

## *Training on the Implementation of the Strengthening Student Profile Project of Pancasila PKM at SMK Negeri 7 Takalar*

Fadhilrahman Baso<sup>a,\*</sup>, Wahyu Hidayat M<sup>a</sup>, Ninik Rahayu Ashadi<sup>a</sup>, Wirawan Setialaksana<sup>a</sup>, &  
Della Fadhilatunisa<sup>c</sup>

<sup>a</sup>Universitas Negeri Makassar, Jl. A.P. Pettarani, Makassar, 90222, Indonesia

<sup>c</sup>Universitas Islam Negeri Alauddin Makassar, Jl. H.M. Yasin Limpo No. 36, Kab. Gowa 92118, Indonesia

---

### Abstract

This article discusses a community service program which aims to strengthen the profile of Pancasila among Vocational High School (SMK) students, especially at SMK Negeri 7 Takalar. This program is designed to increase teacher capacity in integrating Pancasila values into learning. The methods used are lectures, group discussions, and direct practice in making P5 projects. Follow-up steps include the formation of a monitoring group, integration of Pancasila values in the curriculum, development of follow-up programs, collaboration with parents and the community, involvement of teachers and school staff, and regular evaluations. The program results show the program is effective in improving teachers' understanding of P5 concepts and their skills in designing projects. However, further support is still needed in terms of resources and time for optimal implementation of P5 in schools. This article provides guidance for the development of similar programs in vocational education institutions. Regular evaluation and feedback is implemented to ensure the sustainability and expansion of the impact of this program in shaping student character based on Pancasila values.

*Keywords:* Service, Training, Implementation, Pancasila Student Profile.

---

### 1. Introduction

Indonesia, as a country with a large and diverse population, heavily relies on the quality of its human resources. In this increasingly competitive era of globalization, the demand for individuals who possess not only technical competencies but also strong character has become more urgent (Suhada, 2020). Education, as the main pillar in shaping character and competence, plays a central role in addressing these challenges (Lestari & Nuryanti, 2022). One of the government's efforts to enhance the quality of education and shape a generation with strong character is the introduction of the *Merdeka Curriculum* and the *Strengthening Student Profile of Pancasila* project (P5). P5 is designed to develop students' character that reflects the values of Pancasila, such as mutual cooperation (*gotong royong*), integrity, and creativity. Educational qualifications have become an absolute requirement to face the challenges of globalization. Thus, the competencies and educational background produced by higher education institutions must demonstrate skillfulness, intelligence, sensitivity, creativity, and innovation (Mawardi, 2017).

For vocational school (SMK) students, strengthening the Pancasila profile is crucial as these values are not only part of the educational curriculum but also serve as a foundation for strong character development (Thana & Hanipah, 2023). By understanding and applying Pancasila values—such as Belief in One Supreme God (*Ketuhanan Yang Maha Esa*), Just and Civilized Humanity (*Kemanusiaan yang Adil dan Beradab*), Unity of Indonesia (*Persatuan Indonesia*), Democracy Guided by the Inner Wisdom in Deliberations/Representation (*Kerakyatan yang Dipimpin oleh Hikmah Kebijaksanaan dalam Permusyawaratan/Perwakilan*), and Social Justice for All the People of Indonesia (*Keadilan Sosial bagi Seluruh Rakyat Indonesia*)—students can become agents of positive change in society.

Strengthening the Pancasila profile in vocational schools can be implemented through various approaches, including classroom instruction that integrates Pancasila values into the curriculum, extracurricular activities that promote awareness of these values, and fostering attitudes and behaviors through role models from educators and a supportive

---

\* Corresponding author:

E-mail address: fadhilrahman.baso@unm.ac.id

school environment. Encouraging students' participation in projects related to Pancasila values, such as social activities, community empowerment projects, or discussions on relevant social issues, is also an effective way to enhance students' understanding of Pancasila values (Rachmawati, 2022).

By strengthening the Pancasila profile among vocational school students, it is hoped that they will not only become skilled professionals in their fields but also possess strong moral, social, and national awareness. This will shape them into responsible citizens who care deeply about the nation and its people (Nurwidya, et al, 2023). The challenges faced by the partner schools will be addressed by enhancing the Pancasila profile among vocational school students, with the focus of this community service activity being training for implementation.

## 2. Methods

The implementation method consists of several stages, including observation, tools and materials preparation, training, guidance, and joint evaluation.

### 2.1 Observation

Observation is conducted to assess the understanding and readiness of Grade XI TKJ (Computer and Network Engineering) students at SMK Negeri 7 Takalar in implementing the *Strengthening Student Profile of Pancasila* (P5) project. This observation includes evaluating their comprehension of P5 concepts, their ability to apply these concepts in real-world projects, and their preparedness to actively participate in the project.

### 2.2 Tools and Materials

Identifying the tools and materials required for conducting P5 implementation training. This includes preparing comprehensive training materials, interactive learning modules, and supporting media such as presentations, videos, and examples of P5 projects, along with other necessary tools and resources.

### 2.3 Training

Providing training to students on the implementation of the *Strengthening Student Profile of Pancasila* project. This training may include an initial explanation of P5 and guidance on how to implement it effectively.

### 2.4 Guidance

Offering guidance to students regarding the objectives of the project, the expected benefits, and the roles of all parties involved. This guidance aims to ensure clear understanding and active engagement from all participants.

### 2.5 Joint Evaluation

Conducting a joint evaluation involving students to assess the training that has been carried out. This evaluation focuses on aspects such as the students' understanding of the P5 materials presented during the training.

## 3. Result and Discussion

The *Pancasila Student Profile Program* is a series of educational activities designed to introduce, strengthen, and encourage the understanding and application of Pancasila values among students. Its primary goal is to shape students' character based on the core values of Pancasila, which serve as the foundation of the Indonesian state. This program not only focuses on theoretical understanding of Pancasila values but also emphasizes the practical implementation of these values in students' daily lives, both within the school environment and in society. It adopts a holistic approach to teaching and learning, enabling students to understand, internalize, and apply Pancasila values in various life contexts. The *Pancasila Student Profile* contributes to the personal resilience of students.

Activities within the program for strengthening the *Pancasila Student Profile* encompass various aspects, including workshops, discussions, simulations, collaborative projects, and fostering attitudes and actions that reflect Pancasila values. The outcomes of this program include (1) Enhanced Student Understanding of P5 Implementation. After participating in the training, students significantly improved their understanding of how to implement the *Strengthening Student Profile of Pancasila* (P5) project. They learned to apply P5 concepts both in school settings and within the community; (2) Improved Project Skills. A key outcome of the training is the participants' ability to plan, execute, and evaluate projects. Additionally, they demonstrated the capacity to collaborate in teams to complete projects and utilize various learning resources and technologies to support their projects; (3) Real-World Application of Training Outcomes. Participants who completed the training showcased their ability to implement P5 projects by effectively utilizing

available resources and technology in real-world scenarios; and (4) Increased Awareness of the Importance of P5 Implementation. Beyond technical skills, the training successfully heightened participants' awareness of the significance of the *Strengthening Student Profile of Pancasila* project in daily life. This awareness motivated them to disseminate their understanding in their environments, including at home, in school, and within their communities.

The following are some documentation related to the implementation of community service activities from the opening stage to the evaluation stage. The activity began with an opening speech by the principal of SMK Negeri 7 Takalar, followed by material presentations delivered by three speakers.



Figure 1. The opening remarks by the principal of SMK Negeri 7 Takalar



Figure 2. Presentation of the material by the first speaker



Figure 3. Presentation of the material by the second speaker



Figure 4. Presentation of the material by the third speaker

After the presentations, participants completed an online evaluation via a web platform. Once the evaluation was concluded, souvenirs were presented to participants who asked questions. The activity was then closed and ended with a group photo session.

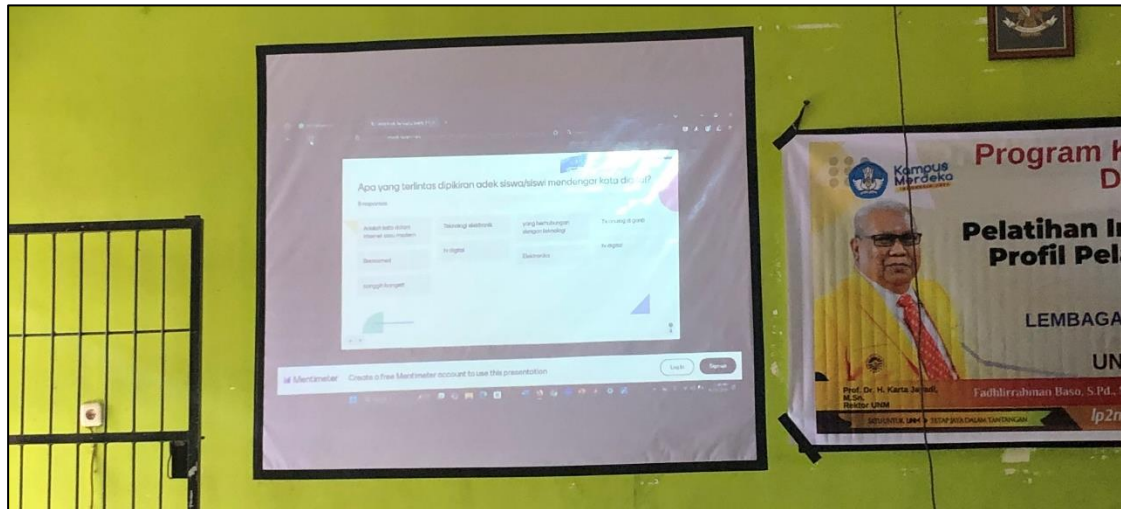


Figure 5. Evaluation of the material that has been presented



Figure 6. A group photo with participants who asked questions during the presentation of the material



Figure 7. Closing of the activity accompanied by a group photo with the participants.

#### 4. Conclusion

The PKM Training Program on P5 at SMK Negeri 7 Takalar aims to develop a comprehensive *Pancasila Student Profile*. Through relevant projects, students not only hone their technical skills but also practice critical thinking, creativity, and social responsibility. This approach aligns with the *Merdeka Curriculum* and has a positive impact on improving the quality of education in schools. Students become more active, gain a deeper understanding of national values, and develop strong character. The outcomes of this program are expected to serve as an example for other schools in their efforts to produce graduates who are both excellent and character-driven.

#### Acknowledgements

The PKM implementation team extends its deepest gratitude to Universitas Negeri Makassar (UNM) through the Institute for Research and Community Service (LP2M) for providing financial support, enabling this activity to be successfully carried out.

#### References

- Lestari, E H. & Nuryanti. (2022). Pentingnya Kualitas Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Anak. *Jurnal Pendidikan dan Konseling*, 4(5).
- Mawardi, I. (2017) Transformasi Lembaga Pendidikan Tinggi: Penguatan Kualitas Lulusan SDM di Era Globalisasi. *Jurnal Ilmiah Penelitian, Pengkajian dan Pengembangan*.
- Nurwidya, R. Widiyanti., & Nurjannah, N. (2023). Implementasi Kurikulum Merdeka melalui Strategi Proyek Penguatan Profil Pelajar Pancasila (P5) untuk Meningkatkan Budaya Kerja Siswa di SMK Negeri 2 Boyolangu.

*Jurnal Belantika Pendidikan* 6(2).

Rachmawati, N. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basiedu*. 6(2).

Suhada. (2020). Problematika, Peranan Dan Fungsi Perencanaan Pendidikan Di Indonesia. *Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam Andragogi* 2(3). <https://jurnalptiq.com/index.php/andragogi/article/view/119/105>

Thana, P M. & Hanipah, S. (2023). Kurikulum Merdeka: Transformasi Pendidikan SD Untuk Menghadapi Tantangan Abad ke-21. *Jurnal Prosiding Konferensi Ilmiah Dasar*. <http://prosiding.unipma.ac.id/index.php/KID>