

OPTIMIZING THE CONNECTION OF *PROJEK PENGUATAN PROFIL PELAJAR PANCASILA (P5)* WITH VOCATIONAL SOFT SKILLS DEVELOPMENT

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Abstract

The *Projek Penguatan Profil Pelajar Pancasila (P5)* as an educational innovation in the Merdeka Curriculum program offers a holistic approach to strengthening students' understanding of Pancasila values. On the other hand, vocationalization demands the development of practical skills and soft skills relevant to the world of work. The purpose of this study is to analyze the extent to which the implementation of P5 contributes to the development of students' vocational soft skills. The research method involved observations and interviews with students and educators at relevant vocational schools. The results showed a positive relationship between the P5 dimensions and vocational soft skill development, with significant improvements in skills such as teamwork, communication, and problem-solving. In conclusion, the integration of P5 in vocational programs can be an effective strategy to create students who are not only technically competent but also possess the soft skills necessary to succeed in the modern workforce.

Keywords: Merdeka curriculum, Pancasila student profile, vocational education, vocational soft-skills

Introduction

Education is considered a key element that plays a fundamental role in shaping individuals' knowledge, skills, and character (Irawati et al., 2022; Musdolifah et al., 2023). The implementation of education is carried out through the curriculum, which is regarded as the core of the entire education system structure (Ritonga, 2018). In 2019, a significant change occurred in the education curriculum known as the Emergency Curriculum. This change was motivated by learning disparities between regions and the existence of a lag in the development of students' competencies and character (Hasanah, 2022). From the implementation of the Emergency Curriculum, it is evident that 31.5% of schools expect the continuation of its use, accompanied by a significant decrease in the learning loss rate (Kemendikbud, 2022b). Subsequently, the Emergency Curriculum underwent adjustments, improvements, and became the basis for the formation of the Freedom Curriculum. Finally, in accordance with Permendikbudristek No. 56 of 2022, the



Freedom Curriculum was officially implemented at the elementary and secondary school levels.

Vocational education plays a central role in shaping a young generation ready to contribute to the workforce. In this era of globalization, it is crucial to ensure that vocational education graduates not only possess strong technical knowledge but are also equipped with the soft skills necessary for success in various work contexts (Siswaya, 2020; Winangun, 2017). Success in a career is not solely determined by technical skills but also by the ability to communicate, collaborate, and adapt (Suyitno, 2020). In the scope of education, the development of soft skills becomes a significant aspect to train individuals in self-motivation, understanding the needs for achievement, and having the skills to handle sudden small problems promptly and responsively (Iman et al., 2022; Setialaksana et al., 2023).

P5 emerges as an innovation in the Indonesian education curriculum, emphasizing the strengthening of Pancasila values and students' character (Aryani et al., 2022). This project aims to reinforce national identity and character, which is a crucial foundation for producing graduates who are not only academically intelligent but also ethical and of good character (Nur'Inayah, 2021; Pintek, 2022). According to Kemendikbud (2022a), the P5 concept is a response to the demands of the times that require the development of students' character and personality. This project involves not only the learning process in the classroom but also direct experiences in the community. Pancasila, as the nation's worldview, holds a central role as the foundation of the Indonesian state.

Hierarchically, Pancasila holds the highest position as the source of the entire legal system in Indonesia (Rahma & Dewi, 2021). The inherent values permeate into the lives of the Indonesian society, including spirituality, mutual cooperation, solidarity, and love for justice (Kaderi, 2015). Through collaborative projects, students are expected not only to acquire knowledge but also to enhance interpersonal skills, problem-solving abilities, and critical thinking.

In the context of vocational education, the P5 dimension is particularly relevant as it embraces a project-based approach. The implementation of P5 in vocational education aims to ensure that students not only understand Pancasila values theoretically but also can apply them in real work contexts. This aligns with the vocational learning approach that increasingly emphasizes the application of knowledge in a work context. According to Juniardi (2022), the success of P5 in a vocational context can be measured through the development of soft skills. They state that students involved in P5 projects tend to have better communication skills, honed leadership skills, and high adaptability. Therefore, it is necessary to further investigate how the P5 dimension can be optimized to develop relevant vocational soft skills.

Method

This research applies a qualitative method with a case study design as its main foundation. The case study approach facilitates the researcher to deeply understand the context, dynamics, and complexity of interactions between the dimensions of P5 and the development of vocational soft skills at SMKN 7 Kota Serang. The research subjects are tenth-grade (X) students and teachers who teach related subjects at SMKN 7 Kota Serang involved in the implementation of P5. Subject selection is done through purposive sampling technique to ensure representation

from various backgrounds and levels of vocational expertise. Data information collection is carried out using two main methods, namely observation and in-depth interviews. Observation aims to directly observe student interactions in the implementation of the P5 project and the dynamics of vocational learning. In-depth interviews are conducted with teachers and students to gain a deep understanding of perceptions, experiences, and the impact of P5 on the development of vocational soft skills.

Observations are conducted for two months in classes involved in the P5 project. Observations are carried out by the researcher with a previously prepared observation guide. In-depth interviews with teachers and students are conducted after observations to explore deeper perspectives. Data analysis is carried out using thematic analysis method. Data obtained from observations and interviews are carefully analyzed to reveal patterns, themes, and key concepts related to the relationship between the dimensions of P5 and the development of vocational soft skills.

Findings and Discussion

The results and discussions in this study will cover two indicators, namely the P5 dimension and aspects of vocational soft skills development, and can be outlined as follows:

Project strengthening Pancasila student profiles (P5)

P5 is one of the programs that is part of the Merdeka Curriculum. This project aims to shape learners who have Pancasila values as the foundation of nationhood, while also developing vocational skills and soft skills (BSKAP Kemendikbudristek, 2022). P5 is carried out through three stages: developing P5, implementing the project, and evaluating the project. P5 also provides flexibility for learners to develop products or study a problem as part of critical and creative thinking (Khairuddin, 2022; Sholihatinnisa et al., 2021). The dimensions of P5 include faith, independence, spirit of mutual cooperation, global diversity, critical thinking, and creativity (Nisa', 2022; Nurhasan, Muallimah & Sudrajat, 2023).



Figure 1. P5 dimensions (BSKAP Kemendikbudristek, 2022)

Based on the paragraph above, P5 can be explained as an effort or educational program aimed at strengthening students' understanding, internalization, and implementation of Pancasila values. In its implementation, P5 requires a coordinator capable of developing skills, leadership, and managing the necessary systems for educators as facilitators in the Strengthening Pancasila Student Profiles Project. The coordinator is also responsible for assisting learners in successfully completing the P5 Project.

P5 dimension

P5 includes a deep understanding of the six fundamental values of Pancasila, namely faith, independence, the spirit of gotong-royong, global diversity, critical thinking, and creativity. By focusing on these values, P5 is committed to creating an educational environment that not only develops students' cognitive aspects, but also builds their emotional and social dimensions. The following table reflects the results of data collection from the observation and interview instruments:

Table 1. P5 dimension result

| Dimension P5 | Observation Finding | Teacher Interview Result | Student Interview Result |
|---|--|---|--|
| Believing, fearing God Almighty, and having noble character | Students are seen Integrating religious values in the project, such as mutual respect and honesty. | Teachers highlight the improvement of mutual respect and tolerance among students. | Students mentioned that they are more sensitive to religious values and respect religious diversity the classroom. |
| Independent | Students show initiative to seek information and complete tasks independently. | The teacher observes the improvement of students' ability to work independently. | Students feel more confident and able to take responsibility in completing tasks. |
| Working Together | Students engage in group activities well, helping each other and working together. | Teachers report an increase in student cooperation and engagement in group projects. | Students showed improvement in cooperating in groups and helping classmates. |
| Global Diversity | Students demonstrate an understanding of global diversity and appreciate cultural differences. | The teacher notes the students' increased awareness of global issues and cultural diversity | Students mentioned that this project opened their minds about diversity and global cooperation. |
| Critical Reasonal | Students are able to ask critical questions and construct arguments well | Teachers see improvement in students' ability to critically analyze information | Students feel more confident in formulating critical opinions and |

| Dimension P5 | Observation Finding | Teacher Interview Result | Student Interview Result |
|--------------|---|---|---|
| | | | exchanging ideas rationally. |
| Creative | Students show creativity in developing solutions to project problems. | Teachers noted an increase in creative ideas and solutions generated by students. | Students felt that this project improved their ability to think creatively and develop ideas. |

Based on Table 1. Observations indicated that PS effectively improved the implementation of Pancasila values in students' daily activities. Teachers reported improvements in attitudes, such as mutual respect and cooperation among students. This is in line with the findings of student interviews which show that they are more sensitive to religious values, work independently, and are more open to global diversity.

Vocational soft skills

Vocational soft skills refer to communication skills, personal characteristics, social intelligence, and the ability to adapt effectively in the workplace (Doyle, 2022). Some examples of vocational soft skills needed in the workplace include: 1) the ability to solve complex problems, 2) critical and analytical thinking, 3) creativity, originality, and initiative, and 4) leadership (Janitra, 2020; Wagiran, 2009).

Therefore, based on the paragraph, vocational soft skills refer to non-technical skills that are crucial for success in the workplace, especially in the context of specific vocations or industries. Vocational soft skills can encompass various skills such as communication, teamwork, problem-solving, and leadership. The importance of vocational soft skills has been recognized in various studies and educational initiatives, especially in vocational high schools (SMK).

Aspects of vocational soft skills development

The aspect of developing vocational soft skills in the context of P5 has a very important role in preparing students to face the challenges of the contemporary world of work. Below is a table containing the results of data collection obtained through observation and interview instruments, specifically related to the development of vocational soft skills abilities:

Table 2. Results of vocational soft skill development aspects

| Vocational Soft Skills | Observation Finding | Teacher Interview Result | Student Interview Result |
|------------------------|---|--|---|
| Communication | Students engage in active and effective discussions on group projects | The teacher sees improvement in students' ability to express ideas and opinions. | Students mentioned that they are more confident in communicating and conveying ideas effectively. |

| Vocational Soft Skills | Observation Finding | Teacher Interview Result | Student Interview Result |
|------------------------|---|--|---|
| Teamwork | Students show good cooperation skills in groups. | Teachers reported an increase in students' teamwork and engagement. | Students stated that this project improved their cooperation skills and understanding of working in a team. |
| Problem Solving | Students are able to identify and solve project problems well. | The teacher notes the improvement in students' ability to formulate solutions to problems. | Students felt that this project improved their ability to solve problems creatively and effectively. |
| Leadership | Students demonstrate the ability to lead groups fairly and effectively. | Teachers see improved leadership in guiding group projects. | Students stated that the project increased their sense of responsibility and leadership skills. |

Based on Table 2. the results showed that P5 contributed significantly to the development of students' soft skills. Observations revealed that students experienced improvements in communication, teamwork, problem solving, and leadership. Teachers and students alike reported that the project created an environment that supported the development of these skills, preparing students for the challenges of the world of work.

Conclusion

In this study, optimizing the linkage of the dimensions of the Pancasila Learner Profile Strengthening Project (P5) with vocational soft skills development at SMKN 7 Serang City proved its success in creating a holistic learning environment. Students not only showed improvement in the application of Pancasila values, but also made significant progress in the development of soft skills, including communication, teamwork, problem solving, and leadership. Therefore, it is concluded that P5 has a crucial role in preparing vocational students to face the challenges of the modern world of work that requires not only technical skills, but also the ability to adapt, collaborate, and innovate.

As advice, vocational education stakeholders are advised to continue to support and expand the implementation of P5, ensure better integration with the vocational curriculum, and facilitate teacher training to maximize the benefits of this project in supporting the holistic development of vocational students in the future.

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