



PORTRAIT OF DIGITAL PROJECT-BASED LEARNING FOR PROCEDURAL TEXT IN SUPPORTING THE PROFILE OF PANCASILA STUDENTS IN THE ERA OF INDEPENDENT LEARNING

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ARTICLE INFO

Article history:

Received: 03-06-2023

Accepted: 23-06-2023

Published: 12-07-2023

Keyword: procedural text, project-based learning, digital learning, Pancasila student profiles, independent of learning

ABSTRACT

Strengthening the profile of Pancasila students in the era of independent learning can be implemented in digital project-based procedural text learning. The procedure of text learning for the high school level can be modified so that it can be more effective, creative, and innovative. The purpose of this research is to conceptually describe the design of digital project-based procedural text learning to support the profile of Pancasila students in the era of independent learning. The research method used is library research (Library Research). The results of this study are 1) general information about digital project-based procedural text learning, 2) core components in digital project-based procedural text learning which includes learning objectives, learning scenarios, assessment, and reflection, and 3) the process of internalizing elements of the Pancasila student profile. The results of this study can be a reference for teachers in implementing digital project-based procedural text learning as a support for strengthening the profile of Pancasila students in the era of independent learning.

INTRODUCTION

The curriculum in Indonesia has undergone significant developments over time. Curriculum changes cannot be avoided and bypassed but must be adjusted to the needs and principles (Sadewa, 2022).

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The latest curriculum offered by the government at this time as an effort to restore education in Indonesia after the pandemic is the independent learning Curriculum. The independent learning curriculum is one of the options offered by the government as an effort to restore learning that is developed flexibly to focus on fundamental materials and strengthen character in students.

The presence of an independent learning curriculum is required to be able to improve the quality of learning with relevant and efficient innovations to prepare students as a golden generation that has high competitiveness. To support the objectives of the independent curriculum, the Pancasila learner profile was created as a guide in character-building efforts which include six dimensions, namely faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. Strengthening the Pancasila learner profile focuses on instilling character as well as abilities in everyday life that are instilled in individual students through school culture, and intra-curricular and extracurricular learning (Rahayuningsih, 2022).

The Pancasila learner profile as part of the independent curriculum can be integrated with intra-curricular learning activities, especially learning procedure text in Indonesian. In the learning procedure text, students are required to be able to describe the ways or steps in using an object or carrying out an activity systematically following the objectives to be achieved. However, the facts in the field show different things. Many learners have not been able to describe the ways or steps of doing something in detail and systematically. This is evidenced by research conducted by Zurita, Thahar, and Tamsin (2018) and Mandasari, Atmazaki, and Noveria (2018). These studies suggest that students still experience many difficulties in writing procedure texts. These difficulties include learners who have not been able to write procedural texts systematically, difficulty finding ideas, lack of vocabulary in writing texts, and text content that is irrelevant to the structure. These difficulties are caused by learning models that are not suitable to motivate students to learn. To be able to overcome this, one alternative is to plan the learning of written and oral procedure texts with an innovative learning model, namely through a project-based learning model.

Project-based learning is learning that directly involves students to produce a project from planning to evaluation. In this innovative learning, the role of the teacher

is as a facilitator so that students can actively explore their abilities to learn to plan, formulate, decide, complete, and be accountable for certain projects. Grant (2002) also argues that project-based learning centers on learners conducting an in-depth investigation of a topic.

In the learning procedure text, learners are faced with concrete problems to be solved with a research-based approach assisted by quality questions. To motivate and interest learners, teachers must prepare effective, creative, and innovative themes. One of the interesting and innovative themes is digital-based projects. This project is very suitable for learning procedure text so that it can motivate interest in learning, help the process of solving complex problems, and provide meaningful learning experiences so that the learning atmosphere is more enjoyable. Technology-based learning can also answer the challenges of 21st-century skills that have been echoed, namely skills in technology and media such as information literacy, media, and ICT (Trilling and Fadel, 2009).

Some research on digital project-based procedure text learning to support the profile of Pancasila students in the era of independent learning includes the following studies. Astuti, Wagiran, and Septina (2015) in their research *The Effectiveness of the Project-Based Learning Model in Improving the Competence of Composing Procedural Story Texts for Class VIII Students*. The results showed that learning with a project-based model was effective in improving the competence of independence, knowledge, and skills in compiling procedural story texts in class VIII, seen from the results of the n-gain test, the attitude aspect classically increased with a low category of 0.26, the knowledge aspect classically increased with a medium category of 0.51, and the skill aspect classically increased with a medium category of 0.52. In addition, research from Sudarsana, Rasna, and Artika (2015) in their research *Application of the Project Based Learning Model in Learning Writing Complex Procedure Text by Teachers in Class X Language Culture at SMA Negeri 4 Singaraja*. The results showed that students were motivated and more open to expressing their ideas to write complex procedural texts.

Research on project learning to strengthen the profile of Pancasila students in the era of independent learning, conducted by Safitri, Wulandari, and Herlambang (2022) in their research on the *Pancasila Student Profile Strengthening Project: A New Orientation of Education in Improving the Character of Indonesian Students*. The

results showed that the independent curriculum is the most optimal in developing the character of its students through the development of the Pancasila student profile. The development of this Pancasila learner profile conducts project-based learning activities. So, it is hoped that in the future students will become a society that has character values that are following the character values embedded in each point of the precepts of Pancasila.

Based on the problems that have been described, namely about the application of project-based learning models, digitization, and learning procedure texts that are not optimal. The design of digital project-based procedure text learning that can improve students' skills and strengthen the profile of Pancasila students can be developed by paying attention to aspects of the independent learning curriculum. Therefore, this study aims to describe the conceptual design of 1) general information on digital project-based procedure text learning, 2) core components in digital project-based procedure text learning which include learning objectives, learning scenarios, assessment, and reflection, and 3) the process of internalizing elements of the Pancasila learner profile.

The conceptual design is expected to be an alternative in implementing digital content-based procedure text learning in the era of independent learning. In addition, through learning procedural texts, it is hoped that it can participate in efforts to strengthen the Pancasila learner profile in students.

METHOD

This research uses qualitative research with the Library Research method. Library study is a study used in collecting information and data with the help of various kinds of materials in the library such as documents, books, magazines, historical stories, and so on (Mardalis, 1999: 45). Literature studies can also study various reference books and the results of previous similar studies which are useful for obtaining a theoretical basis for the problem to be studied (Sarwono, 2006: 75). Thus, this research can make it easier to obtain various information by adjusting to the literature needed as a basis for the premise. The data in this study are documents, both written documents, photographs, images, and electronic documents that can support the writing process.

Data collection techniques by reviewing books, literature, notes, and various

reports related to the problem to be solved. In addition, data collection techniques are also carried out by reviewing articles in research journals that have similar topics. The data analysis technique is adjusted to the literature study method by describing the data collected through primary and supporting documents. The stages are data collection, data reduction, data analysis, and data presentation.

RESULT AND DISCUSSIONS

The implementation of digital project-based procedure text learning cannot be separated from the role of a teacher. The teacher's ability to manage learning is needed so that students have high motivation to learn with effective teacher support and guidance. Effective project-based learning instruction will help reduce learners' 'cognitive load' (Hmelo-Silver et al., 2007). Cognitive load refers to the mental abilities and activities that learners have to process information and improve their thinking and problem-solving skills. This reinforces that the role of the teacher is very important in project-based learning to be able to condition learners to be able to have an understanding, motivation, and also insight into the project to be carried out.

Project-based learning is constructivism-based learning that emphasizes learners as the center of learning. Learners can actively explore any knowledge they have through various social activities to be able to find their knowledge. This learning is also part of inquiry-based learning that makes learners actively solve authentic problems in daily life practices by leading to meaningful learning experiences. Learners construct their knowledge through meaningful projects by solving various problems by developing a product. With the project developed, it can train students' critical thinking skills through their ability to argue, investigate, analyze, create, and draw unique conclusions (Muis & Dewi, 2021).

Project-based learning is learning that demands learners' activeness in learning various knowledge and skills in completing tasks, making and answering authentic questions, and designing products or projects. The basis of this project-based learning is essential questions so that learners become challenged to be able to solve problems and dare to make every decision independently. In digital project-based procedural text learning, learners must start from the design stage, content creation, to publication. The systematic steps in implementing project-based learning for digital project-based procedure text learning at the high school level are as follows.

1. Problem Recognition (Determining the Basic Question)

In this initial stage, the teacher has a very important role. Teachers are required to be able to do apperception well, namely motivating learners to learn and have an interest in digital project-based procedure text learning. Learners are also given basic challenging questions related to procedure text and digital content to encourage learners to think critically by connecting the learning material with real experiences around learners. This learning experience will provide meaningful learning for learners. Teachers can provide contextualized questions followed by in-depth investigations. Then learners are given tasks in controlled activities.

2. Project Design

The project that learners will design is a project that departs from a problem that must be solved or given a solution. After passing the first stage, learners are asked to draft a project. The project design is based on the solution to the problem that must be solved in the first stage. In this section, the teacher acts as an organizer, organizing learners into working groups to solve problems by working together. This is very important to be able to train cooperation and communication between learners to design a project. In procedure text learning, learners are directed to be able to determine the project that will be developed. Learners are directed to be able to determine and find their project design based on the knowledge and experience they already have through a creative and critical thinking process. At this stage, the rules of work, division of labor, and preparation of tools and materials to create digital content-based procedure texts are also designed.

3. Preparation of Work Plan

At this stage, students determine the schedule of activities based on the preparation of the work plan that has been prepared. The teacher acts as a companion and guide in scheduling the work plan properly and systematically so that it can help in developing the ability to investigate and identify problems authentically. Learners also begin to look for sources of information as provisions in the implementation of the project.

4. Project Implementation and Monitoring

This activity is the core of project-based learning. Based on the activity design and scheduling that has been done, learners begin to develop their ability to implement the project based on the results of the investigation and analysis that has been done.

Learners discover for themselves how the relationship between real conditions and the problems faced. From the tools and materials that have been prepared, learners begin to compile the procedure text according to the steps well. At this stage, it also starts to build an attitude of sharing and cooperation between learners to be able to foster the ability to communicate and make decisions. This digital content-based procedure of text learning is also required to develop by utilizing digital media. Preparation of media development as a place for publication and data processing is also applied based on the existing product design. In this activity, the teacher also plays a role in monitoring the projects undertaken by students.

5. Testing Results

After the project is done by learners, the next stage is testing the results. Learners who have compiled procedure texts are responsible for presenting the results of their performance through presentation activities before publication. Learners create presentation materials, deliver performance results and problems, receive feedback from both teachers and peers, answer questions, and display digital content that has been developed. Learners must be able to develop their abilities in presenting their projects. The stages carried out in making the project are also displayed so that the manufacturing process can be known by other peers. After getting various constructive feedback, learners are allowed to improve their products and begin publication in digital media. In addition to publication, learners are also asked to socialize the products developed so that the results can be used by more people.

6. Evaluation and Reflection

At this stage, the teacher plays more of an evaluator role by evaluating the projects that have been developed by students. The teacher also measures the achievement of procedure text learning based on the digital project-based learning process that has been produced. Reflection is also very much needed by learners to be able to measure how the learning experience has been done and reflect on the achievement of the performance targets that have been set.

The Pancasila learner profile is part of the implementation of Indonesian education goals that have been launched by the government. The formulation of the Pancasila learner profile is used as a guide for teachers and students in learning at school by internalizing six dimensions, namely faith and devotion to God Almighty and noble character, global diversity, cooperation, independence, critical reasoning,

and creativity. This is done so that teachers and students can make school a place to hone and improve their potential so that they can take part in social life through meaningful activities. The profile of Pancasila students can be internalized through school culture, intra-curricular, co-curricular, and extracurricular learning. As is currently being echoed by schools, the profile of Pancasila students is internalized through project activities outside of class hours. It is very interesting and innovative because project learning is contextual and trains students to be able to interact with the surrounding environment. However, the Pancasila learner profile can also be internalized into the learning content or learning experience. This is in line with what has been launched by the government which seeks to contain humanist policies to be able to restore the essence of learning, namely teachers and students both learn.

The following is a form of hyperdimensional internalization of the Pancasila student profile in digital content-based procedure text learning.

1. Believing and Fearing God Almighty and having Noble Character.

This dimension is expected to increase the religiosity of students through the practice of religious values and beliefs. The form of internalization of this dimension in learning procedure text is carried out through the habituation of students through teaching to pray before starting learning, practicing sincerity by working with peers, patience in preparing projects, to honesty in behavior.

2. Global Diversity

This dimension is expected to maintain the noble culture, maintain the local culture, and have an open mind in interacting with other cultures. Internalization can be done through cultural integration in learning. Learners can find project ideas based on familiar indigenous cultures. In addition, through observation activities and finding learning resources based on the locality culture around. In addition, having an attitude of global diversity can also appreciate other people's cultures and thoughts as a form of open-mindedness.

3. *Gotong Royong*

Gotong royong is part of a form of cooperation and collaboration in completing every job. In the learning procedure text, this cooperation dimension can be done when learners start solving essential problems. Learners together with their peers can also do projects that can help achieve the welfare of the surrounding community, care for their environment, and contribute to solving the problems of the surrounding

community. Through learning procedure texts, learners can also contribute by providing good and proper steps in producing certain products or completing something.

4. Independent

Independent can mean that learners can manage themselves both from thoughts, feelings, and actions to achieve predetermined goals. The form of internalization of the independent dimension in learning to write digital content-based procedure texts is that students can independently carry out every task and obligation that is their responsibility and participate in providing innovative and creative thoughts in small groups and class.

5. Creative

Creativity in digital content-based procedure text learning is that learners can develop or produce a product/project that is innovative and useful to be able to help solve every problem or problem both themselves and their environment. Learners are also given the freedom to answer questions posed by the teacher according to their creativity.

6. Critical Reasoning

Critical reasoning is expected to train learners to build critical thinking in themselves in overcoming various problems they face. Learners are also taught to be able to see every problem or problem from every point of view or perspective. Critical thinking of course can also train learners to think systematically, process knowledge, analyze and evaluate reasoning, and dare to be able to make the right and wise decisions. Critical reasoning in procedure text learning is done through creative ideas in compiling steps to develop products effectively and efficiently. Every problem that must be solved can also be through critical thinking so that the right solution can be given.

Learning portraits of digital content-based procedure texts play a role in assisting the program to strengthen the Pancasila learner profile for students. The process and efforts to improve the quality of learning through meaningful activities must continue to be carried out to be able to answer future challenges. According to Susilawati (2019), not all teachers have applied it in learning so the intensity of the application of innovative learning models is still low. This digital project-based learning is expected to help teachers to meet the needs of students who must have 21st-century

skills, namely creative thinking, critical thinking, communication, and collaboration, meaning that a student must be creative, able to think critically, be able to communicate well and be able to collaborate well (Rahayuningsih, 2021). Digital project-based procedure text learning includes six stages, namely problem recognition, project preparation, work design preparation, project implementation and monitoring, and testing results. The student profile of Pancasila which includes the six dimensions, namely faith, fear of God, noble character, global diversity, cooperation, independence, critical reasoning, and creativity can be internalized in the learning procedure text.

In this digital content-based procedure text learning design, there are several advantages and disadvantages in helping to strengthen the profile of Pancasila students in the era of independent learning. The advantage is that it provides convenience in helping students understand procedural text regarding the basic nature, linguistic structure, writing, and publishing. Another advantage is that students are directly involved from the introduction of the problem to the decision to provide the right solution to the problem so that they get direct experience and have a meaningful learning experience. In addition, students are also actively involved in finding information related to the material and learning project of procedure text so that it can facilitate teachers in managing students to be active in the classroom. This is in line with research from Dewi (2022) which states that project-based learning helps students design a process to determine a result, trains students to be responsible for managing information carried out on a project and students can produce a real product of the student's results which are then presented in class to improve the ability for public speaking and self-confidence by presenting their work.

In addition to having advantages, this digital content-based procedure text learning design also has disadvantages, including 1) teachers must explore content in depth with essential questions, 2) an internet connection must be available because digital project-based learning is online, 3) learning takes a long time because there must be many meaningful activities in it, this is following the opinion of Almulla (2020) who said that the project-based learning model adds to the task load and is time-consuming for both teachers and students, 4) teachers as facilitators must have good technology skills considering that to be able to explore maximally, teachers who are literate in technology are needed. Siswandari and Susilaningsih, (2013), stated

that 63% of certified teachers have not been able to convey material clearly, so the ability to utilize learning media and technology, the ability to keep up with ICT developments and learning innovations, and sustainable professional development still needs to be improved. This fact is also a challenge in itself so that digital project-based learning can take place optimally.

Internalizing the six dimensions in the Pancasila learner profile among students is very important and has become the vision of the government. Digital content-based procedure text learning has a great opportunity to internalize the Pancasila learner profile. This is because project-based learning has advantages that can help improve critical and creative thinking, collaboration, problem-solving, communication, and following the competencies listed in the Pancasila learner profile. Teachers must also have the right strategies and techniques in implementing project-based learning considering that this model has several advantages and disadvantages that have been described. The application of project-based learning is very appropriate to be implemented in the independent learning curriculum considering that in this curriculum learning can be integrated into cross-disciplines by finding solutions to problems in the community environment. In this case, it is in line with what Jatmika et al. (2020) revealed that project-based learning is very suitable for use in interdisciplinary learning.

CONCLUSIONS

The government launched the implementation of the Pancasila learner profile in the curriculum at school is very appropriate. Schools, teachers, parents, and students must participate in building a quality school culture. Procedural text learning, which has only been practiced with monotonous learning, can be designed more interesting and innovative with digital project-based. In addition, procedure text learning can also be internalized with the six dimensions of the Pancasila learner profile. This digital project-based learning design portrait of procedure text can be taken into consideration in improving the quality of learning. This literature study research needs further development so that the results can be utilized by teachers in implementing digital project-based learning in the era of independent learning. Future researchers can also redevelop the results of this research to be able to implement digital project-based procedural text learning in schools directly.

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