

Development Of PJBL-Oriented Interactive Learning Media to Develop the Profile of Pancasila Students' Creative Dimensions of Junior High School Science Subjects

Rosita Budi Indaryanti¹, Bambang Sumardjoko², Muh.Musiyam³, Sutama⁴ and Anam Sutopo⁵

Abstract

Indonesia's education is experiencing a paradigm shift from traditional education to student-centered learning. One learning model that fits this paradigm is Project-Based Learning (PJBL). This research aims to develop PJBL-oriented interactive learning media that can develop the profile of Pancasila students in the creative dimension, especially in science subjects in junior high school. This research adopts a qualitative approach in its research methodology. The data collection technique used is a literature study, which utilizes relevant and reliable text sources to explore the topic under study. Furthermore, the collected data will be processed through three stages of analysis: data reduction to filter relevant information, presentation of data to present findings, and conclusion to describe the implications of research results. The results showed that the Project-Based Learning (PjBL) approach is an effective method for teachers to encourage students to research together and apply their knowledge to discover new things. This learning method can also stimulate students' active involvement in learning, help them solve problems, and produce work. Thus, through this interactive approach, students are expected to be actively involved in the learning process, develop their profile as creative, open-minded individuals, and understand the moral values instilled by Pancasila.

Keywords: Media, Interactive Learning, PJBL, Pancasila Learners, Creative Dimension.

INTRODUCTION

Education in Indonesia is experiencing a significant paradigm shift from traditional education to learner-centered education, known as student-centered learning (Arizki, 2020). In traditional education, the main focus is on the teacher as the main source of knowledge, and learning is carried out in one direction, where the teacher teaches and students receive information passively (Fahrudin, 2021). However, with the adoption of a student-centered learning approach, attention is more focused on students' needs, interests, and abilities. Students are considered active agents in the learning process, where they are encouraged to engage in exploration, discussion, and problem-solving.

This approach also encourages student involvement in decision-making related to their learning, such as determining learning objectives, selecting appropriate learning methods, and evaluating their learning progress. One learning model that fits this paradigm is Project-Based Learning (PjBL). PjBL is a learning method in which students engage in concrete projects to solve environmental problems. One of the advantages is that the skills obtained through this method can increase student motivation (Melinda & Zainil, 2020).

PJBL can be used to develop student profiles related to Pancasila values in the creative dimension. The creative dimension of Pancasila Student Profile in Science Subjects in Junior High School (SMP) is an illustration of student characteristics in understanding, internalizing, and applying Pancasila values creatively in the context of science learning. This profile covers students' ability to think creatively and innovatively in exploring scientific concepts as well as applying the values of Pancasila in everyday life. Students with this profile can connect

¹ Universitas Muhammadiyah Surakarta, Indonesia. E-mail: q300230017@student.ums.ac.id

² Universitas Muhammadiyah Surakarta, Indonesia. E-mail: bs131@ums.ac.id

³ Universitas Muhammadiyah Surakarta, Indonesia. E-mail: mm102@ums.ac.id

⁴ Universitas Muhammadiyah Surakarta, Indonesia. E-mail: sut197@ums.ac.id

⁵ Universitas Muhammadiyah Surakarta, Indonesia. E-mail: as123@ums.ac.id

science concepts with Pancasila values in depth and create creative solutions to overcome challenges faced in scientific and social contexts.

So, through PjBL, students will be involved in projects designed to strengthen their understanding of the moral and social values contained in Pancasila. These projects may include various activities, such as group discussions on the principles of Pancasila, the development of social campaigns based on Pancasila values, or the creation of artworks depicting the meaning of each precept of Pancasila. So by getting involved in these projects, students not only deepen their understanding of Pancasila but also develop collaboration, creativity, and leadership skills.

In previous research conducted by (Fadhilah et al., 2023), the PjBL learning method effectively developed the creative dimension of student profiles related to Pancasila values. Based on observations, each part of the creative dimension significantly improved, reaching the "Develop as Expected" standard. Applying the PjBL learning model has proven useful in the "Pancasila Profile Strengthening Project" (P5) program, especially regarding creativity. Through this learning approach, students can hone their creative skills by reinforcing the creative dimension while remaining engaged in an engaging and dynamic learning environment.

Another research conducted by (Amahorseya et al., 2023) found that strengthening student profiles related to Pancasila values through project-based learning, focusing on the concept of "local wisdom," can be successfully and smoothly implemented. Characteristics that fit the profile of Pancasila students emerge when students are directly involved in the entire learning process, from beginning to end. In the "local wisdom" project, the profile of Pancasila students that is realized includes faith and piety to God Almighty, noble character, independence, creativity, the spirit of gotong-royong, global diversity, and the ability to think critically.

The theoretical implication of this research is that it contributes to the development of project-based learning theory and the integration of Pancasila values in science education. This research can provide a deeper understanding of how the PjBL approach can be applied in the context of science learning in junior high schools and how Pancasila values can be integrated into the learning. The results of this research can also provide a theoretical basis for developing other learning approaches that combine aspects of creativity, diversity, and moral values in an educational context. This research aims to develop PjBL-oriented interactive learning media that can develop the profile of Pancasila students in the creative dimension, especially in science subjects in junior high school.

RESEARCH METHODS

This research adopts a qualitative approach in its research methodology. This approach allows researchers to understand complex phenomena in greater depth, especially in the context of learning media development. The data collection technique used is a literature study, which requires researchers to collect information from relevant and reliable text sources to explore the topic under study. Furthermore, the collected data will be processed through three stages of systematic analysis. The first stage is data reduction, where relevant information will be filtered and selected for further analysis. Then, in the data presentation stage, the findings will be compiled and presented systematically so readers can easily understand them. Finally, in the conclusion-drawing stage, the implications of the research results will be presented to describe their meaning and relevance in a broader context.

DISCUSSION

The independent curriculum is based on improving the profile of students so that they can have character in daily life per the precepts in Pancasila. In the independent curriculum, there is P5, namely the Pancasila Student Profile Strengthening Project, which is a learning that has the aim of producing Pancasila students who can live their lives related to the values in Pancasila (Fauzi et al., 2023). Pancasila students are part of the results of Indonesian students with the concept of lifelong students who will be given the ability to have competitive values in the eyes of the world and have the same attitude as the values in Pancasila. In contrast, In contrast,

the dimensions of Pancasila students are faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Rizkasari, 2023).

In relation to Ki Hadjar Dewantara's desire for an independent education, education is needed to give birth to an independent attitude and develop the values in Pancasila. Suppose the student dimensions of Pancasila are implemented in all aspects of life. In that case, individuals can and have the desire to think and take action, not be bound by various coercion from anyone. Ki Hadjar Dewantara proclaimed this as a result of education, namely the success of individuals in carrying out a life that is beneficial both for themselves and others, both Indonesian and global citizens (Irawati et al., 2022). The Pancasila student profile project is carried out as a way to form student world citizens, with the main characteristic of the independent curriculum being strengthening characteristics related to the Pancasila student dimension. This is where the Pancasila student profile can be used as a guideline in educational rules to strengthen students' values and skills (Rahayu et al., 2023). Strengthening the profile of Pancasila students is carried out by integrating it with learning on projects in the classroom. The Head of the Education Standard, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology issued Decree No. 008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Independent Curriculum. The Pancasila student profile is a meaning of the purpose of national education. The Pancasila student profile has a function in guidelines that help develop students' values and skills in various educational rules. The Pancasila student profile needs to be interpreted and carried out by all stakeholders because it has a crucial position. This profile must be understood and carried out in various daily lives (Siagian et al., 2023).

One of the dimensions in the Pancasila student profile is the creative dimension. This dimension is one of the six dimensions of the Pancasila student profile that aims to create original results such as drawings, paintings, and other things. Outputs in the form of works are obtained from encouraging student interest, desires, and various thoughts that impact the environment (Wiratna et al., 2024). Students with a creative dimension will get homemade original things with meaning and perceived benefits. The creative dimension will also give birth to various original ideas and works, making it easy to find solutions to problems (Fauzi et al., 2023). This creativity is an important thing that every student needs to have that can be beneficial in solving problems. The link in increasing student creativity is that an educated person needs to play a role. Educators encourage their students to increase their creative potential. Motivation is essential for students to develop their creative things (Rahmadanti et al., 2022).

The creative dimension in the Pancasila student profile can be implemented through learning media by providing space for students to express innovative ideas, collaborate actively, and apply Pancasila concepts in relevant and challenging situations. This learning media is a means of delivering material that needs to be mastered by students (Wahid, 2018). Media is used as an aspect related to non-verbal communication. Media needs to exist and be used in the teaching and learning process in the classroom (Supriyono, 2018). In learning, media is used to increase effectiveness related to learning objectives (Magdalena et al., 2021).

Learning media is an important aspect that must be used when learning occurs. When the learning process is carried out, education uses learning media to transfer knowledge through Marteti so students can easily understand it. Learning media is also used to develop student interests and new desires for learning (Wulandari et al., 2023). Interactive learning media and using the PjBL (Project-Based Learning) model make students active in learning activities, then used as a solution when solving problems. There is active participation when presenting ideas and opinions to strengthen material understanding. With this learning medium, students can develop their creative potential while strengthening their character and commitment to the values of Pancasila in everyday life.

Interactive learning media is a tool that helps strengthen student understanding. Interactive learning media also has control tools so that it can operate per the provisions, while interactive learning media is used to realize independent learning. Interactive learning media also makes the learning process conducive and helps improve learning outcomes (Diputra & Sujana, 2023). Using interactive learning media in learning activities helps make

effective and growing student learning motivation. Because interactive learning media is student-centered, students actively participate in the learning process (Rati et al., 2022).

PjBL-based Interactive learning media is designed to support science learning in the classroom. Learning using interactive learning media based on PjBL can be meaningful (Habib et al., 2020). Efforts to get quality learning media require an interesting learning model, such as the project-based learning model.

The project-based learning model is a learning model that focuses on making work made by students; the activities are carried out directly and help improve student teaching outcomes. Thus, interactive learning media is carried out based on project-based learning. Project-based learning in learning activities needs to be done to train students in critical thinking and independent learning (Pratama et al., 2022). Projects carried out by students help increase student creativity with various processes and results obtained from project activities with practice (Sinta et al., 2022). The Project Based Learning learning model also helps create innovative learning and is used by educators to support the process of gaining new insights. The Project Based Learning model can also help students play an active role in solving and providing solutions to various problems presented and can produce work. The strength of the Project Based Learning model is that it can help develop solutive thinking skills in solving problems in learning together (Pradipta et al., 2022).

During science learning in junior high school, educators are expected to be able to carry out integrated and innovative learning related to various activities that suit student needs; educators need to be creative in using approaches in providing material for students, then give appreciation to active students. Efforts to arrive at learning goals need an active learning process. During the process, educators need to explore students' various abilities and help develop students' potential and desires during the teaching and learning process so that students can also understand the material presented (Karnajaya & Wulandari, 2023).

The development of interactive learning media oriented to Project-Based Learning (PjBL) aims to facilitate the growth and development of student profiles in the creative dimension of science subjects at the junior high school level, focusing on the values of Pancasila. Through this approach, students are expected to be more actively involved in the learning process, increasing their understanding of scientific concepts while strengthening the character of Pancasila, such as mutual cooperation, justice, and democracy. This interactive media will provide students with a more immersive and enjoyable learning experience, enabling them to develop critical, creative, and collaborative skills essential in understanding and applying science and Pancasila values in everyday life.

CONCLUSION

The Project-Based Learning Method (PjBL) has proven effective for teachers in encouraging student participation in group research activities and applying their knowledge to find innovations. This approach not only triggers students' active involvement during the learning process, but also helps them solve challenges and create new works. Through intensive interaction in learning, students are expected to develop creativity, thoroughness, and a deeper understanding of the moral values contained in Pancasila. This suggests that the interactive approach provides a solid foundation for more well-rounded personal development of students, in line with the educational goals mandated by the national curriculum.

REFERENCES

- Amahorseya, M. Z. F. A., Artha, I. K. A. J., & Yulianingsih, W. (2023). Implementasi Project Based Learning dalam Kegiatan Proyek Penguatan Profil Pelajar Pancasila di Taman Kanak-Kanak. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 640-650.
- Arizki, M. (2020). Pendidikan Agama Islam Era Revolusi 4.0. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 4(2), 52-71.
- Diputra, I. M. Y., & Sujana, I. W. (2023). Multimedia Interaktif Berorientasi Profil Pelajar Pancasila Materi Interaksi Manusia dengan Lingkungan pada Muatan IPS Kelas V Sekolah Dasar. *Jurnal Ilmiah Pendidikan Profesi Guru*. 6(2), 242-254.
- Fadhilah, U., Azizah, M., Roshayanti, F., & Handayani, S. (2023). Analisis Model PjBL Dalam Dimensi Kreatif Profil Pelajar Pancasila Pada Peserta Didik Kelas IV SDN Pandean Lamper 04 Semarang. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(2), 4435-4440.

- Fahrudin, F., Ansari, A., & Ichsan, A. S. (2021). Pembelajaran konvensional dan kritis kreatif dalam perspektif pendidikan islam. *Hikmah*, 18(1), 64-80.
- Fauzi, M. I., Rini, E. Z., & Qomariah, S. (2023). Penerapan Nilai-nilai Profil Pelajar Pancasila Melalui Pembelajaran Kontekstual Di Sekolah Dasar. *Conference of Elementary Studies*. 428-494.
- Habib, a., Astra, I. M., & Utomo, E. (2020). Pemanfaatan Multimedia Interaktif : Pengembangan Media Pembelajaran Berbasis Pjbl (Project Based Learning). *JPD: Jurnal Pendidikan Dasar*. 1-13.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Jurnal Pendidikan*. 6(1), 1224-1238.
- Karnajaya, K. N., & Wulandari, I. G. A. A. (2023). Video Pembelajaran Interaktif berbasis Profil Pelajar Pancasila Mata Pelajaran IPAS bagi Siswa Kelas IV Sekolah Dasar. *Indonesian Journal of Instruction*. 4(3), 195-206.
- Magdalena, I., Shodikoh, A. F., & Febrianti, A. R. (2021). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa Sdn Meruya Selatan 06 Pagi. *EDISI : Jurnal Edukasi dan Sains*. 3(2), 312-325.
- Melinda, V., & Zainil, M. (2020). Penerapan model project based learning untuk meningkatkan kemampuan komunikasi matematis siswa sekolah dasar (studi literatur). *Jurnal pendidikan tambusai*, 4(2), 1526-1539.
- Nurfadhillah, S., Ningsih, D. A., Ramadhania, P. R., & Sifa, U. N. (2021). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Siswa Sd Negeri Kohod III. *PENSA : Jurnal Pendidikan dan Ilmu Sosial*. 3(2), 243-255.
- Pradipta, K. N. Y., Astawan, I. G., & Rati, N. W. (2022). Media Pembelajaran Audio Visual Berbasis Project Based Learning Pada Materi Hubungan Antar Makhluk Hidup dalam Ekosistem Kelas V SD. *Jurnal Edutech Undiksha*. 10(2), 375-384.
- Pratama, I. P. A., Sujana, I.W., & Ganing, N. N. (2022). Media Pembelajaran Interaktif Berbasis Project Based Learning pada Materi Keanekaragaman Suku Bangsa di Indonesia. *Jurnal Imiah Pendidikan Dan Pembelajaran*. 6(2), 317-329.
- Gordillo-Rodriguez, M. T., Pineda, A., & Gómez, J. D. F. (2023). Brand Community and Symbolic Interactionism: A Literature Review. *Review of Communication Research*, Vol.11, pp.1-32.
- Rahayu, D. N. O., Sundawa, D., & Wiyanarti, E. (2023). Profil Pelajar Pancasila Sebagai Upaya Dalam Membentuk Karakter Masyarakat Global. *Journal Visipena*. 14(1), 14-28.
- Rahmadanti, M., Lusa, H., & Tarmizi, P. (2022). Penerapan Model PjBL Berbantuan Media Pembelajaran untuk Meningkatkan kreativitas dan Kerjasama Peserta Didik Kelas V Sdn 171 Rejang Lebong. *Jurnal Riset Pendidikan Dasar*. 5(2), 247-255.
- Rati., Rohiat, S., & Elvinawati. (2022). Pengembangan Multimedia Pembelajaran Interaktif Berbasis Problem Based Learning (Pbl) Menggunakan Aplikasi Articulate Storyline Pada Materi Ikatan Kimia. *ALOTROP, Jurnal Pendidikan dan Ilmu Kimia*. 6(1), 70-79.
- Rizkasari, E. (2023). Profil Pelajar Pancasila Sebagai Upaya Menyiapkan Generasi Emas Indonesia. *Jurnal Ilmiah Pendidikan Dasar*. 10(1), 50-60.
- Siagian, B. A., Ganda, H. Y., Pakpahan, Y. K., Manurung, W. O., Sitanggang, D. A., Silalahi, N. R., & Hutajulu, S. J. (2023). Penguatan Profil Pelajar Pancasila Menggunakan Media Pembelajaran Berbasis Digital Di SMA N 1 Sei Bamban. *Journal of Social Responsibility Projects by Higher Education Forum*. 3(3), 242-246.
- Sinta, M., Sakdiah, H., Novita, N., Ginting, F. W., & Syafrizal. (2022). Penerapan Model Pembelajaran Project Based Learning (PjBL) untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa pada Materi Hukum Gravitasi Newton di MAS Jabal Nur. *Jurnal Phi*. 8(4), 24-28.
- Supriyono. (2018). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SD. *Edustream: Jurnal Pendidikan Dasar*. 2(1), 43-48.
- Wahid, A. (2018). Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar. *Istiqra*. 5(2).
- Wiratna, M. M., Sulistyowati, E., Hestuaji, Y., & Zulfiati, H. M. (2024). Penguatan Profil Pelajar Pancasila Dimensi Kreatif Melalui Pjbl Terintegrasi Dengan Ajaran Tamansiswa Tri N Berbantuan Canva. *Pendas : Jurnal Ilmiah Pendidikan Dasar*. 9(1), 2645-2658.
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfatih, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*. 5(2), 3928-3936.