
Project for Strengthening the Profile of Pancasila Students: Sharing Sessions

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Abstract: *The Project for Strengthening the Profile of Pancasila Students (Projek Penguatan Profil Pelajar Pancasila—P5) aims to promote the development of the Pancasila student profile through project-based learning. In today's globalization and technological advancement era, values and character education are needed to strike a balance between technological progress and human development. SMP Negeri 174 Jakarta implemented these activities for the year-8 high-school students. The community service activities began in early April 2024 and utilized a qualitative research method. This included an Internet-based literature review and discussions with resource persons. Community service activities began in early April 2024 and finished on 13 May 2024 with all completed activity. Another similar sharing session about teenagers' well-being and mental health development must also be offered to students' parents and teachers.*

Introduction

The Project for Strengthening the Profile of Pancasila Students (Projek Penguatan Profil Pelajar Pancasila—P5) aims to promote the development of the Pancasila student profile through project-based learning. Through the implementation of P5, educators are expected to guide students in their learning process to enhance their skills and cultivate noble character, as outlined in the Pancasila student profile (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2024).

P5 application is needed to increase students' interest in reading and writing, especially in lower grades. By engaging in P5 actions, students can enhance the character dimensions of the Pancasila Student Profile, including faithfulness, devotion to God Almighty, nobility, collaboration, independence, global awareness, and critical and creative reasoning.

In today's globalization and technological advancement era, values and character education are needed to balance technological progress and human development (Damayanti & Ghozali, 2023). P5 was implemented in high (Ulandari & Rapita, 2023) and elementary schools (Rachmawati et al., 2022; Santoso et al., 2023), and SMP Negeri 174 Jakarta also

implemented these activities for the year-8 junior high-school students. Topics on Teenagers' Well-Being and Mental Health Development and Tips and Tricks for Making Cool Short Movies were found very appropriate for this technological and human development for teenagers. The school has engaged in community service activities on several occasions in the past. (Prasetyo et al., 2023; Sulistyoyo et al., 2023).

Community Service Methodology

The community service activities began in early April 2024 and utilized a qualitative research method. This included an Internet-based literature review and discussions with resource persons over two months. These activities also encompassed writing an article for a journal publication. Figure 1 displays the various activities carried out in this community service program.



Figure 1. Community Service Flow of Activities

In April 2024, I began communicating with school staff using instant messaging for calls and texts. The activity's central theme was the Project for Strengthening the Profile of Pancasila Students that the school received, which had two topics: Teenagers' Well-Being and Mental Health Development and Tips and Tricks for Making Cool Short Movies.

The following steps were taken internally to organize presentations on two topics. First, efforts were made to identify suitable resource persons for the topics. After identifying potential candidates, we reached out to them to discuss their availability and obtain presentation material. These discussions were held both online and in person. Once the resource persons were confirmed, formal correspondence was initiated to request official invitations from the school to the resource persons. The invitations, which included details such as the date, time, location, and topic, were signed and stamped by the school principals, and soft copies were sent to the recipients. Finally, the invitations were distributed to the respective resource persons.

Activity preparations were more about coordinating the presentation contents, generating personal resumes to be read during the event, discussing the event rundown,

arranging transportation, and coordinating with the school. During the community service day, the school warmly welcomed the resource persons for a quick briefing and introductions before the event began. This is shown on the following Figure 2:



Figure 2. Documentation before the Event

Community Service Result

The first sharing session was completed during the day. More than 250 year-8 junior high school students actively participated in this session. There were activities with two colors of paper for every participant to answer questions from the resource person about teenagers' well-being and mental health development. Students also learned about how they can excel academically in their teens. Figure 3 shows how the resource person handled the first session.



Figure 3. First Sharing Session: Teenagers' Well-Being

The second session was led by the two resource persons with expertise in visual communications design. It discussed tips and tricks for making incredible short movies. Information shared with the students was about how to make good content for short movies and some aspects that needed attention to generate short movies. Quick discussions after

watching a short film together were held during the event with all the participants. Following Figure 4 shows the second session handled by the resource persons:



Figure 4. Second Sharing Session: Short Movie

Discussions

The community service activities at SMP Negeri 174 Jakarta started in early April 2024 and concluded on 13 May 2024. Table 1 provides a detailed overview of the activities conducted during the community service.

Table 1. Series of Main Activities

#	Activity	Status
1	Communications initiation	Completed
2	Activity discussions	Completed
3	Formal correspondences	Completed
4	Activities preparations	Completed
5	Community service day executions	Completed

Table 1 shows that all main activities were completed by 100%. Most of the tasks were carried out using online platforms, while the final task, which involved community service day activities, was done in person. The impact of the community service activities could not be measured due to the lack of pre-event and post-event surveys. To ensure better activities in the future, it is essential to include these surveys to assess the impact of community service effectively. Following Figure 5 shows how the event closed by taking photos with all the participants:



Figure 5. Closing Event Photo

Conclusions

This article outlines the community service activities at SMP Negeri 174 Jakarta in April and May 2024. It concludes that the two topic-sharing sessions were effective after several days of preparation during a two-hour period. For future recommendations, another similar sharing session about teenagers' well-being and mental health development must also be offered to students' parents and teachers.

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