The Influence of Learning Models *Project Based Learning* In the subject of Pancasila Education towards Strengthening the Profile of Pancasila Students and Learning Outcomes of Class X Students at SMA Negeri 2 Enrekang

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Article Info	Abstract
	This study analyzes the effect of Project Based Learning learning model in strengthening Pancasila Student Profile and improving learning outcomes in Pancasila Education subject in class X of SMA Negeri 2 Enrekang using quantitative method with quasi experiment approach on 66 students from class X.9 and X.10. The results showed that Project Based Learning was significantly more effective than conventional method in strengthening Pancasila Student Profile (average score 3.85 compared to 2.10 with difference 1.710) and improving student learning outcomes (increase in experimental class score from pretest 57.73 to posttest 82.27, while control class from 59.24 to 78.18), supported by t-test result with significance value $p = 0.016$ (<0.05).
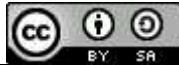
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1. INTRODUCTION

Education is a fundamental pillar in the development of the Indonesian nation which not only focuses on developing intellectual intelligence, but also character formation based on Pancasila values. According to (Rahman et al., 2022), education is a planned effort to create a learning situation where students can actively develop their potential so that they have good religious attitudes, are able to control themselves, have a good personality, intelligence, have noble character, and the skills needed by themselves and society.

Law no. 20 of 2003 concerning the National Education System emphasizes in Article 3 that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. Education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sujana, 2019). However, the reality on the ground shows that there is a gap between expectations and reality in the implementation of Pancasila-based education in schools.

Based on the results of initial observations carried out in class This condition has an impact on less than optimal understanding and internalization of Pancasila values among students. Various social phenomena show a weakening of the understanding and practice of Pancasila values in daily life which should be the foundation for student character formation.

Rapid technological developments and social changes require innovation in the educational curriculum. The government has made various efforts to improve the quality of education in Indonesia, one of which is by implementing the Independent Curriculum in 2022. This curriculum is designed so that students are able to understand concepts and improve their abilities in sufficient time (Kemendikbudristek, 2023). One learning model that is in accordance with the principles of the Independent Curriculum and can be an innovative alternative is *Project Based Learning*.

Several previous studies have shown the effectiveness of PjBL in improving the quality of learning. (Toslira, 2023) found learning outcomes from students who learned to use *Project Based Learning* increased more than those using the lecture method. In line with this, research conducted (Eli Pujiwatia, Nizmi Putrib, 2024) revealed the influence of learning outcomes in the Social Sciences Main Topic material, Gratitude Subtheme on Student Diversity with the model *Project Based Learning* in class IV SDN No. 104254 Sidodadi Ramunia. Research (Nababan et al., 2024) states that in the teaching-learning process, students and teachers experience positive synergy through the learning model *Project Based Learning* which is conditioned by the teacher in class, so that students experience a better character formation process.

Triyanto believes that the learning model *Project Based Learning* is an innovative learning process that places students at the center of learning (*student centered*) with the teacher acting as a facilitator and motivator (Anggraini & Wulandari, 2020). Through this model, students are given space to learn autonomously in designing their learning process (Khairina, 2020) states that the learning model *Project Based Learning* can be designed and modeled jointly between educators and students, fellow educators, or between students, which is able to teach students to help each other. This learning model is expected to have an important role in helping students improve their learning outcomes.

It is hoped that the implementation of the PjBL model in Pancasila Education subjects can be a solution to overcome existing learning problems. By integrating Pancasila values into concrete projects, students not only understand theory, but are also able to implement it in real contexts. This is in line with the concept of the Pancasila Student Profile launched by the government as the ideal output of the national education system. The Pancasila Student Profile includes six dimensions, namely: (1) having faith, being devoted to God Almighty, and having noble character; (2) global diversity; (3) work together; (4) independent; (5) critical reasoning; and (6) creative. Through the implementation of PjBL in Pancasila Education, it is hoped that these six dimensions can be developed optimally. Students will be trained to think critically in analyzing issues related to Pancasila, collaborate in completing projects, and develop creativity in presenting the results of their learning.

SMA Negeri 2 Enrekang, as one of the secondary education institutions in Enrekang Regency, South Sulawesi, has great potential to become a pioneer in implementing Project Based Learning in Pancasila Education subjects. With diverse student characteristics and a rich socio-cultural environment, this school provides an ideal context to test the effectiveness of the PjBL learning model in strengthening the Pancasila Learner Profile and improving student learning outcomes.

This research aims to examine the influence of the Project Based Learning learning model in the Pancasila Education subject on strengthening the Pancasila Student Profile and the learning outcomes of class X SMA Negeri 2 Enrekang students. Through this research, it is hoped that empirical evidence can be obtained regarding the effectiveness of PjBL in Pancasila Education, which can become a reference for developing learning policies and practices in the future.

2. RESEARCH METHOD

This research is a type of quantitative research with a research design *like an experiment*.

Table 1 Research Design Design

Group	Pre-test	Treatment	Post-test
Experimental Class	THE$_1$	X	THE$_2$
Control Class	THE$_3$	-	THE$_4$

Source: (Rachma Devina Inka, Airlanda, 2023)

Information :

X : Treatment using a learning model *Project Based Learning*

O1: Results *pre-test* experimental class

O2 : Results *post-test* experimental class

O3: Hasil *pre-test* control class

O4: Results *post-test* control class

In research *like an experiment* There are 2 classes studied, namely the experimental class using a learning model *Project Based Learning, and* the control class uses the conversion method. Before learning begins, both classes are given an initial test/*pre-test*, then both classes were given learning using the method described above. After that, at the end of the material in both classes, another final test/*Post-test,* and when learning is taking place, observations are made using the observation sheet strengthening the Pancasila Student Profile

The research was conducted at SMA Negeri 2 Enrekang with a total population of 331 with a sample of class X.9 & X.10 totaling 66 students. In this research the instruments used were observation, tests and documentation. By using Observation Sheets and Test Sheets (pre-test and post-test). This was analyzed using two statistical techniques, namely descriptive statistical techniques and inferential statistics in the form of SPPS Ver.30.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Results

Based on research results obtained from January 16 2025 - February 19 2024. Data obtained based on the results of observations and tests. The characteristics of the respondents in the control class were obtained, 12 people were male and 21 people were female, totaling 33 people. In the Experiment class there are 33 people, 12 people are male and 21 people are female. The following is an example of using criteria to measure student attitudes according to (Sarah, 2021).

Table.2 Measurement results criteria

Score	Category
$x \geq 3$	Very positive/very high
$3 > x \geq 2.5$	Positive/high
$2.5 > x \geq 2$	Negative/low
$X < 2$	Very negative/low

Based on the criteria in table 1, the following is a summary of the average score for each dimension. The results are as follows

Table.3 Recapitulation of the average score for each dimension

Dimensions	Class	
	Experiment	Control

Be noble	3,50	2,70
Global Diversity	3,86	2
Mutual cooperation	4	1,83
Independent	3,75	2,50
Critical Reasoning	4	2,57
Creative	4	1
Rate-Rata	3,85	2,10

Based on Table 3, the experimental class has a higher average Pancasila Student Profile score (3.85) than the Control Class (2.10), with a difference of 1.75 points. The highest score for the experimental class was in the critical and creative reasoning dimension with a score of 4, and for the control class the highest score was independent with a score of 2.75. the experimental class is in the very good category, while the Control Class is in the poor category.

Fig.2 Student work results

With the project-based learning model, students are more creative, reason critically, and work together in working on popup book assignments. So, there is a significant difference in strengthening the profile of Pancasila students through learning models *Project Based* Learning using conventional methods for class X students at SMA Negeri 2 Enrekang

Then, the pretest result data in the control class had a mean value of 57.73 with the highest score being 75 and the lowest score being 40. Meanwhile for the experimental class the mean pre-test score was 57.73 with the highest score being 75 and the lowest score being 40. For the post-test score in the control class the mean score was 78.18 with the highest score being 90 and the lowest score being 70, while in the experimental class the mean post-test score in the experimental class was 82.27 with a score of The highest value is 95 and the lowest value is 75.

Fig.3 Test Taking

Test score data was analyzed using inferential statistics. Inferential Statistics data analysis is used to test hypotheses from learning outcomes. However, before testing the hypothesis you must first carry out a normality test and a homogeneity test.

Table.4 Normality Test

Tests of Normality				
		Shapiro-Wilk		
	Class	Statistic	Df	Say.
Pre-test	Experimental Class	.958	33	.222
	Control Class	.953	33	.158
Post-test	Experimental Class	.945	33	.094
	Control Class	.952	33	.148
Lilliefors Significance Correction				

Based on Table 3, the normality test using the Shapiro-Wilk test can be seen in the experimental class pre-test, the sig value is 0.222, the control class pre-test sig value. 0.158, experimental class post-test 0.094, control class post-test 0.148, all sig values>0.05. So it can be said that the data is normally distributed and researchers can continue to test homogeneity.

Table.5 Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Say.
Pre-test	Based on Mean	.447	1	64	.506
	Based on Median	.581	1	64	.449
	Based on Median and with adjusted df	.581	1	62.177	.449
	Based on trimmed mean	.451	1	64	.505
Post-tes	Based on Mean	.021	1	64	.884
	Based on Median	.019	1	64	.890
	Based on Median and with adjusted df	.019	1	63.798	.890
	Based on trimmed mean	.022	1	64	.881

Based on Table 4, the value based on the mean pre-test is 0.506, and the value based on the mean post-test is 0.884. Both values are greater than 0.05, so the data can be said to be homogeneous. The homogeneity test is used to find out whether the sample data has the same population (homogeneous) or not.

After carrying out the normality test and homogeneity test, the data shows that it is normally and homogeneously distributed, then hypothesis testing can be carried out. Meanwhile, the decision-making provisions for hypothesis testing are if the significant value is >0.05 then H0 is accepted and Ha is rejected and if the significance value is <0.05 then H0 is rejected and Ha is accepted. Hypothesis testing was carried out using the Independent Sample Test.

Table.6 Independent Sample Test

Independent Samples Test	
	Student scores after being given treatment

			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		.021	
	Say.		.884	
t-test for Equality of Means	t		2.471	2.471
	df		64	63.736
	Significance	One-Sided p	.008	.008
		Two-Sided p	.016	.016
	Mean Difference		4.091	4.091
	Std. Error Difference		1.656	1.656
	95% Confidence Interval of the Difference	Lower	.783	.783
		Upper	7.399	7.399

Based on table.5, the sig value. Two-sided p 0.016 which is smaller than 0.05. then it can be concluded that H_1 accepted and H_{THE} rejected. So, there are significant differences in student learning outcomes through learning models *Project Based Learning* using conventional methods for class X students at SMA Negeri 2 Enrekang.

3.2 Discussion

The results of the analysis of Pancasila Student Profile observation data using a Likert scale showed that there was a consistent and significant difference between the Control Class 2.10 and the Experiment Class 3.85, with an average score difference of 1.71. This difference indicates a difference in strengthening the profile of Pancasila students who learn using the learning model *Project Based Learning.*

Each class has strengths and weaknesses in certain dimensions. Experimental Class that learns using a learning model *Project Based Learning.*, which overall showed better performance, had strengths in Mutual Cooperation, Critical Reasoning, and Creativity (4) and a low score in the Noble Character dimension (3.50). Meanwhile, the Control Class shows relative strength in the independent dimension (2.75) and weakness in the Creative dimension.

This is in line with the opinion of (Murniati, 2021) that the use of Project Based Larning can train students to use reasoning in solving business problems, train participants in making hypotheses in solving problems based on simple business concepts, train critical and contextual thinking skills with real business problems faced, train students to carry out trials in proving hypotheses, and train them in making decisions about problem solving by: (a) Encouraging students to participate actively and concentrate in discussions; (b) Stimulate students to think by returning questions to them; (c) Encourage students to make problem analysis, problem synthesis, carry out evaluations, and compile a summary of evaluation results; and (d) Helping students identify sources, references and principles (material) in studying problems and alternative problem solving

Then analyzing the data on the test results through learning *project-based learning,* shows that there is an influence of the learning model on *Project Based Learning* student learning outcomes. Student learning outcomes can be seen in the pretest results data for students in the Experiment class with an average of 57.73. In the posttest the score obtained increased to 82.27. Meanwhile, in the Control Class, the pre-test score was 59.24 and the post-test was 78.18. From the data above, it can be seen that the scores of students in the experimental class experienced a more significant increase compared to the control class. The learning outcomes measured in this research are students' cognitive domain. The instrument used in this research was a test question with 25 multiple choice questions. This is reinforced by the results of the t test using SPSS ver. 30 which shows the sig value. Two-sided p 0.016 which is smaller than 0.05. then it can be concluded that H_1 (There are differences in student learning outcomes who use the learning model *Project Based Learning* with conventional methods) is accepted and H_{THE} (There is no difference in student learning outcomes who use the learning model *Project Based Learning* with conventional methods) is rejected.

4. CONCLUSION

Application of learning models *Project Based Learning* provides a significant influence on strengthening the Pancasila Student Profile compared to conventional learning methods. This model has proven to be effective in increasing student competence, especially in the dimensions of critical reasoning, creativity and mutual cooperation. Additionally, models *Project Based Learning* also has a positive impact on students' cognitive learning outcomes, which is indicated by the significant difference between the experimental class and the control class based on the results of statistical tests. Thus, the learning model *Project Based Learning* can be recommended as an effective alternative learning method for developing the character of the Pancasila Student Profile while improving student learning outcomes in the Indonesian educational context.

5. ACKNOWLEDGEMENT

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