ENHANCING STUDENTS CRITICAL THINKING SKILLS THROUGH PANCASILA STUDENT PROFILE STRENGTHENING PROJECT AT SMK NEGERI 3 YOGYAKARTA

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ABSTRACT

Abstract: This research aims to: 1) Analyze the implementation of the Pancasila Student Profile Project in strengthening the critical thinking character of students, and 2) analyze the inhibiting factors in the implementation of the Pancasila Learner Profile Strengthening Project in strengthening the critical thinking character of students at SMK Negeri 3 Yogyakarta. This research deploys a qualitative research approach with a case study method. The purposeful sampling technique is used in recruiting research participants, and the data collection strategy encompasses observations, interviews, and documentation. The data gathered is validated through triangulation techniques and multiple-source triangulation. The data gathered is analyzed using Miles and Huberman's models of data reduction, data presentation, and conclusion drawing. The results of this study show: 1) the implementation of the Pancasila Student Profile Strengthening Project (P5) in strengthening the character of critical thinking is integrated with the use of project-based and problem-based learning methods in P5 comprehensive themes. The combination of learning from all themes can develop students' skills in critical citizenship characteristics; and 2) P5 implementation, internal and external obstacles are miscommunications affecting coordination and implementation. These miscommunications are caused by various factors. Thus, increasing awareness and strong collaboration among each school element are crucial.

Keywords: Critical Thinking; Implementation; Pancasila Student Profile

Introduction

In the last few years, Indonesia has always prioritized character education as the main competency that must be raised by students. The presence of the Pancasila Student Profile in the 2022 Merdeka Belajar Curriculum draft is proof that the Indonesian government is serious about implementing and prioritizing character education. Long before that, character education was made the goal of National Education as stated in Law Number 20 of 2003 concerning the National Education System in Article 3 which states that education is a process carried out to develop the potential of students in terms of spiritual, cognitive, skills, and character. This process is then poured through the realization of the process of learning and the learning atmosphere.

After the implementation of the Merdeka Curriculum, an important part of the curriculum is the Pancasila Student Profile. This concept is believed to be a design to answer the debate about the competencies produced by the education process in

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Indonesia. Strengthening the Pancasila student profile has a focus on instilling character and individual competencies or skills in the daily lives of students. This is carried out through extracurricular learning, co-curricular, and extracurricular activities. The three elements are then united into a school culture which is the climate or atmosphere of the school in interacting and communicating (Nahdiyah, Arifin, & Juharyanto, 2022).

The concept of the Pancasila student profile is believed to be one of the government's alternatives for fixing various national problems through education. The improvement starts from developing the actualization of students, in this case, the character of students. However, character problems in students in Indonesia are still a major problem. Moreover, the decline in values and morals in students was caused by the Covid-19 pandemic. According to a survey conducted by the Research and Development Agency of the Ministry of Religious Affairs of the Republic of Indonesia (Balitbang Kemenag RI), the average character index of students at the secondary education level has decreased. In 2021, the student character index was 69.52, down two points from the previous year's indicative figure of 71.41 (Murtadlo, Basri, & Alia, 2021). The reason for this decline is thought to be due to the effects of the Covid-19 pandemic. This was because the character survey was conducted when the world of education was facing the COVID-19 pandemic, so this situation is thought to have affected the level of the character index of students that year.

According to (Muchtarom, 2017), the existence of moral decadence and the loss of national character from society have led to the decline of the life of the nation and state in Indonesia. Conversely, the existence of good morals and character can realize the good personality of the nation. This will have an impact on the welfare of society. In addition, according to (Lickona, 1992), the character is the result of a harmonious combination of goodness recognized by religious traditions, literary stories, wise figures, and leading thinkers in history. Meanwhile, morality is one of the components of good character (Wueste, 2018). Therefore, the current curriculum component, in this case, the Pancasila learner profile, must be able to fix and develop the character of Indonesian students as it should be, namely the spirit of Pancasila.

The implementation of the Pancasila student profile has not been well implemented until now. With the situation that has just recovered from the COVID-19 pandemic, technical implementation in the field, and other obstacles are some of the factors that can translate the process of implementing the Pancasila student profile. Through research by (Kahfi, 2022), it is stated that several implementation barriers in implementation such as the limited duration of teaching and learning activities in schools, mastery of technical skills from teachers such as educational technology, and variations in developing learning strategies. Then, parenting patterns that do not pay attention to children's learning development are also one of the factors. In addition, the same thing was also contained in the results of research conducted by (Rudiawan & Cahyono, 2022) which states that the ability factor of teachers and education personnel seen from certification is also an obstacle in implementing the implementation of the Pancasila student profile.

The Pancasila Student Profile has six main criteria, namely faith, fear of God and noble character, global diversity, cooperation, independence, critical thinking, and

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creativity. Based on these six main characteristics, critical thinking is one of the characteristics. Cultivating the character of critical thinking in every learner needs to be done. Students need the character of critical thinking to solve and overcome a problem. Critical thinking is a cognitive process that involves the specific and systematic analysis of problems, accuracy in separating problems and determining information to develop problem-solving strategies (Azizah, Sulianto, & Cintang, 2018). Critical thinking skills and characters are something that must be taught, instilled, and developed in schools. This should be done so that students can face and solve the problems around them critically and skillfully.

According to the results of the Global Index of Cognitive Skills and Educational Attainment-overall Results program in 2012, the cognitive abilities of Indonesian people were ranked at the bottom of the 40 countries that participated in the program survey (Sulistyanto, 2014). Additionally, in 2018 the results of the Program for International Student Assessment (PISA) by the Organization for Economic Co-operation and Development (OECD), about 27 percent of Indonesian students have 1b competency in literacy. This means that the level of Indonesian students can only comprehend the easiest texts, such as capturing the information given explicitly, for example, the title text of a simple article or a simple list text. Similarly, in the fields of science and mathematics, each obtained 35 percent and 71 percent at the lowest level, respectively (Wuryanto & Abduh, 2022). In 2022 Indonesia's PISA score also declined, although its ranking rose. This year's PISA score was also heavily influenced by the impact of the pandemic (Kemendikbudristek, 2023).

In addition, another research entitled World's Most Literate Nations Ranked by Central Connecticut State University in 2016 shows that Indonesia's literacy level is ranked 60th out of 61 countries (Anisa, Ipungkarti, & Saffanah, 2021). This indicates that the literacy and critical thinking skills of Indonesian people are already low, even from an early age. Therefore, it is important for Indonesian national education to improve, especially at the cognitive level in the form of critical thinking character.

One of the ways to strengthen character in Indonesia today is through an independent curriculum with the ultimate goal of forming the character of the Pancasila student profile. One of the characters formed is the character of critical thinking. Strengthening this character is important because the quality of critical thinking of students in Indonesia is still weak. On the other hand, the implementation of the Pancasila Student Profile Strengthening Project has encountered many obstacles. In addition, the application of the independent curriculum in the Pancasila Student Profile Strengthening Project is still newly implemented and has many obstacles. This indicates the need for scientific strengthening through research that can map the shortcomings, advantages, urgency, and meaningfulness of the implementation of the project. The purpose of this study is to analyze the implementation of the Pancasila Student Profile Strengthening Project which will focus on strengthening the critical thinking character of students. This research is expected to contribute to strengthening theoretically and practically the implementation of the Pancasila Student Profile Strengthening Project.

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Research Method

This research uses a qualitative approach with a case study research method. Based on the opinion (Ibrahim, 2017), a case study is a series of scientific activities whose implementation is carried out in in-depth, detail, intensity, and detail regarding a program, activity, or event. This research was conducted at the State Vocational High School (SMK) 3 Yogyakarta. The research site was chosen because SMK Negeri 3 Yogyakarta is one of the oldest schools in Indonesia. This brings an indication that this school is one of the schools that has a strong school culture. This is because the school system and culture have certainly undergone many developments. In addition, SMK Negeri 3 Yogyakarta is a school with a cadet-based school culture that can build a solid character for students.

Determination of research subjects using purposive techniques. Data collection techniques used in this research are observation, interview, and documentation. Data collection used interview guides, observation sheets, and document checklists. Data validity checks used triangulation techniques and source triangulation. Data analysis used the interactive analysis technique of the Miles and Huberman model with the steps of data reduction, data presentation, and conclusion drawing (Miles & Matthew, 2014).

This study will focus on the implementation of the Pancasila Student Profile Strengthening Project and the concept of critical thinking. The Pancasila Student Profile Strengthening Project is a form of interdisciplinary learning that aims to observe and find solutions to problems that occur in the surrounding environment. Through the Project-Based Learning method, the Pancasila Student Profile Strengthening Project (P5) provides space for students to participate actively, interactively, and contextually and can draw from experiences with the surrounding environment that can strengthen character values in accordance with the Pancasila Student Profile (Aditomo et al., 2021).

Critical thinking can be defined as a metacognitive process that involves several sub-skills such as analysis, evaluation, and inference. This application if done correctly will increase the likelihood of a reasonable conclusion in an argument or solution to a problem (Dwyer, Hogan, & Stewart, 2014). Based on the understanding of some of the literature, critical thinking skills are not just logical thinking but develop into how thinking can be used to resolve conflicts and make decisions.

In general, critical thinking skills are cognitive processes that involve a specific and systematic analysis of problems, rigour in separating problems and determining information to develop problem-solving strategies (Azizah et al., 2018). In addition, according to Purnomo, critical learners are Pancasila learners who are able to obtain good information objectively. This is done in both quantitative and qualitative ways, able to relate, analyze, evaluate, and conclude various information (Purnomo & Pratiwi, 2021).

There are several indicators of critical thinking character that show the main characteristics of the growth of critical thinking character in students. These indicators consist of several main points including obtaining and processing information and ideas by asking questions, identifying, and clarifying. Then, processing information and ideas;

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analyze and evaluating reasoning; reflect and evaluate their own thinking (Felicia, 2021). Then the indicators are summarised again by (Ernawati & Rahmawati, 2022)with indicator points in the following table.

Table 1
Indicators of Critical Thinking

Indicators of Critical Thinking.	Sub Indicator.
Acquire and process information and ideas	a. Identifying, clarifying, and processing information and ideas b. Asking questions c. Reading critically d. Develop observation skills e. Enhancing curiosity f. Productive discussion
Analyse and evaluate reasoning	a. Reasoning and analysing information b. Increase analytical power c. Relate various information obtained d. Skills to analyze a problem
Reflecting and evaluating	a. Summarise and present information well, clearly, and systematically b. Evaluation skills c. Ability to give an argument d. Evaluate the results of analysis and reflection

In addition, in the context of critical thinking as a citizen, (Johnson & Morris, 2010) formulated a conceptual framework called critical citizenship. The framework was born from the intersection between the concepts of critical thinking and critical pedagogy. The four categories are ideology, collectivity, subjectivity, and praxis. Some of these elements are then translated into several discussion points that are more related to the civic education curriculum, namely politics; society and interaction; the self; and reflection, action, engagement, and possibility.

Result And Discussion

Enhancing Students' Critical Thinking Skills through Pancasila Student Profile Strengthening Project

The implementation of P5 in the tenth grade with the theme of sustainable lifestyles is done by utilizing used items such as plastic bottles, paper, cloth, etc. into useful and reusable items. This aims to reduce waste and utilize existing resources. One example of materials used by tenth-grade students is mineral water bottles. Grade ten students can make various items from mineral water bottles, such as flower vases, decorative lamps, toys, and others.

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The utilization of used goods refers to the learners' understanding of the influence of human activities, both in the short and longer term, on the sustainability of life in the world and the surrounding environment. The existence of waste caused by the accumulation of used or unused goods is an impact of human activity. Therefore, the utilization of used goods is one of the efforts to build awareness in students to be environmentally friendly. In addition, students are also given an understanding of the potential environmental crisis that can be sustained because of the accumulation of waste.

This increased understanding of the environment can certainly increase learners' commitment, participation, and responsibility as citizens. (Cogan & Derricott, 2014) mentions that a citizen who is committed to participating in public life, who plays an active role in it, and who is responsible is the definition of a good citizen. Therefore, to make students good citizens, learning is not only based on learning to know, but also on learning to do, learning to be, and learning to live together (Delors, 2013). The implementation of P5 in grade ten with the theme of sustainable lifestyles seems to have started using these principles. The lessons have been applied to the practice that learners must do by looking at the surrounding environment which implies learning to do and learning to be, as well as working on tasks in groups which implies learning to live together.

Grade twelve in the implementation of P5 has the theme of Work Culture and Employment which is related to the development of abilities in accordance with the field of expertise, based on an understanding of employment conditions, employment opportunities, and work readiness, to adapt to the needs of the current world of work. Then, related to the theme of work culture that forms positive attitudes and behavior as a work culture in accordance with the standards demanded in the world of work. The implementation of P5 in grade twelve is carried out by prioritizing practices that will be useful for them in finding work. In its implementation, teachers provide a basic understanding of work ethics, ethics, and values in the workplace. This understanding is important so that students know how important the knowledge, skills, and character or attitude must be when working. This is because, in the 21st century, the skills needed tend to be abilities such as creativity, innovation, curiosity, intelligence, and adaptability to improve personal quality (Care, Griffin, & McGaw, 2012).

In the practical implementation, grade twelve students are given assignments such as making job interview videos, practicing psychological tests, making CVs, making job application letters, and so on. This is done with the aim of including the preparation of students in facing the competitive world of work, building self-confidence, motivation to achieve the desired career, real experience in the job selection process, and self-evaluation of students to identify strengths, weaknesses, and potential and interests that need to be developed. The existence of these objectives is an elaboration of the framework for 21st-century learning, which is based on three main categories (Trilling & Fadel, 2009). Primarily, learning and innovation skills include learning innovative skills such as critical thinking and problem-solving, creativity and innovation, communication, and collaboration.

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Eleventh grade implemented P5 with the theme Voice of Democracy which relates to students' understanding of the meaning of democracy, its relationship with government systems in Indonesia, the role of individuals in the sustainability of Pancasila democracy, and so on. One of the implementations includes several activities, such as providing material related to the meaning of democracy including elections and its history. In conveying the meaning of democracy, students are asked to see an explanation through a video which is then summarized and then presented.

The same process is applied to the election material, which is carried out by delivering the material and assigning a concept map which is a way of analyzing information carried out by students. This activity represents an indicator of critical thinking as described by (Ernawati & Rahmawati, 2022) that learners obtain information that involves identification, critical reading, observing, and so on. In this activity, learners observe video materials and teacher explanations. Then, learners analyze the information they have obtained, which is related to reasoning and skills in analyzing information. Details can be seen in the following table.

Table 2
Implementation of Critical Thinking Indicators

Indicators of Critical Thinking.	Sub Indicator.	Implementation.
Acquire and process information and ideas	a. Identifying, clarifying, and processing information and ideas b. Asking questions c. Reading critically d. Develop observation skills e. Enhancing curiosity f. Productive discussion	g. Observe video materials on democracy and elections h. Observing the teacher's explanation i. Asking questions
Analyse and evaluate reasoning	a. Reasoning and analysing information b. Increase analytical power c. Relate various information obtained d. Skills to analyze a problem	e. Summarize the content of the video material on the meaning of democracy and elections f. Analyzing the summary material g. Working on summaries into presentation materials h. Using concept maps on election material

		i. Discussion process involving questions and answers
Reflecting and evaluating	a. Summarise and present information well, clearly, and systematically b. Evaluation skills c. Ability to give an argument d. Evaluate the results of analysis and reflection	e. Provide conclusions f. Providing arguments or opinions

Supporting Factors and Constraints of the Implementation of the Pancasila Student Profile Strengthening Project in Strengthening Critical Thinking Character

The implementation of a program cannot be separated from the driving factors that support the implementation of the program, as well as the obstacles that hinder the program. The existence of driving factors is caused by several things that are internal, such as the motivation and awareness of students, teachers, and other school residents. Then, external supporting factors such as the influence of family and society. Some of these factors also support and influence each other in the implementation of this implementation.

In the internal factors supporting the implementation of P5, students' participation in the implementation of P5 at SMK Negeri 3 Yogyakarta is driven by self-motivation. Motivation is also an example of Performance Virtue which characterizes character that has instrumental value in realizing intellectual, moral, and civic virtues (Jubilee Centre for Character and Virtues, 2017, p. 5).

External factors driving the implementation of P5 are the influence of the family and community environment. The emphasis in this explanation is on the central role of parents as drivers of students in terms of morality and material. This means that parents play a role in providing assistance to students in P5 from various aspects, such as morality and material. Morality is an attitude and behavior that is in accordance with the norms and ethics prevailing in society. Meanwhile, materials are the resources needed to implement P5, such as money, tools, materials, and so on. This can be attributed to the opinion of (Guastello, Guastello, & Briggs, 2014) who asserts the importance of positive parenting for the development of social behavior in children, including moral judgment, responsibility, self-regulation, and mastery motivation. Based on this opinion, it can be said that parental involvement is important in encouraging the development of students' character.

There are also obstacles that hinder the implementation of P5. First, from an internal school perspective, teacher coordination is still considered lacking. The cause of this is the number of teachers that must be coordinated by the coordinator. This lack of coordination between teachers eventually led to a lot of miscommunications so some

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teachers did not know what to do. In addition, the involvement of teachers in preparing for P5 is still considered lacking. It is hoped that the inhibiting factors that have been described can be used as evaluation material for the school.

Miscommunication is a common problem that can occur in any activity. Especially, if miscommunication occurs in activities that involve many people such as at SMK Negeri 3 Yogyakarta. Based on data from the teacher profile of SMK Negeri 3 Yogyakarta, the number of teachers there is 117, the education personnel is 34, and the students are in 1998. Therefore, it is natural that there are communication problems in the implementation of an activity. However, this can be minimized by developing a more systemic and comprehensive plan.

Another obstacle that is also the center of attention in the implementation of P5 is budgeting. In the implementation of P5, there is no special budget at all, relying solely on school funds. The guidebook also does not mention the budget at all. In fact, the implementation of P5 with project-based learning requires a large budget. For example, the implementation of the election and the practice of election situations require funds for tools that support the learning.

In the absence of special funds, the school uses its own funds, which are also assisted by the committee. On the other hand, not a few teachers donated a little money for the implementation of this P5 activity. This is an added value to the quality of a teacher. Teacher quality means a teacher's specific contribution to learner outcomes that is independent of other components of the educational process (Corriveau & Winters, 2019). In this case, SMK Negeri 3 Yogyakarta teachers have proven their quality as teachers who contribute to students' learning outcomes.

Conclusion

Based on the explanation throughout this paper, several points of conclusion can be drawn. First, the implementation of the Pancasila Student Profile Strengthening Project (P5) in strengthening critical thinking character is in the form of learning through assignments and practice using problem-based and project-based learning methods. The implementation was carried out on the subject matter of utilization of used goods, the electoral system and democracy in Indonesia, as well as work ethics and culture. Each material represents the themes of sustainable lifestyles, democratic voices, and employment that lead to awareness of the environment, democracy, and the ability to work. Learning is carried out on the basis of critical thinking characteristics such as identifying, analyzing, evaluating, and concluding information, as well as habituation in presenting arguments in solving a problem.

Second, the driving factors and constraints on the implementation of P5 are divided into two parts, namely internal and external factors. Internal factors in the form of self-motivation of students and teachers. This encourages other forms of internal factors such as learner participation in P5, as well as continuous habituation that is continued in the implementation of school culture. The obstacles in this implementation are miscommunication and budget. In external factors related to the family environment, through interactions with friends, teachers, and families who are supportive of students

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in implementing P5. The obstacles in this implementation refer more to the family and community environment which is constrained by differences in background and culture.

Acknowledgments

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