



PROJECT TO ENHANCE PANCASILA STUDENTS' PROFILE IN RESOLVING CHARACTER DECADENCE IN THE DISRUPTIVE ERA



*Correspondence :

Email :

Authors Affiliation:

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Abstract

This study aims to evaluate how the Project to Enhance Pancasila Students' Profile (P5) addresses character degeneration in the disruptive age. In Bengkulu City, namely SDN 09 Bengkulu City, SDN 44 Bengkulu City, and SDN 76 Bengkulu City, a qualitative research design was used to perform the study. This study used observation, documentation, and interviews as data-gathering methods. Triangulation tests were used in this study's qualitative data analysis and scientific validation. The process of condensing, presenting, generating conclusions, and validating the data comprised the data analysis. The study's findings indicate that effective policies, initiatives, and practices are the first steps P5 should take to overcome character decadence in the disruptive age. Each school in the research location accepted the policy on P5 in overcoming character decadence in the period of disruption well, allowing it to be socialized and applied as needed. However, every school has successfully utilized P5 techniques to overcome character decadence in the disruptive era. Although there are challenges and limitations in its execution, the school's principal can reduce these challenges and impediments. The research site's principal and educators hope that the school can best apply P5 in combating character decadence in the disruptive period, making it more advantageous for the larger community.

Abstrak

Penelitian ini bertujuan untuk menganalisis Proyek Penguatan Profil Pelajar Pancasila (P5) dalam mengatasi dekadensi karakter di era disrupsi. Penelitian yang diselenggarakan memakai rancangan penelitian kualitatif di Kota Bengkulu, yaitu SDN 09 Kota Bengkulu, SDN 44 Kota Bengkulu, dan SDN 76 Kota Bengkulu. Teknik pengumpulan data yang digunakan dalam penelitian ini, yaitu wawancara, observasi, dan dokumentasi. Pembuktian keilmiah dan pengujian data kualitatif pada penelitian ini dilaksanakan melalui uji triangulasi. Analisis data dilakukan kondensasi, penyajian, serta penarikan kesimpulan dan verifikasi data. Hasil penelitian memperlihatkan bahwa P5 dalam mengatasi dekadensi karakter di era disrupsi dimulai dari kebijakan, program dan praktik yang berjalan dengan baik. Kebijakan tentang P5 dalam mengatasi dekadensi karakter di era disrupsi dapat diterima dengan baik oleh masing-masing sekolah di tempat penelitian, sehingga dapat disosialisasikan dan diimplementasikan sebagaimana mestinya. Sementara itu, praktik P5 dalam mengatasi dekadensi karakter di era disrupsi berhasil diterapkan oleh setiap sekolah. Meski terdapat kendala dan hambatan dalam implementasinya, namun, kepala sekolah mampu meminimalisir kendala dan hambatan tersebut. Kepala Sekolah dan guru-guru di tempat penelitian berharap bahwa sekolah mampu mengimplementasikan P5 dalam mengatasi dekadensi karakter di era disrupsi dengan optimal sehingga lebih bermanfaat untuk masyarakat luas.

Background

The fast-paced technological, social, and cultural shifts of the disruptive age have presented significant obstacles to Indonesian education.¹ The development of moral

¹ Arham Junaidi Firman, "Kaidah Penafsiran Al-Qur'an Dan Urgensinya Di Era Disrupsi," *JURNAL At-Tibyan Jurnal Ilmu Alquran Dan Tafsir* 5, no. 1 (2020): 57–73, <https://doi.org/10.32505/tibyan.v5i1.1393>.



principles and strong character in the next generation is a crucial component of education.² Nonetheless, the character values of Indonesian pupils have declined in the disruptive era. Character decadence, which encompasses bad actions including intolerance, aggression, and unethical behavior, is a growing concern^{3,4} statistics indicate that there are

“Special problems (2,982) in child protection. These numbers indicate that children who are reportedly the victims of both physical and psychological abuse (1,138) are the most prevalent issue. There were 574 cases of both psychological and physical violence, 515 cases of psychological violence, 35 cases of murder, and 14 cases involving children who were the victims of brawls. Perpetrators who carry out psychological and physical violence are generally people the victim knows, such as parents, neighbors, colleagues, even teachers”.

To combat this moral degeneration, the government has implemented several measures, such as P5.⁵ The Pancasila Student Profile project is one of the strategic objectives that the Ministry of Education and Culture (Kemdikbud) is promoting for 2020–2024, and it strengthens the character.⁶ The Pancasila Student Profile is defined as a desired description of the character and abilities of Indonesian students.⁷ The Strengthening Pancasila Student Profile (P5) project has been implemented in the world of Indonesian education, especially in Bengkulu City.⁸ To combat character decadence in a disruptive age, the Project for Strengthening the Profile of Pancasila Students (P5) must be examined in the context of its implementation in Indonesian education. Research on the topic of “Project to Enhance Pancasila Students’ Profile in Resolving Character Decadence in The Disruptive Era” is important, according to the researcher, who is interested in this matter.

A lot of study has been done on the Project for Strengthening Pancasila Student Profiles and Character. For example, special education teachers in Indonesia have been able to create an integrated learning evaluation of Pancasila student profiles based on local knowledge⁹, Pancasila’s character education values The puppet figure features student profiles. wayang arjuna: an insight into Javanese culture¹⁰, the application of integrated quality control enhancing character education to better reflect the characteristics of Pancasila

² Arham Junaidi Firman and Nur Hidayat, “Strengthening Character Education Based on Golden Habits at SMP Muhammadiyah 1 Depok Yogyakarta,” *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 18, no. 2 (2020): 189–210, <https://doi.org/10.21154/cendekia.v18i2.1886>.

³ Remiswal et al., “The Influence of Hedonistic Culture to Minangkabau Juveniles’ Social Behaviors in the Twenty-First Century,” *Fudan Journal of the Humanities and Social Sciences* 14 (2021): 465–481, <https://doi.org/10.1007/s40647-021-00319-5>.

⁴ [KPAI] Komisi Perlindungan Anak Indonesia, “Catatan Pelanggaran Hak Anak Tahun 2021 Dan Proyeksi Pengawasan Penyelenggaraan Perlindungan Anak Tahun 2022,” www.kpai.go.id, 2022.

⁵ Dewi Puji Rahayu and Karlina Wong Lieung, “Analysis of Implementation the Project of Pancasila Student Profiles Reinforcement at Local Wisdom Theme Phase B SD Advent Merauke,” *Technium Social Sciences Journal* 49, no. 1 (2023): 509–516, <https://doi.org/10.47577/tssj.v49i1.9850>.

⁶ [Kemdikbud] Kementerian Pendidikan dan Kebudayaan, “Permendikbud Nomor 22 Tahun 2020 Tentang Rencana Strategis Kementerian Pendidikan Dan Kebudayaan Tahun 2020-2024” (2020).

⁷ Amrazi Zakso et al., “Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The Case of Indonesia,” *Journal of Positive School Psychology* 6, no. 2 (2022): 2254–73.

⁸ Paidi, “In House Training SMK PK SMKN 4 Bengkulu Selesai Dengan Sukses,” <http://smkn4bengkulu.sch.id>, 2021.

⁹ I. Wayan Widana, I. Wayan Sumandya, and I. Wayan Citrawan, “The Special Education Teachers’ Ability to Develop an Integrated Learning Evaluation of Pancasila Student Profiles Based on Local Wisdom for Special Needs Students in Indonesia,” *Kasetsart Journal of Social Sciences* 44, no. 2 (2023): 527–36, <https://doi.org/10.34044/j.kjss.2023.44.2.23>.

¹⁰ Slamet Subiyantoro, Dimas Fahrudin, and Sony Baroo Amirulloh, “Character Education Values of Pancasila Student Profiles in the Puppet Figure Wayang Arjuna: A Javanese Cultural Perspective,” *Journal of the International Society for the Study of Vernacular Settlements* 10, no. 6 (2023): 106–18.

students¹¹, an examination of the Pancasila student profile strengthening project's impact on character development among elementary school pupils¹², application of the Pancasila student profile (P5) strengthening profile in first middle school to develop students' character¹³, Concepts of the prototype curriculum and its function in bolstering character education in the wake of the COVID-19 epidemic¹⁴.

However, even though the results of numerous pertinent studies have demonstrated the effectiveness of the Pancasila Student Profile (P5) Project in addressing character issues, the researchers' additional strength will come from the various research instruments and locations they used. This is because it is feasible to conduct this research in more detail. After all, the challenges faced by the Pancasila Student Profile Strengthening Project (P5) in combating character decay can differ significantly between regions. Furthermore, the present study employs Rosado's theory as an analytical instrument, which postulates three levels of interpretation for examining the Pancasila Student Profile Strengthening Project (P5) implementation: policy, program, and practice. To combat character decadence in the disruptive age, this study examines the Project for Strengthening the Pancasila Student Profile.

Research Method

When considering the data side of things, the research was done using a qualitative research approach.¹⁵ Bengkulu City, specifically SDN 09, SDN 44, and SDN 76, was the site of this study activity. These locations were chosen purposefully because they addressed the research topic.¹⁶ Using purposive and snowball sampling strategies, data sources were obtained from the principal, the deputy head of curriculum, the deputy head of student affairs, teachers, and students^{17,18}. In this study, interviews, observation, and documentation were employed as data-gathering methods¹⁹.

To gather primary data for the Project to Enhance Pancasila Students' Profile in Resolving Character Decadence in The Disruptive Era, in-depth, unstructured interviews were used in this study. Writing, recording devices, and an interview guide were the items utilized for the interview. To gather primary data for the Project to Enhance Pancasila Students' Profile in Resolving Character Decadence in The Disruptive Era, direct observation

¹¹ Ade Dasmana, Iim Wasliman, and Ricky Yoseptry, "Implementation of Integrated Quality Management Strengthening Character Education in Realizing Pancasila Student Profiles," *International Journal of Graduate of Islamic Education* 3, no. 2 (2022): 361–77, <https://doi.org/10.37567/ijgie.v3i2.1342>.

¹² Syarifah Fadillah, Mai Yuliasri Simarmata, and Dwi Fajar Saputri, "An Analysis of Elementary School Students' Character Building through The Pancasila Student Profile Strengthening Project," *AL-ISHLAH: Jurnal Pendidikan Islam* 15, no. 3 (2023): 4001–9, <https://doi.org/10.35445/alishlah.v15i3.3482>.

¹³ Ni Wayan Wini Widarini and Ni Ketut Suterji, "Implementation of The Profile Strengthening of Pancasila Student Profile (P5) in Building Student Character in First Middle School," *International Journal of Multidisciplinary Sciences* 1, no. 2 (2023): 218–31, <https://doi.org/10.37329/ijms.v1i2.2276>.

¹⁴ Arham Junaidi Firman, Ulfatun Ni'mah, and Nova Asvio, "Prototype Curriculum : Concepts and Its Role in Strengthening Character Education After the Covid-19 Pandemic," *EJIP: Educational Journal of Innovation and Publication* 1, no. 1 (2022): 10–17.

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

¹⁶ Lisa M Given, *The Sage Encyclopedia of Qualitative Research Methods* (Los Angeles: Sage Publications, 2008).

¹⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012).

¹⁸ L. J. Moleong, *Metode Penelitian Kualitatif [Qualitative Research Methods]* (Bandung: Remaja Rosdakarya, 2019).

¹⁹ Mathew B. Miles and A. Micheal Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publications, 1994).

was the method of observation employed in this study. Writing, recording devices, and an observation guide are the instruments used for observation. This study makes extensive use of both explicit and implicit documentation to enhance the quality of various types of data. Documentaries and archives housed at the site serve as the documentation tools.

Triangulation tests were used in this study's qualitative data analysis and scientific validation. To acquire comprehensive variances in information, triangulation can be considered a method of correcting data from several sources, procedures, and periods.²⁰ When conducting source triangulation, researchers verify information gathered from multiple sources. By using many approaches to verify data from the same source, researchers perform triangulation techniques. Time triangulation is the process by which researchers gather data at a different time or place than they previously did. The Miles and Huberman methodology²¹ was used for data analysis in this research activity. This involved condensing, presenting, drawing conclusions, and validating data.

Results

Project Guidelines to Boost Pancasila Student Profiles

The findings of the study demonstrate that the three State Elementary Schools (SDN) that served as research sites have successfully overcome character decadence during the disruptive period by implementing the Strengthening Pancasila Student Profile (P5) Project. Since its introduction on June 22, 2022, SDN 09 Kota Bengkulu, SDN 44 Kota Bengkulu, and SDN 76 Kota Bengkulu have started to implement the Project for Strengthening the Profile of Pancasila Students (P5) in combating decadence of character in the era of disruption. It is impossible to disentangle the following policies from the implementation of these three schools' Project for Strengthening the Profile of Pancasila Students (P5) in Overcoming Character Declension in an Era of Disruption.

Subsequent investigation revealed that the Bengkulu City Education and Culture Office provided the principal with information on how to implement the policy for the Strengthening the Profile of Pancasila Student (P5) Project, which aims to overcome character decadence in the disruptive era. To strengthen the Pancasila Student Profile (P5) Project and combat character degeneration during the disruptive period, the school principal took the initiative to finish the administrative needs. The principal registers the school to become a driving school (a school that applies the Pancasila Student Profile Strengthening Project (P5) and the Independent Curriculum) and goes through the selection process. In this instance, the teachers take the driving teacher exam, while the principal takes the driving school exam. Upon passing, the school will receive assistance in implementing the Pancasila Student Profile Strengthening Project (P5) and the Independent Curriculum.

The study's findings also demonstrate how outreach initiatives helped the school community learn about the Merdeka Curriculum's implementation and the Project for Strengthening the Pancasila Student Profile (P5), which aims to combat character decadence in the age of disruption. After socialization exercises involving the guardians of the pupils and the school community, the principal meets with the teachers. The socialization results show that the school community has decided to implement the policy of the Strengthening Pancasila Student Profile (P5) Project in the classroom. Following the socialization exercises, the Project for Strengthening the Profile of Pancasila Students (P5) in

²⁰ M. Burhan Bungin, *Penelitian Kualitatif; Komunikasi, Ekonomi, Kebijakan Publik Dan Ilmu Sosial Lainnya* (Jakarta: Kencana Prenada Media Group, 2007).

²¹ Mathew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (United States, US: Sage Publications, 2014).

overcoming character decadence in the disruptive era gave rise to a school policy. The Decree Number 262/M/2022 of the Minister of Education and Culture (Kemendikbud) serves as the foundation for the creation of this policy.

Additional research findings indicate that school residents and student guardians participated in the pre-policy-making process. In the meanwhile, educators and interested parties participate in the policy-making process. SDN students, along with their guardians, the community, and stakeholders, are the targets of putting school policies into place to implement the Strengthening the Pancasila Student Profile (P5) Project to overcome character decadence in the era of disruption. Recipients of policies express great enthusiasm for the measures taken by the school to carry out the Strengthening the Pancasila Student Profile (P5) Project, which aims to combat character decay in the disruptive age. This is because the school community is aware that school policy serves as a means of assisting the government in realizing Indonesia's national education goals by combating character degeneration through the Strengthening the Pancasila Student Profile (P5) Project.

Subsequent research findings indicate that the school's approach to addressing character decadence in the disruptive era through the Pancasila Student Profile (P5) Project is to use extracurricular market day activities, cultural exhibitions, and collaborative efforts. Activities for Market Day and cultural displays are held for the benefit of the pupils, their guardians, and the surrounding community. In contrast, only students and their guardians participate in activities at school that need cooperation. Similar to the policies introduced by the Ministry of Education and Culture, schools have adopted the Strengthening the Pancasila Student Profile (P5) Project to combat character decay in the age of disruption.

Further investigation reveals that school policies are more focused in putting the Pancasila Student Profile Strengthening Project (P5)'s dimensions into practice, which is intended to help students overcome character deterioration in the disruptive period, as stated by the Ministry of Education and Culture. The goal of the market day program is to encourage students' independence, critical thinking, and creativity. Exhibitions of culture are organized to promote the aspects of diversity around the world. The mutual collaboration factor is being implemented in the meantime through classroom inventory, cleaning, and tidying. In the meantime, the principal of the school and the teachers decided to begin learning activities by praying together and implementing a tahfizh program, reflecting their devotion to God Almighty and faith.

Project Program for Strengthening the Pancasila Student Profile

The study's findings indicate that a school program called Strengthening the Pancasila Student Profile (P5) Project is in place to help students overcome character degeneration in the disruptive age. To successfully implement the Strengthening Pancasila Student Profile (P5) Project and combat character decadence in the disruptive period, the school is carrying out outreach programs. Class forum socialization is one way that the school facilitates socializing. Teachers and student guardians participate in this forum to discuss subjects about the activities of the Strengthening Pancasila Student Profile (P5) Project, which aims to overcome character decadence in the disruptive period.

Subsequent research results indicate that every time there is a Project for Strengthening the Profile of Pancasila Students (P5) in combating character decadence in the disruptive period, the socialization program through class forums is implemented. Three class forums have been used to carry out the socialization program for the Project for Strengthening the Profile of Pancasila Students (P5) in overcoming character decadence in the period of

disruption. Market day activities, cultural exhibitions, and cooperation are all part of the socialization program for the Strengthening the Pancasila Student Profile (P5) Project, which is implemented through class forums, to combat character degeneration in the age of disruption. Every classroom hosted the socialization program for the Strengthening Pancasila Student Profile (P5) Project, which aims to combat character decadence in the disruptive period through class discussions.

Further investigation reveals that every instructor is responsible for promoting the Pancasila Student Profile Strengthening Project (P5) activities, which include market day events, cultural displays, and class forum collaboration, to help students overcome character degeneration in the age of disruption. Students and their guardians are involved in the socializing program in the meantime. The program that was offered during the socialization was met with great enthusiasm from the participants. The maximal efforts made in implementing the activities of the Strengthening Pancasila Student Profile (P5) Project to overcome character decadence in the disruptive period demonstrate the excellent benefits of this socialization program. Aside from that, everyone at the school was really happy with the way the socialization of the Strengthening Pancasila Student Profile (P5) Project helped them overcome character decadence in the disruptive era.

Practical Project for Strengthening Pancasila Student Profiles

The research results show that the Principal and Deputy Principal carried out planning before carrying out the activities of the Strengthening Pancasila Student Profile (P5) Project in overcoming character decadence in the era of disruption. This form of planning takes the form of coordination and collaboration between the Principal, Deputy Principal, and teachers at the school. The activities of the Project for Strengthening the Profile of Pancasila Students (P5) in overcoming decadence of character in the era of disruption were carried out after a teaching material regarding the Project for Strengthening the Profile of Pancasila Students (P5) had been discussed in the classroom.

Subsequent research findings indicate that market days, cultural exhibitions, and collaborative efforts to clean classrooms are effective ways to address character decadence in the disruptive era through the Strengthening Pancasila Student Profile (P5) Project. Guidelines developed by schools, but only for teachers, are referred to as "implementation of the Strengthening Pancasila Student Profile (P5) Project activities in overcoming character decadence in the era of disruption." Through the Merdeka Mengajar platform, instructors may easily comprehend, learn, and follow the implementation guidelines for the Strengthening the Pancasila Student Profile (P5) Project, which aims to combat character decadence in the age of disruption.

Additional research findings indicate that the use of the Strengthening Pancasila Student Profile (P5) Project activities in combating character decadence in the disruptive era was monitored and evaluated (money). Supervisors from the Bengkulu City Education and Culture Office monitored and evaluated the project to determine how well the activities of the Strengthening Pancasila Student Profile (P5) Project were implemented in overcoming character decadence in the disruptive era. Following supervisor monitoring and evaluation, follow-up measures are implemented in the form of enhancements and changes to areas that are deemed deficient. Since the school started the Strengthening Pancasila Student Profile (P5) Project efforts in combating character decadence in the disruptive period, supervisors have conducted monitoring and assessment activities five times.

Further investigation reveals that there are challenges in putting the Strengthening Pancasila Student Profile (P5) Project activities into practice to combat character

degeneration in the disruptive age. The principal can reduce the hurdles, even though they exist. The school principal is working to reduce these limitations and obstacles by interacting, coordinating, and working together with the Deputy Principal, teachers, students, student guardians, community, and stakeholders, among others, to implement the activities of the Strengthening Pancasila Student Profile (P5) Project, which aims to overcome character decadence in the age of disruption. To prevent impediments and barriers from arising in the future, the principal also evaluates each activity of the Strengthening Pancasila Student Profile (P5) Project, which focuses on combating character decadence in the disruptive era.

Additional research findings indicate that there are elements in place to assist the application of the activities of the Strengthening Pancasila Student Profile (P5) Project in combating character degeneration in the disruptive age. The presence and function of every instructor in the school serve as this supporting element. The principal is aware that every educator has a communication responsibility regarding the activities of the Strengthening Pancasila Student Profile (P5) Project, which aims to combat character degeneration in a time of disruption between students, their guardians, the community, and stakeholders. Because of this, workshops and seminars need to be used to optimize the role of teachers once more. The principal and educators at each school sincerely hope that the activities of the Strengthening Pancasila Student Profile (P5) Project, which aims to combat character decadence in the disruptive age, can be implemented with sufficient facilities provided by the central government through the Bengkulu City Education and Culture Office.

Discussion

According to the research findings, schools have a policy in place to carry out the Pancasila Student Profile (P5) Project, which aims to strengthen character in the face of disruption. The conclusions from earlier studies that were outlined in the introduction are further supported by these findings. Aside from that, these findings also contribute to the implementation of the Ministry of Education and Culture's (Kemdikbud) 2020–2024 strategic plan, which includes the Pancasila Student Profile as one of its visions and missions to enhance character education. According to Kahfi²², the Pancasila Student Profile was implemented due to several factors, including the quick advancement of technology, changes in sociocultural norms, environmental factors, and variations like work in the field of education across all levels and cultures.

The Ministry of Education and Culture (Kemdikbud) Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/ M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery cannot be separated from the implementation of the Pancasila Student Profile Strengthening Project (P5) at the research location. The Ministry of Education and Culture (Kemdikbud) has identified six dimensions that are relevant to the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) at the research location. These dimensions are (1) global diversity; (2) working together; (3) creative; (4) reasoning critically; (5) independent; and (6) faithful, devoted to God Almighty, and noble character.

The results of subsequent research show that there are programs carried out by schools through outreach to implement the Strengthening Pancasila Student Profile (P5) Project in

²² Ashabul Kahfi, "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah [Implementation of the Pancasila Student Profile and Its Implications for Student Character in Schools]," *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam* 5 (2) (2022): 138-151., <https://doi.org/https://doi.org/10.51476/dirasah.v5i2.402>.

overcoming character decadence in the era of disruption. Wulandari²³ stated that the implementation of every policy that has been established must be supported and accompanied by various programs. To support policies connected to the implementation of the Pancasila Student Profile Strengthening (P5) Project in overcoming character decadence in the era of disruption, Darda²⁴ went on to suggest that various programs in the form of debates or seminars must be implemented. To overcome character decadence in the disruptive period, Hanifah went on to describe the programs that may be implemented in order to successfully implement policies connected to the Strengthening the Profile of Pancasila Student (P5) Project. As part of the program, teachers receive guidance, team formation, and training.

The next study's findings highlight the steps taken by educational institutions to put the Strengthening Pancasila Student Profile (P5) Project into practice to help students overcome character degeneration in the disruptive age. Through market day events, cultural exhibitions, and teamwork, the Strengthening Pancasila Student Profile (P5) Project practiced overcoming character decadence in the disruptive era at the research location. According to Samad²⁵, market day is an entrepreneurial exercise in which students learn how to promote goods to others in their immediate social circle, such as friends, teachers, or other acquaintances. This is typically done in the style of a school fair or market. The procedures entail informing parents about the planned market day activities, getting students' artwork ready, and having a conversation with parents about the goods that will be offered for sale during the events. This phase is critical to assessing the project's implementation success. The market day at school is planned by the teacher.²⁶ This is required to guarantee that the project phases are completed efficiently and on schedule. All student actions, including planning, carrying out, and evaluating projects, are documented and scheduled by expectations when a schedule is created. Consequently, this activity alters the mind.²⁷

Anjarwani²⁸, Axelsson et al.²⁹, and Supomo and Nurhayati³⁰ state that this exercise teaches students applicable entrepreneurial ideals in addition to transaction methods. These values include: a) Self-confidence: Behavior and attitudes that enable one to recognize and believe in one's potential to use it to adapt to one's surroundings; b) Creativity: Thinking and acting to create new things or new ways that differ from things that already exist; c) Hard work: work that is undertaken with diligence. This job is done nonstop or ends before the intended goal is reached; d) Honesty: a sincere mindset that asserts that it is improper to fabricate information or make statements that are not supported by the facts; e) Discipline: a

²³ Ranti Wulandari, "Implementasi Kebijakan Gerakan Literasi Sekolah Di Sekolah Dasar Islam Terpadu Lukman Al Haim Internasional," *Jurnal Kebijakan Pendidikan UNY* 6, no. 3 (2017): 319–30, <https://doi.org/https://doi.org/10.21831/sakp.v6i3.9256>.

²⁴ Abu Darda, "Integrasi Ilmu Dan Agama: Perkembangan Konseptual Di Indonesia," *At-Ta'dib* 10, no. 1 (2015): 40, <https://doi.org/https://doi.org/10.21111/at-tadib.v10i1.323>.

²⁵ Leonita Siwiyanti Suharyoto, "Menanamkan Nilai Kewirausahaan Melalui Kegiatan Market Day," *Golden Age: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2017): 15–17, <https://doi.org/10.29313/ga.v1i1.2861>.

²⁶ Nur Hidayah and Cita Eri Ayuningtyas, *Market Day Dan Karakter Kewirausahaan/Entrepreneurship* (Yogyakarta: K-Media, 2022).

²⁷ Eci Sriwahyuni et al., "Implementation of the Entrepreneurship Program in Preparing Students Become Entrepreneurs" 4, no. 1 (2023): 27–43.

²⁸ Ratih Anjarwani, "Building an Entrepreneurial Spirit in Early Childhood with Traditional Market Games," in *Seminar Nasional Pgsd 2016*, 2016.

²⁹ K. Axelsson, S. Hägglund, and A Sandberg, "Entrepreneurial Learning in Education Preschool as a Take-Off for the Entrepreneurial Self," *Journal of Education and Training* 2, no. 2 (2015): 40, <https://doi.org/https://doi.org/10.5296/jet.v2i2.7350>.

³⁰ R. Supomo and E. Nurhayati, *Manajemen Sumber Daya Manusia* (Bandung: Yrama Widya, 2018).

feeling of commitment and observance of predetermined duties and values. Stated differently, discipline is following the law or submitting to oversight; f) Collaboration is defined as work done by two or more individuals to accomplish predetermined, mutually agreed-upon goals or targets; g) Curiosity: Behaviors and attitudes that always strive to understand the breadth and depth of what is observed, heard, and taught; h) Communicative: Behaviors that demonstrate a love of conversing, mingling, and working with others.

Conclusion

Implementation begins with well-functioning policies, programs, and practices, according to research findings from the Project for Strengthening the Profile of Pancasila Students (P5) in overcoming character decadence in the age of disruption. Each school in the research location accepted the policy of the Project for Strengthening the Pancasila Student Profile (P5) in overcoming character decadence in the period of disruption favorably, allowing it to be socialized and implemented as necessary. In the meantime, all schools have successfully adopted the Pancasila Student Profile Strengthening Project's procedures to combat character decadence in the disruptive age. Although there are challenges and limitations in its execution, the school's principal can reduce these challenges and impediments. To make the Strengthening the Pancasila Student Profile Project more advantageous to the larger community, the research site's principal and educators believe that the school will be able to execute it in a way that best addresses character decadence in the age of disruption.

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