeri 2 Sumenep, it shows that the cultivation of social attitudes through the Pancasila student profile strengthening project program is carried out in several stages as follows: a. Independent curriculum planning, b. Implementation of the independent curriculum and the Pancasila student profile strengthening project, c. Cultivation of social attitudes through the Pancasila Student Profile Strengthening Project Program.
2. The results of the cultivation of social attitudes through the P5 Pancasila Student Profile Strengthening Project at MTs Negeri 2 Sumenep, after the implementation of several P5-PPRA projects, namely educational fairs and religious tours, as well as the cultivation of social attitudes in the classroom given by teachers about the value of Pancasila to shape the attitudes and character of students for the better. So on the results of cultivating social attitudes through the student Pancasila profile project in the last two years, the school emphasizes in forming students in accordance with the vision and mission of this independent curriculum, with the Pancasila student profile strengthening project designed by the Ministry of Education, Culture and research, as part of the independent curriculum to encourage the creation of student profiles.

Pancasila, of course, with this new curriculum using a new paradigm in the student learning model, namely with projects instead of just sticking to classroom lessons. then the results of the implementation of the independent curriculum and the project to strengthen the profile of Pancasila students are before and after the independent curriculum is implemented, previously the school did not have an idea about the cultivation of social attitudes and Pancasila, this was only found in PPKN subjects, while after the independent curriculum and the P5 project were implemented, it was used as a school curriculum, in other words, the school has a

picture and program that will be imposed on the next school year to emphasize the cultivation of social attitudes and foster good social attitudes of students in accordance with Pancasila values.

Suggestion

The research results will be a reference and collection in the library, so that they become study materials for lecturers and students, both used as learning study materials and teacher studies in lectures and for future research purposes. For future researchers, the results of this study can be used as study material to be studied and used as a guide to facilitate the preparation of further research.

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