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THE EFFECTIVENESS OF INFORMATION SERVICES USING THE PROJECT BASE LEARNING METHOD TO STRENGTHEN THE PROFILE OF PANCASILA STUDENTS IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT SMP NEGERI 9 MEDAN

Cut Raisyah Nufus Adlina

Universitas Muhammadiyah Sumatera Utara

Email: cuticaraisyah25@gmail.com

Corresponding Author's *Cut Raisyah Nufus Adlina

Abstract

This research aims to determine the profile of Pancasila students at SMP Negeri 9 Medan. The purpose of this research is to describe the differences in scores in character development through the experimental group Pancasila student profile program before and after being given information service treatment using the Project Base Learning method. Meanwhile, the control group was given treatment before and after being treated with information services without the project based learning method. This research is quantitative research with an experimental research type. The object of this research was class VIII students at SMP Negeri 9 Medan. The data collection technique in this research used a questionnaire for students with a Pancasila student profile. The results of this research show that students who have a low Pancasila student profile have bad character and are difficult to be accepted by society. The analysis test results used the Wilcoxon Signed Ranks Test and the Kolmogorov Smirnov Two Independent Samples analysis test. Thus, based on the results of research conducted, among others: (1) there are significant differences in character development through the Pancasila student profile program for students in the experimental group before (pretest) and after (posttest) with information services using the Project Base Learning method. (2) there is a significant difference in character development through the Pancasila student profile program for students in the control group before (pretest) and after (posttest) with information services. (3) there is a significant difference in character development through the Pancasila student profile program for students in the experimental group and the control group who were given treatment.

Keywords: Information Services, Project Based Learning Method, Pancasila Student Profile.

INTRODUCTION

Minister of Education and Culture Regulation Number 22 of 2020 has a Vision and Mission in the Pancasila Student Profile program regarding the Strategic Plan of the

Ministry of Education and Culture for 2020-2024 (M. Pendidikan et al., 2013). The driving school program supports the Indonesian Education Vision, namely realizing an advanced, sovereign, independent and individualized Indonesia through the creation of Pancasila Students.

Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics, namely: critical reasoning in solving problems, independent independence in improving their abilities, creative in creating new things in have a love of arts and culture, working together to be able to work as a team in the future, global diversity so that students love diversity of religious cultures, have noble morals where character education is the core pillar of the curriculum, meaning that this is where morality, spirituality and ethics are. The Pancasila Student Profile is in accordance with the Vision and Mission of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

In the Pancasila Student Profile it is not only applied in certain subjects. But the Pancasila Student Profile is taught in all aspects contained in every subject taught at school. The importance of creating a Pancasila Student Profile is that it can provide students with the ability to have character in accordance with what is contained in the Pancasila principles. Apart from that, the existence of the Pancasila Student Profile can give students the ability to adapt to the characteristics needed as a student to improve themselves and learn to be more independent.

Examples of cases that result from a decline in character are cases of terrorism, this occurs due to the decline in the character of students who will later become the nation's next generation. With the events that have occurred and that we have encountered in the present, of course the government has reviewed and created a new strategy to improve the quality of learning in Indonesia, in this case the government has created the values of the Pancasila Student Profile which are in accordance with the Vision and Mission Indonesian Ministry of Education and Culture, as stated in Minister of Education and Culture Regulation Number 22 of 2020-2024.

This research will discuss the analysis of Student Profile values

Pancasila which is implemented at SMP Negeri 9 Medan in Pena Edukasia Journal, 1(1), 22-26, requires maintenance and strengthening for consistent attitudes and

behavior displayed by students both inside and outside the school environment. One strategy that can be implemented is to implement activities in the Guidance and Counseling domain which are able to provide a stimulus to strengthen the Pancasila Student Profile. This activity is known as Information Services which in this research was carried out using the Project Base Learning technique.

Project Based Learning is a learning model that uses projects/activities as the core of learning. Students carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. Project Based Learning is a learning model that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities.

Classical Project Based Learning guidance services encourage students to become more active, independent and creative in solving problems. Therefore, through project-based classical guidance services, students can build character values, especially creativity and curiosity. Classical guidance services with Project Based Learning can be used by teachers to overcome problems in learning, namely the learning method which is still monotonous using the lecture method. Through the project-based learning model, students become more active, creative and have a high sense of knowledge. Therefore, the aim of this research is to find out whether information services using the project based learning method are effective in strengthening the Pancasila Student Profile in the implementation of the Merdeka curriculum at SMP Negeri 9 Medan.

METHOD

This type of research is quasi-experimental research. The design of this experimental research is the nonequivalent pretest-posttest group design. The research population in the study amounted to 653 students and 54 teachers. In this research, the sampling method used was purposive sampling using the Slovin formula. With a population of 1345 students and based on the characteristics in this study, 10% of the population is 73 students. Taking into consideration the research needs, the researcher determined the sample size to be close to the calculation results so that the research sample was determined to be 73 students. Research data analysis techniques for increasing tolerance attitude variables have characteristics, namely: (1) paired (pretest-posttest), (2) small samples (research subjects), and (3) using experimental research.

RESULT AND DISCUSSION

Testing the Equality of Pancasila Student Profiles for Experimental Group and Control Group Students

Before being given treatment, the scores of the experimental group and the control group must be equal and there is no difference. Therefore, the results of the pretest data from the experimental group and the control group were analyzed using the Kolmogorov Smirnov 2 Independent Samples test with the help of SPSS 20.00. Based on this, the calculation results are obtained as in Table 1.

Table 1. Hasil Analisis Kolmogorov Smirnov 2 Independent Samples Pretest Profil Pelajar Pancasila Siswa Kelompok Eksperimen dan Kelompok Kontrol.

	Attitude Profile of Pancasila students
<i>Absolute</i>	,152
<i>Most Extreme Differences</i>	
<i>Positive</i>	,077
<i>Negative</i>	-,152
<i>Kolmogorov-Smirnov Z</i>	,648
<i>Asymp. Sig. (2-tailed)</i>	,795
<i>a. Grouping Variable: Subject</i>	

Based on Table 1, Asymp is obtained. Sig.(2-tailed) is 0.795 or probability > 0.05. From these results, it can be concluded that statistically, the data from the experimental group and the control group have no significant differences or it can be said that the two groups are equivalent. This equality can be seen from the scores which are not much different and both data groups are both in the medium category.

Testing the First Hypothesis, namely the Difference between the Pretest and Posttest of the Pancasila Student Profile of Experimental Group Students

The first hypothesis proposed in the research is "There are differences in the profile of Pancasila students in the experimental group before and after being given information service treatment using the project based learning method. This hypothesis testing was carried out using the Wilcoxon Signed Ranks Test statistical analysis technique via the SPSS (Statistical Product and Service Solution) computer program for Windows release 20.00. Based on this, the calculation results are obtained as summarized in Table 4.17 below.

Table 2. Results of the Wilcoxon Signed Rank Test Analysis of Differences in Pancasila Student Profiles of Students in the Pretest and Posttest Experimental Group

Test Statistics^a

	<i>posttest – pretest</i>
Z	-5,232 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on Table 2 above, it can be seen that the probability number Asymp. Sig. (2-tailed) Pancasila student profile of experimental group students is 0.000, or probability below alpha 0.05 ($0.000 < 0.05$). Based on these results, it can be concluded that H0 is rejected and H1 is accepted. Thus, the first hypothesis in this research can be accepted, namely "There is a significant difference in scores on the Pancasila Student Profile of the experimental group, before and after being provided with information services using the project based learning method."

Next, to see the direction of the difference, whether the pretest or posttest is higher, can be seen in Table 2 below.

Table 3. Direction of Differences in Pretest and Posttest Pancasila Student Profiles for Experimental Group Students

Ranks

	N	Mean Rank	Sum of Ranks
<i>Negative Ranks</i>	0 ^a	,00	,00
<i>Positive Ranks</i>	36 ^b	18,50	666,00
<i>Ties</i>	0 ^c		
<i>Total</i>	36		

a. *posttest < pretest*

b. *posttest > pretest*

c. *posttest = pretest*

Based on Table 3 above, a value of 36b means that of the 36 experimental group respondents involved in the calculation, all of them experienced a significant increase in their scores from pretest to posttest and there were no students who experienced a decline. Therefore, based on the results above, it can be interpreted that the experimental group experienced an increase in the profile of Pancasila students after receiving

information service treatment using the project based learning method. The increase that occurred from pretest to posttest in this experimental group was 66%.

Testing the Second Hypothesis, namely the Difference in Pretest and Posttest of Pancasila Student Profiles for Control Group Students

The second hypothesis proposed in this research is "there is a significant difference in the profile of Pancasila students in the control group before and after being given information service treatment (without using the project based learning method)". The second hypothesis in this research was also tested using the Wilcoxon Signed Ranks Test data analysis technique with the help of SPSS 20.00. The calculation results are summarized in Table 4 below.

Table 4. Results of Wilcoxon Signed Ranks Test Analysis of Differences in Pancasila Student Profiles of Students in the Pretest and Posttest Control Group

<i>Test Statistics^a</i>	
	<i>Posttest – Pretest</i>
<i>Z</i>	-5,303 ^b
<i>Asymp. Sig. (2-tailed)</i>	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on Table 4 above, it can be seen that the probability number Asymp. Sig. (2-tailed) Pancasila student profile of control group students is 0.000, or probability below alpha 0.05 (0.000 < 0.05). Based on these results, it can be concluded that H0 is rejected and H1 is accepted, thus, the second hypothesis in this research is accepted, namely "There is a significant difference in the profile of Pancasila students in the control group before and after being given information service treatment (without using the project based learning method)". Next, to see the direction of the difference, whether the pretest or posttest is higher, can be seen in Table 4.20 below.

Table 5. Direction of Differences in Pretest and Posttest Pancasila Student Profiles for Control Group Students

		Ranks		
		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Posttest – Pretest</i>	<i>Negative Ranks</i>	0 ^a	,00	,00
	<i>Positive Ranks</i>	37 ^b	19,00	703,00

	<i>Ties</i>	0 ^c	
	<i>Total</i>	37	

- a. *Posttest < Pretest*
- b. *Posttest > Pretest*
- c. *Posttest = Pretest*

Based on Table 5 above, the research results show a value of 37b, meaning that of the 37 control group respondents who were involved in the calculations, 37 students experienced an increase from pretest to posttest. Therefore, based on the results above, it can be interpreted that the control group experienced an increase in the profile of Pancasila students after receiving information services (without using the project based learning method). The increase that occurred from pretest to posttest in the control group was 70%.

Testing the Third Hypothesis, namely the Difference in Pancasila Student Profiles for Experimental Group and Control Group Students

The third hypothesis proposed in the research is "There is a significant difference in the profile of Pancasila students, experimental group students who were given information service treatment using the project based learning method, and the control group who were given information services (without using the project based learning method)." To test this third hypothesis using Kolmogorov Smirnov 2 Independent Samples data analysis with the help of SPSS 20.00. Based on this, the test results were obtained as summarized in Table 6 below.

Table 6. Results of Kolmogorov Smirnov Analysis 2 Independent Samples Posttest Profile of Pancasila Students Students in the Experimental Group and Control Group

<i>Test Statistics^a</i>		Sikap_Profil pelajar pancasila
<i>Most Extreme Differences</i>	<i>Absolute</i>	,670
	<i>Positive</i>	,670
	<i>Negative</i>	-,001
<i>Kolmogorov-Smirnov Z</i>		2,864

<i>Asymp. Sig. (2-tailed)</i>	,000
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a. Grouping Variable: Subjek

Based on Table 6, the Z skor value obtained for the two-sided test is 2.864 with an Asymp.Sig.(2-tailed) probability number of 0.000 or probability <0.05 ($0.000 \leq 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this research can be accepted, namely "There is a difference in the profile of Pancasila students, experimental group students who were treated with information services using the project based learning method and the control group who were treated with information services without using the project based learning method."

CONCLUSION

The Pancasila student profiles of the control group and experimental group students at the pretest were in the same category, namely the low category, whereas based on the Kolmogorov Smirnov 2 Independent test the two groups did not have significant differences or were in the same category. Two factors influence the student's Pancasila student profile, namely the first is a factor from within the student which includes self-view, self-motive, self-ego, self-interest, conscience and self-centeredness, while the second factor is a factor from outside the student including the educational environment, environment. family, community environment, and social media. To increase the student profile of Pancasila students, efforts need to be made by guidance counselors/counselors by providing an information service using the project based learning method to increase the profile of students' Pancasila students.

The results of the research explained that there was an increase in the profile of Pancasila students in the experimental group who had been given information services using the project based learning method before (pretest) and after (posttest) the treatment. Information services using the project based learning method are effective in increasing the student profile of Pancasila students.

There was an increase in the profile of Pancasila students in the control group who were given information services without using the project based learning method in the pretest and posttest, but the increase was not as big as in the experimental group.

There is a difference in the increase in the profile of experimental group Pancasila students who were given information services using the project based learning method

and control group students who were given information services without using the project based learning method. Information services using the project based learning method are more effective than information services without using the project based learning method.

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