

THE EFFECT OF THE PANCASILA LERNER PROFILE REINFORCEMENT PROJECT ON LEARNER CREATIVITY

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ABSTRACT

This study aims determine the influence of the Pancasila student profile strengthening project on student's creativity. The research uses Ex post facto quantitative method with regression analysis. The population and sample in this study are students of SD N 2 Sentolo With a sample of 22 students in class V determined using the purposive sampling technique. Data collection was taken through questionnaires and documentation. The collected data were analyzed using a simple linear regression test. The results of this study show that there is a positive and significant influence between the project to strengthen the Pancasila student profile on the creativity of students at SD N 2 Sentolo ($p < 0.05$) with a determination coefficient of 0.419. This can be proven by a simple linear regression equation: $Y = 77.644 + 0.142X$ stated that H1 is accepted H0 rejected. Therefore, it can be concluded that there is an influence of the Pancasila student profile strengthening project on the creativity.

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1. INTRODUCTION

The Creativity is part of individual social behavior that has been around for a long time. Its development can be encouraged through the role of the environment, especially family and school. Children need a supportive atmosphere so that their potential such as intelligence, creativity, and motivation can develop optimally. Thus, children are able to realize themselves in accordance with personal needs and social demands around them (Hidayat et al., 2021).

Creativity plays an important role in supporting children's transition from early childhood education to primary school. Creative learning will improve learners' social

and emotional skills in addition to improving problem-solving and critical thinking. During the transition from Early Childhood Education to Primary School Education, it is important to ensure that the focus is not only on the child's academic ability, but also to incorporate Pancasila values in the child's learning and enhance his/her creativity (Listyowati et al., 2023). Therefore, creativity can serve as a tool that helps children undergo an enjoyable and energizing transition such as adjusting to a new environment, using new, more organized learning patterns, and concentrating on higher education.

Creativity can be defined as the ability to produce new combinations by utilizing existing information or elements (Munandar, 2016). In addition, the definition of creativity according to Rhodes is that creativity is termed as “Four P's of Creativity”, namely person process, press (encouragement from the environment), and product, known as 4P (Munandar, 2016). The four P's are interrelated because creative individuals will involve themselves in the creative process, and with support and encouragement from the environment will produce creative products. Thus, creativity has benefits, among others, as a means to solve problems, realize one's potential early on, obtain personal satisfaction, and improve the overall quality of life.

Learners are required to master creativity skills. (Partnership for 21st Century Skills: 2008) identifies 21st century skills as creativity and innovation, critical thinking and problem solving, communication and collaboration. One of the efforts to improve these abilities is through the learning process. The right learning process can encourage students to develop these abilities as well as creativity (Masitoh, 2020: 2). Some of the above opinions can be concluded that a pleasant learning process will have a positive impact on increasing students' creativity.

Guilford, in a quote by (Masitoh 2020), defines creativity as an individual's capacity to generate new and original ideas, which are closely related to aspects of personality and cognitive abilities. Creativity includes traits such as appreciation of aesthetics, interest in complex matters, independent judgment, perseverance, curiosity, intellectual honesty, and the ability to think divergently, fluently, and flexibly. This shows the importance of fostering creativity skills in project learning to strengthen the profile of Pancasila students.

Although the ability of creativity is very important, in reality this ability has not been well mastered by students in Indonesia. This can be seen from the global creativity index information data, Indonesia is ranked 115 out of 139 countries in terms of technology, talent and tolerance. PISA (Program International Student Assessment)

in (OECD, 2018) shows that the ranking is not much different from 2015, Indonesia is still not in the top ten PISA rankings (Sasmitha et al., 2021). Based on this data, Indonesia is still weak in numeracy and literacy, so the government, society and educators need to pay special attention to developing students' creative potential in depth.

Creativity is influenced by the environment in which the individual is located, so that changes in behavior both in the individual and the environment can play a role in supporting or hindering the development of students' creativity in the learning process. However, this shows that creativity can be improved through the educational environment, especially at school (Ahmad and Mawarni, 2021). Based on this, learning creativity is influenced by the school environment. If the school environment encourages the development of learning creativity, then the development of students' creativity will also increase.

According to Teresa Amabile in (Meo et al., 2023), states that creativity is influenced by the interaction between individuals, tasks, and contexts. Furthermore, Roni Reiter-Palmon and James C. Kaufman, emphasize that creativity often emerges from social interaction and group influence. Therefore, project learning to strengthen the learner profile of Pancasila is one approach that can be applied by encouraging collaboration between learners in designing creative solutions to apply Pancasila values in their environment.

Based on the researcher's observation, SD N 2 Sentolo is one of the public elementary schools located in Sentolo village. Researchers conducted observations of project learning to strengthen the profile of Pancasila students (P5) and interviews with fifth grade teachers obtained the results that creativity has not been fully seen because students who still have high dependence on teacher instructions continuously. Learners are still fixated on the product examples given by the teacher, learners lack the courage to try to work because of the fear of failure, learners lack initiative only waiting for orders or encouragement from the teacher, learners lack imagination and rely on that the tasks given by the teacher are important to collect only.

The obstacles in elementary school students can have an impact on aspects of creativity (Munandar, 2016) including (fluency) is the ability to generate many ideas and ideas, (flexibility) is the ability to solve existing problems, (originality) is the ability to solve in an original/original way, and (elaboration) is the ability to describe in detail, at length and clearly.

Human creativity can be shaped and trained from an early age, especially through education. From a behavioral point of view, creativity comes from the learning process. Stimulus and response change the behavior of learners from unknown to known, from impossible to possible and the task of educators to control the stimulus and learning environment so that this change occurs close to the goal (Wardana and Nur Fuadi, 2023). Therefore, external environmental factors are very influential in efforts to increase creativity.

In the Merdeka Curriculum that is currently implemented, learner creativity can be developed through a project to strengthen the Pancasila learner profile. The Pancasila learner profile strengthening project is the development of the profile of students so that in their lives they have a spirit of spirituality and the values contained in the Pancasila precepts (Safitri et al., 2022). From the Pancasila learner profile program as character education, it is expected to provide an innovation to perfect character education in the previous program.

The Pancasila learner profile is the realization of Indonesian learners as lifelong learners, having global capabilities and behaving according to the values of Pancasila, and six characteristics, namely faith and devotion to God Almighty, as well as noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The competencies and characters described are implemented by students in everyday life through school culture, intracurricular learning, extracurricular learning and the Pancasila student profile strengthening project. This is done so that the six dimensional characteristics of the Pancasila learner profile can continue to be felt by each individual (Mery et al., 2022). Achieving the success of a project requires creativity among students and other characters.

Based on the above statement, that the Pancasila learner profile aims to develop the behavior of students based on the values of Pancasila, through project activities strengthening the Pancasila learner profile can increase creativity in students. This is in line with relevant research conducted by Raisa Ayu Luthfia, et al. entitled "Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Entrepreneurship in Improving Student Creativity (Mixed Method Research on Grade IV Students of Jamali State Elementary School) shows that the Pancasila Student profile strengthening project program succeeded in increasing the creativity of students (Luthfia et al., 2024). The difference between this research and previous research is that previous research used a mixed method research approach,

namely combining qualitative and quantitative research with the object of grade IV elementary school students and discussing increasing students' creativity through P5 learning which focuses on the theme of entrepreneurship. While this study uses a quantitative research approach with the object of grade V students and focuses on the impact of P5 on students' creativity.

Based on the description of the background of the problem, the researcher wishes to conduct a more in-depth study entitled “The Effect of the Pancasila Student Profile Strengthening Project on the Creativity of SD N 2 Sentolo Students in the 2023/2024 School Year” which aims to determine the effect of P5 learning on student

2. METHOD

This research uses a quantitative approach ex post facto method. Ex post facto research is research in which variables have occurred before the implementation of the research. This is done to determine whether there is an influence of the Pancasila student profile strengthening project on the creativity of students. The population in this study were students of SD N 2 Sentolo. While the number of samples was 22 fifth grade students. Determination of the sample using purposive sampling technique with the criteria of high classes that have implemented P5 and the problems found during the implementation of research in class V, namely creativity has not been fully seen.

Data were collected through questionnaires and documentation. Questionnaire data was used to measure creativity variables while P5 used the final semester grades obtained from school documentation. The collected data were tested using normality test and linearity test. If the data is normal and linear, a simple linear regression test analysis is continued with the help of the SPSS version 25 application. The hypothesis in this study is H_0 = there is an effect of the value of the Pancasila student profile strengthening project on student creativity and H_1 = there is no effect of the value of the Pancasila student profile strengthening project on student creativity. Table 1 will show the creativity grid that will be used.

Table 1
Learner Creativity Grid

Aspects	Indicator	Statement (No)	
		Positive (+)	Negative (-)
Fleksibilitas	Varies in expressing ideas and answers.	1,2	3
	Looking for alternatives.	4,5	6
Originalitas	Generate new and unique expressions of opinion.	7,8	9
	Thinking of unconventional ways to express yourself.	10,11	12
	Able to complete tasks out of desire.	13	-
Elaboration	Active and enthusiastic in completing tasks.	14	15
	Good at finding practical methods.	16,17	-
Fluency	Generates many ideas, problem solving.	18	19
	Independent in learning.	20	-

Source: modification of (Rahmaniati & Umami, 2021)

3. RESULT AND DISCUSSION

The project to strengthen the profile of Pancasila students is a project activity at school with a project approach similar to project-based learning, except that the P5 project is carried out outside the classroom. The implementation of project activity learning can increase students' creativity including creative thinking skills which include fluency, flexibility, originality and elaboration. This is evidenced by this study which aims to determine whether or not there is an effect of project learning activities to strengthen the profile of Pancasila students on the creativity of students.

To see this goal, a simple linear regression test is needed. Before going to the test, there are several prerequisite tests that must be met, namely the normality test. The results of the normality test can be seen from Table 2 below.

Table 2.
Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	0,109	22	0,200 [*]	0,962	22	0,529
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the output results of Table 2, researchers used Shapiro-Wilk as the determinant. This is because the number of samples used is <50 people. From the results above, the Shapiro-Wilk statistical value obtained a significance value (Sig) of $0.529 > 0.05$, so the data is said to be normally distributed. Then the data is tested for linearity which aims to determine whether the independent variable and the dependent variable have a linear relationship or not. The results of the linearity test can be seen in Table 3 below.

Table 3.
Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kreativitas * P5	Between Groups	(Combined)	67,174	11	6,107	0,849	0,606
		Linearity	26,361	1	26,361	3,666	0,085
		Deviation from Linearity	40,813	10	4,081	0,568	0,807
	Within Groups		71,917	10	7,192		
	Total		139,091	21			

The output results of Table 3., variable P5 (X) and creativity (Y) obtained a Sig value. Deviation from Linearity of $0.807 > 0.05$ so that the influence between the P5 variable and creativity is declared to have a linear relationship. After the data is normally distributed and linear, the data is tested using simple linear regression. The following is Table 4 of the simple linear regression test results.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77,644	2,126		36,518	0,000
	P5	0,142	0,037	0,647	3,794	0,001
a. Dependent Variable: Kreativitas						

Based on the results of the output of Table 4, that H1 is accepted there is an effect of variable P5 on creativity because $0.001 < 0.05$. Meanwhile, the tcount is 3.794 and the ttable with an error rate of 5%, then $df = n - k$ then $df = 22 - 2 = 20$ obtained ttable 1.724. Thus, $tcount > ttable$ ($3.794 > 1.724$) so it can be concluded that there is a significant effect of P5 on the creativity of fifth grade students.

Next, enter the data into the linear equation which can be seen in the Coefficients column in the unstandardized coefficients B section: Constant. The equation is as follows:

Simple Linear Regression Equation Formula:

$$Y = A + B$$

Y = Independent dependent variable

A = Kostanta

B = Coefficient of variable X

X = Independent variable

$$Y = 77,644 + 0,142X$$

Based on this equation, a constant value of 77.644 is obtained, meaning that the amount of P5 is 0, the value of student creativity is 77.644. While the regression coefficient of the P5 variable shows a number of 0.142, meaning that if P5 increases by 1, then the creativity of students will increase by 0.142. Conversely, if P5 decreases by 1, it is predicted that students' creativity will decrease by 0.142. The positive value at 0.142 indicates that if P5 learning increases, students' creativity will also increase.

The results of this study are in line with research conducted by (Fatmawati, 2024) which states that project learning strengthens the profile of Pancasila students which consists of four stages, namely the introduction stage, contextual stage, action stage, and follow-up stage. In the action stage, the creativity of students is needed and built so that the results obtained are appropriate. Therefore, P5 learning

can affect the increasing creativity of students.

Based on the research above, it can be seen that P5 learning has an effect on increasing students' creativity. Someone who has a high level of creativity, then the results of P5 learning will be satisfactory. Someone who has creativity is able to think rationally, commit to hard work, carry out positive actions to achieve the desired results. Therefore, project learning (P5) is very influential in improving students' creativity.

Project learning to strengthen the profile of Pancasila students through a project-based learning approach can also increase creativity (Datadikdasmen: 2022). This was proven in research conducted by Khaningrum and Ana Fitrotun (2023: 146), using class action research to obtain a pre-cycle increase of 80% declared successful and it was proven that there was an increase in the percentage of project-based learning creativity. It can be interpreted that P5 learning has an effect in increasing the creativity of students.

Then the Pancasila student profile strengthening project is an effort to strengthen character building in education that is aligned with the values of Pancasila (Yuliasuti et al., 2022). This is achieved through school activities including project activities. Through research conducted by (Nugraheni Racmawati, et al., 2022) it was found that the project to strengthen the profile of Pancasila students provides freedom of innovation in project activities so that P5 learning can train students' cooperation and creativity.

P5 learning contains many values of students' creativity. This is evidenced by research from (Mavela and Satria, 2023) that learners can process or seek inspiration and generate new ideas, provide ideas that are different from other friends. In addition, learners can change and modify the work so that it can produce new work and be able to produce very varied ideas and have curiosity, original thinking, flexible collaboration and independence.

P5 learning can have an effect on increasing students' creativity if there are factors that influence it, namely from internal factors that there is a desire to produce the potential that exists in students (creativity) while external factors are in the form of an environment that provides social interaction and influence of groups that influence each other. So educators as facilitators can create many opportunities for learners to interact in order to foster initiative, decision-making and problem-solving skills.

Project-based learning management strategies such as P5 need to accommodate learners to develop lifelong learner competencies. Educators are given freedom in implementing P5 but it is adjusted to the selection of dimensions and characteristics of the desired learners. This can trigger the development of character possessed by learners, especially creativity.

Based on the discussion of the results above, the researcher concludes that project learning to strengthen Pancasila students can increase students' creativity. This is because P5 learning is applied through a PjBL project-based approach that is applied in a school environment to support, respect the potential of students to have security and freedom in developing creativity in themselves and the role of educators as facilitators is very important to support the P5 learning processing strategy so that the expected results are satisfactory.

4. CONCLUSION

Based on the data analysis conducted, the researcher draws the conclusion that there is an effect of the Pancasila learner profile strengthening project on the creativity of students as evidenced by the results of simple linear regression analysis, namely H_1 is accepted and H_0 is rejected. This is because P5 learning uses a project approach (PjBL) to create an environment that supports students to develop creativity safely and freely, where the role of educators as facilitators is very important to achieve optimal learning outcomes. For future researchers, it is expected to examine other factors that can affect the results of P5 learning, so that it can add new insights and knowledge that are useful and beneficial to other researchers. and For future teachers, it is necessary to develop project-based learning to encourage students' creativity, create an environment that supports new ideas, and continue to learn in order to be able to integrate the values of the Pancasila Student Profile in the learning process.

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