



The implementation of projects for strengthening the profile of Pancasila students in the implementation of the independent learning curriculum

Lise Chamisijatin ^{a,1,*}, Yuni Pantiwati ^{a,2}, Siti Zaenab ^{a,3}, Riantina Fitra Aldya ^{b,4}

^a Department of Biology Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Jl. Raya Tlogomas 246 Malang, East Java 65144, Indonesia

^b Department of Biology Education, Universitas Tribhuvana Tungadewi Malang, Jl. Telaga Warna, Malang, East Java 65144, Indonesia

¹ lise@umm.ac.id*; ² yunipantiwati@umm.ac.id; ³ zaenab@umm.ac.id; ⁴ riantinafitra@unitri.ac.id

* Corresponding author

ARTICLE INFO	ABSTRACT
<p>Article history</p> <p>Received: 2023-01-10 Revised: 2023-01-26 Accepted: 2023-01-26 Published: 2023-01-27</p> <p>Keywords</p> <p>Independent curriculum Muhammadiyah schools Pancasila student profile trengthening project</p>	<p><i>The independent curriculum begins to take effect in the 2022/2023 school year which requires a project to strengthen the profile of Pancasila students which is allocated around 25% of the total lesson hours per year. The partners for this community service activity are SMP Muhammadiyah 2 Batu City teachers, where they do not yet understand, design, document, report, and evaluate and follow up on projects. This service activity aims to assist the implementation of a project to strengthen the profile of Pancasila students in implementing the independent learning curriculum at SMP Muhammadiyah 2 Batu City. The method of implementing this service consists of 2 major activities, namely training and mentoring. The activities carried out as a solution for partners are: (1) Understanding of projects to strengthen Pancasila student profiles, (2) Designing implementation of projects to strengthen Pancasila student profiles, both in content and in terms of implementation time, (3) Implementing projects to strengthen Pancasila student profiles, and (4) Evaluate and follow up the project. All stages were carried out well, so it can be concluded that this service activity was able to increase teacher competence in implementing projects to strengthen Pancasila student profiles, which consisted of understanding, designing, documenting, reporting, and evaluating and following up on projects.</i></p>
<p>Kata kunci</p> <p>Kurikulum merdeka Projek penguatan profil pelajar Pancasila Sekolah Muhammadiyah</p>	<p>Pelaksanaan projek penguatan profil pelajar pancasila dalam implementasi kurikulum merdeka belajar. Kurikulum merdeka mulai berlaku pada tahun ajaran 2022/2023 yang menuntut adanya projek penguatan profil pelajar Pancasila yang dialokasikan sekitar 25% dari total jam pelajaran per tahun. Mitra kegiatan pengabdian masyarakat ini adalah para guru SMP Muhammadiyah 2 Kota Batu, dimana mereka belum memahami, merancang, mendokumentasikan, melaporkan, dan melakukan evaluasi dan tindak lanjut projek. Kegiatan pengabdian ini bertujuan untuk melakukan pendampingan pelaksanaan projek penguatan profil pelajar pancasila dalam implementasi kurikulum merdeka belajar di SMP Muhammadiyah 2 Kota Batu. Metode pelaksanaan pengabdian ini terdiri dari 2 kegiatan besar, yaitu pelatihan dan pendampingan. Kegiatan yang dilakukan sebgai solusi bagi mitra adalah: (1) Pemahaman projek penguatan profil pelajar Pancasila, (2) Merancang Pelaksanaan projek penguatan profil pelajar Pancasila, baik secara muatan maupun secara waktu pelaksanaan, (3) Mengimplentasikan Pelaksanaan projek penguatan profil pelajar Pancasila, dan (4) Melakukan evaluasi dan tindak lanjut projek. Semua tahapan terlaksana dengan baik, sehingga dapat disimpulkan bahwa kegiatan pengabdian ini mampu meningkatkan kompetensi guru dalam pelaksanaan projek penguatan profil pelajar pancasila, yang terdiri atas adanya pemahaman, merancang, mendokumentasikan, melaporkan, dan melakukan evaluasi dan tindak lanjut projek.</p> <p style="text-align: right;">Copyright © 2023 Chamisijatin et al This is an open access article under the CC-BY-SA license</p> <div style="text-align: right;">  </div>

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INTRODUCTION

The independent curriculum (Kurikulum Merdeka) will take effect in the 2022/2023 academic year (Mubarak, 2022). In the Decree of the Minister of Education, Culture, Research and Technology Number 56/2022 it is stated that the junior high school curriculum structure is divided into two, namely (1) intracurricular learning; and (b) the project to strengthen the Pancasila student profile is allocated around 25% of the total teaching hours per year (Kepmendikbudristek, 2022). Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content (Satria et al., 2022).

Decree of the Minister of Education, Culture, Research and Technology Number 56/2022 explains that the project to strengthen the profile of Pancasila students is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the profile of Pancasila students which is prepared based on Graduate Competency Standards. The implementation of the project to strengthen the Pancasila student profile is carried out flexibly, in terms of content, activities, and implementation time. The Pancasila student profile consists of six dimensions, namely (1) faith, piety to God Almighty, and noble character, (2) independence, (3) mutual cooperation, (4) global diversity, (5) critical reasoning, and (6) creative (Kepmendikbudristek, 2022).

This change in the structure of the curriculum tends to create panic among schools in general. The results of interviews with the Principal of SMP Muhammadiyah 2 Kota Batu show that the school really needs assistance in implementing the independent curriculum, because the school has registered as an independent curriculum implementer but has not yet been established. According to the Decree of the Minister of Education, Culture, Research and Technology Number 56/2022, schools implementing the independent curriculum are carried out with a procedure in which the school registers and declares the chosen options for implementing the Independent Curriculum. It was further explained that schools that decide to try implementing it, they will be asked to fill out an application form and a short survey. So, the process is registration and data collection, not selection. This procedure has been carried out by the school, but there has been no decision whether or not to become an independent curriculum implementer. This encourages schools to independently implement the independent curriculum with the assistance of the Community Service Team from the Universitas Muhammadiyah Malang. This does not violate government regulations, because government policies provide guidance that the willingness of school principals and teachers to understand and adapt the curriculum in their respective contexts is the key to success. Thus, the Merdeka Curriculum can be implemented in all schools, not limited to schools that have good facilities and in urban areas.

Teachers do not yet understand how to implement the project to strengthen the Pancasila profile, even though it is clearly regulated in the Decree of the Minister of Education, Culture, Research and Technology Number 56/2022. In its implementation, assistance is still needed, because there are certain policies in implementing this project and they are not exactly the same as the project-based learning model in general. Projects to strengthen Pancasila student profiles are learning activities that can take the form of studies, research, discussions, social services, physical and mental strengthening methods or project-based learning to internalize the character of Pancasila student profiles. Meanwhile, Project Based Learning (PjBL) is a learning activity in the form of making goods or services that are used as a vehicle for mastering competence.

SMP Muhammadiyah 2 Kota Batu is a school that has become a place of dedication in recent years. From some of this assistance, the school is actually ready for the implementation of the independent curriculum, especially for the implementation of the Pancasila student profile project. This is because in principle the Pancasila student profile project is an improvement in student character, which has six dimensions, namely: (1) faith, fear of God Almighty, and noble character, (2) independent, (3) mutual cooperation, (4) global dialogue, (5) critical reasoning, and (6) creative. The Pancasila student profile serves as the main reference that directs education policies, including references for educators in building the character and competence of students. Assistance that has been carried out related to Strengthening Character Education (Penguatan Pendidikan Karakter/PPK) (Chamisijatin, Permana, et al., 2022; Chamisijatin & Zaenab, 2022; Zaenab et al., 2020). PPK is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of exercise of the heart, exercise of taste, thought and exercise. The importance of character education is shown and strengthened in the profile of Pancasila students by making it a character direction to be aimed at in Indonesian education. This will support the Merdeka curriculum, namely the curriculum must be accompanied by a good assessment or assessment system as the National Assessment. The results of the assistance that can be used as provisions in the implementation of the independent curriculum, especially the Project to strengthen the Pancasila student profile are: (1) Application of several learning models in intra-curricular activities, (2) Preparation of Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) instruments. Regarding AKM, assistance has also been carried out at SMP Muhammadiyah 2 Kota Batu (Chamisijatin, Pantiwati, et al., 2022).

SMP Muhammadiyah 2 Kota Batu has registered as an independent curriculum implementer but has not yet been established, so that the school will independently implement the independent curriculum. In this independent curriculum, schools do not understand the project to strengthen the Pancasila student profile. In detail, the partner's problems are: (1) Not understanding the project to strengthen the Pancasila student profile, (2) Not being able to design

the implementation of the project to strengthen the Pancasila student profile, both in content and in terms of implementation, (3) Not yet mastering the implementation of the project to strengthen the Pancasila student profile, (4) Have not been able to evaluate and follow up on the project. Therefore, the purpose of this community service is to assist in the implementation of a project to strengthen the profile of Pancasila students in implementing the independent learning curriculum at Muhammadiyah 2 Middle School, Batu City.

This service activity supports efforts to achieve the Sustainable Development Goals (SDGs). Of the 17 SDGs goals, one of them includes science education, namely the 13th goal of SDGs namely regarding the handling of climate change which is a great hope for recovering the world's climate from its bad effects, disobedience to environmental ethics and understanding of sustainability which has major influence on global climate problems. Learning that discusses SDGs requires education to develop communities with knowledge, abilities and skills (Mispi et al., 2022). The implementation of an independent learning curriculum can be an effort in realizing a fair and equitable education in the SDGs. Viewed from the aspect of the SDGs goals, through independent learning, the limitations of education in various regions and the standard education system can be penetrated. As the name implies, this curriculum creates freedom or independence for everyone involved in the education system, including parents, educators, and especially students (Andriani, 2022).

METHOD

Partners, location, and time

The partners for this community service activity are the teachers of SMP Muhammadiyah 2 Kota Batu, East Java. SMP Muhammadiyah 2 Kota Batu which is located at Jalan Bukit Berbunga No. 144 Sidomulyo, Batu District, Batu City. The distance between the location (SMP Muhammadiyah 2 Kota Batu) and the Universitas Muhammadiyah Malang Campus is 19.6 Km. The location map can be seen in Figure 1. This community service activity will be carried out in July-October 2022.

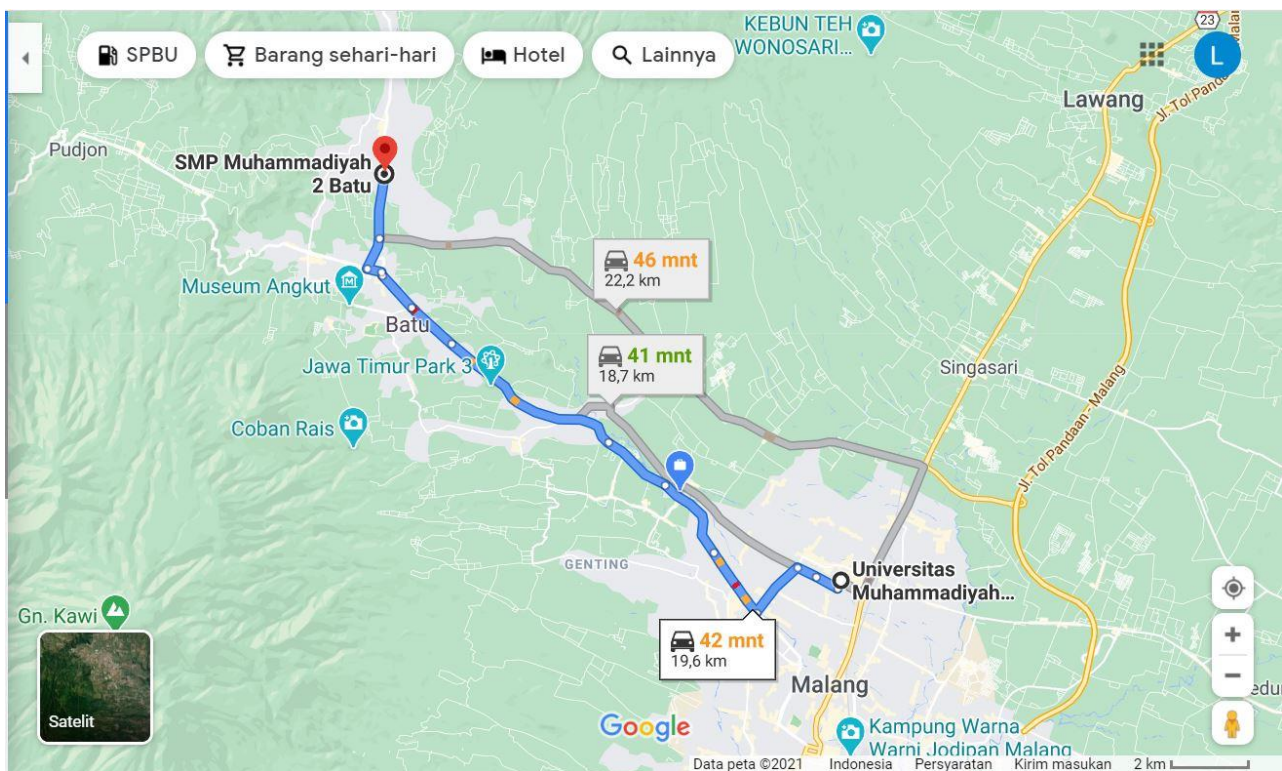


Figure 1. Location Map of SMP Muhammadiyah 02 Batu City

Techniques for implementing community service

The technique of implementing this service consists of 2 major activities, namely (1) Training and (2) Assistance, with details as in Table 1.

Table 1. Activity Plan and Participation of Partners in Assistance

No	Problems	Method	Indicators in activity	Participation of partners in activities
1.	Do not understand the project to strengthen the profile of Pancasila students	Training	All teachers understand the project to strengthen the Pancasila student profile	Teachers and principals
2.	Haven't been able to design the implementation of a project to strengthen the profile of Pancasila students, both in terms of content and in terms of implementation time.	Training Accompaniment	All teachers understand the implementation plan of the project to strengthen the Pancasila student profile All teachers designed the implementation of a project to strengthen the Pancasila student profile	All teachers and principals
3	Have not mastered the implementation of the project to strengthen the profile of Pancasila students.	Training Accompaniment	The teacher understands the implementation of the project to strengthen the Pancasila student profile The teacher implements the implementation of the project to strengthen the Pancasila student profile.	All teachers and principals
4	Not yet able to evaluate and follow up the project	Training Accompaniment	Teachers understand project evaluation and follow-up The teacher evaluates and follows up on the project	All teachers and principals

Program Success Indicators

The indicator of the success of this program is that all participants (teachers) master the concept or material being taught and are able to implement it in practice. This refers to various references to community service activities that have been carried out by various community service teams before (Husamah et al., 2022; Miharja et al., 2020; Permana & Fatmawati, 2020; Roziqin et al., 2020).

RESULTS AND DISCUSSION

The Community Service Activity regarding the Implementation of the Project to Strengthen Pancasila Student Profiles in the Implementation of the Independent Curriculum at SMP Muhammadiyah 2 Batu City, has been well implemented, which includes training and mentoring activities. The activities that have been carried out are as presented in Table 2.

Table 2. Service activities carried out and the results obtained

No.	Date	Activity	Results
1.	10 June 2022	Preliminary Analysis	Information was obtained that SMP Muhammadiyah 2 Batu City had registered as an independent curriculum implementer but had not yet been established. Teachers do not understand how to carry out the project to strengthen the profile of Pancasila students.
2.	13 July 2022	Training: Training on the Strengthening Pancasila Student Profile Project, attended by 12 teachers, principals, 2 students, took place at SMP Muhammadiyah 2 Batu City. Speakers: Prof. Dr. Rr Eko Susetyorini, M.Si (training	Starting with the pretest, the results of the pretest showed: 2 people really understood, 2 people understood enough, 2 people didn't understand and 6 people didn't know. After the training no post tests were held, but teachers were asked to directly develop lesson plans for the Pancasila Student Profile Strengthening Project. Generate a deal: 1. Implementing the Independent curriculum in grade 7 even though it has not been set by the government.

No.	Date	Activity	Results
		teacher), Dra. Lise Chamisijatin, M.Pd, Dr. Yuni Pantiwati, M.Pd., and Dra. Siti Zaenab, M.Kes.	2. Project Modules for Strengthening Pancasila Student Profiles, 1 module for odd semesters, and 2 modules for even semesters. 3. Modifying existing modules, adapted to school conditions.
3.	September 2022	Issuance of the Letter of Assignment for the Project Team to Strengthen Pancasila Student Profiles	The new Pancasila Student Profile Strengthening Project team's Assignment Letter was signed on September 7, 2022
4.	July-September 2022	Planning Assistance: Preparation of the Pancasila Student Profile Strengthening Project Module	Title of the Project Module for Strengthening Pancasila Student Profiles: Utilization of organic (eco-enzyme) and inorganic waste into pots
5.	9 September 2022	Planning assistance Finalization	Online module consultation
6.	29 September-8 October	Implementation and assessment assistance	Materials, doing student worksheets, Presentations, making products, and Celebrations (exhibitions)

Pancasila Student Profile Strengthening Project Training

Prior to the training, an initial analysis was carried out at the school which was held on June 10, 2022. The results of the initial analysis obtained information that SMP Muhammadiyah 2 Batu City had registered as an independent curriculum implementer but had not been designated as an independent curriculum implementing school. The school decided to implement an independent curriculum. According to the Decree of the Minister of Education, Culture, Research and Technology Number 56/2022, Implementation of the Independent Curriculum consists of 3 options, namely (1) Independent learning, applying several parts and principles of the independent curriculum, without changing the Education unit curriculum that is being implemented, (2) Independent changes, implementing an independent curriculum using teaching tools provided by the government, and (3) Independent sharing, implementing an independent curriculum by developing their own teaching tools (Kepmendikbudristek, 2022). From this implementation, SMP Muhammadiyah 2 Kota Batu, implemented the 1st option, namely independent learning, but the teachers did not understand how to carry out the project to strengthen the Pancasila profile.

The Curriculum Training for the Strengthening Pancasila Student Profile Project, attended by 12 teachers, 1 school principal, and 3 students, took place at SMP Muhammadiyah 2 Batu City. The training will be held on July 13, 2022 offline with due observance of health protocols.

The activity begins with a pretest, the results of the pretest show: 2 people really understand, 2 people understand enough, 2 people don't understand and 6 people don't know. After the training no post tests were held, but teachers were asked to directly develop lesson plans for the Pancasila Student Profile Strengthening Project.

This training activity resulted in an agreement: (a) Carry out the Merdeka curriculum in grade 7 even though it has not been set by the government; (b) The Pancasila Student Profile Strengthening Project Module is made 1 module for odd semester, and 2 modules for even semester; and (c) Modifying existing modules, adapted to school conditions. Documentation of the Pancasila Student Profile Strengthening Project training activities on July 13, 2022 as presented in Figure 2.

Assistance in Project Planning for Strengthening Pancasila Student Profiles

Project planning follows the flow of project preparation in the guidelines for the Strengthening Pancasila Student Profile Project, namely: designing project time allocation and dimensions of Pancasila student profiles, forming a project facilitation team, identifying the stages of readiness of the Education unit, selecting a general theme, determining positive themes, and designing project modules. It has been agreed that the project title for grade 1 in odd semester is "Utilization of organic (eco-enzyme) and inorganic waste into pots". The agreement is based on the results of identifying the readiness stages of the Education unit, namely: (1) Schools already have and are implementing project-based learning, (2) The concept of project-based learning has been understood by some educators, and (3) Schools can involve parties outside the school to assist in project activities. This project module is in Phase D with the theme of a sustainable lifestyle, the topic is my trash, my responsibility. The targeted sub-elements are: (1) Understanding the Connectedness of Earth's Ecosystems, (2) Protecting the Surrounding Natural Environment, (3) Cooperation, (4) Social Coordination, (5) Asking questions, (6) Identifying, clarifying, and processing information and ideas. The total time designed is 120 hours of lessons.

Some teachers who teach in grade 7 are starting to modify existing modules. Consultations are conducted online from July to September. After completing the module, it occurred to me to make an Assignment Letter for the Project Planning

Team to Strengthen the Pancasila Student Profile. Finally, the decree was issued after the module was worked on by the teacher, published in September 2022. From the Assignment Letter it is known that the composition of the project facilitation team is as follows: (a) Responsible Person: Zaenal Abidin, S.S., M.Pd. (Principal); (b) Chairman: Sudarmanto, S.Si. (Teacher); (c) Deputy Chairperson: Sri Wulan Romdaniyah, S.Pd., M.Pd (Teacher); (d) Secretary: Dina Rosanti, S.Si. (Teacher); (e) Member 1: Yaziydul Muttaqin, S.Pd (Waka Curriculum), and (f) Member 2: Sihabuddaril Muttaqin, S.Si. (Head of administration)



Speaker 1: Dra. Lise Chamisijatin, M.Pd.



Speaker 2: Prof Dr. Rr Eko Susetyorini



Participants enthusiastically participated in the activity



Coordination of community service teams and teachers

Figure 2. Documentation of training activities on 13 July 2022.

Assistance for module development is carried out online and module finalization is carried out offline with due observance of health protocols. Finalization of the module, carried out at SMP Muhammadiyah O2 Batu. This activity was carried out on September 9, 2022, attended by the Project Planning Team for Strengthening Pancasila Student Profiles at SMP Muhammadiyah 2 Batu City and several teachers who were not part of the learning team. This mentoring is carried out in the following steps: (1) The principal conveys the main things that the team has done in working on the module, (2) One of the teachers (team) conveys the module plan that is being worked on, (3) Other team members provide additional clarifications module work that has been made, (4) servants provide input on the work (module) that has been made. The results of the clarification that need to be strengthened are the assessment sheets that have not been made, and the scheduling arrangements. Documentation of offline mentoring activities can be seen in Figure 3.

Assistance in module finalization resulted in several documents that are ready to be implemented, including: the Pancasila Student Profile Strengthening Project module, assessment design and implementation schedule. The resulting module meets the principle criteria for project implementation, namely: (1) Holistic, (2) Contextual, (3) Student-centered, (4) Explorative. Holistic means looking at something as a whole and as a whole, not partial or separated. The topic chosen has fulfilled this because it can include several subjects in project completion. Contextual principles relate to efforts to base learning activities on real experiences encountered in everyday life (Lotulung et al., 2018; Suryawati & Osman, 2018; Wijaya et al., 2015).

Used goods or organic waste used are well known to students in their environment. For eco-enzyme materials, there are lots of leftover fruits and vegetables in the student environment and pots used for used diapers. This principle encourages educators and participants. Student-centered principles relate to learning schemes that encourage students to become learning subjects who actively manage their learning processes independently. The explorative principle is related to the spirit to open wide spaces for the process of inquiry and self-development. Students are given the opportunity to try to make eco enzymes and pots from unused items.



One of the teachers presentation planning



Job clarification



Job clarification



Strengthening planning



Ready to receive input



Ready to fix the module

Figure 3. Assistance for module finalization

The schedule of activities is planned/scheduled from September 29 to October 10, 2022. The details of the activities are as follows. (1) September 29, 2022 submission of material on pollution/waste waste, working on worksheets and presentations, (2) September 30, 2022, continuing to work on worksheets and presentations, (3) October 3, 2022, submission of materials on organic waste utilization, continued with Making Flower Pots from diapers with the Batu City Environment Service, (4) October 4, 2022, submission of material for utilizing organic waste continued with making eco-enzymes, (5) October 5, 2022 in the form of product finishing activities, (6) Date October 6, 2022 in the form of finishing preparation for the exhibition, (7) October 7, 2022 in the form of Exhibition Simulation activities, and (8) October 10, 2022 in the form of celebration/exhibition activities.

The project module is equipped with components that form the basis of the preparation process and are needed for the completeness of the implementation of learning. This project module has the following components. Phases, themes, topics, time, Pancasila Student Profile Dimensions, Targeted Sub-elements, Diagnostic Assessment, Learning Stages, Relationship Dimensions, Elements, and Student Profile Sub-Elements. Completed with a Timeline for the Project to Strengthen Pancasila Student Profiles, an Assessment Project for Developing Pancasila Student Profiles and a Summative Assessment Rubric for the Project to Strengthen Pancasila Student Profiles (Sustainable Lifestyle). The module components that are made will be better if they are equipped with student worksheets, educator and student reading materials, glossaries, and bibliography.

Assistance in the Implementation of the Pancasila Student Profile Strengthening Project

Assistance in the implementation of the Pancasila Student Profile Strengthening Project, starting from providing materials, product completion, and exhibitions. The implementation of material delivery is carried out by teachers who are involved in the team according to the plan. This assistance can be reported as shown in Figure 4, Figure 5, Figure 6, and Figure 7.



Figure 4. Submission of material



Figure 5. Production of Pots



Figure 6. Production of Eco-Enzymes



Figure 7. Exhibition/Celebration

The implementation of the Project to Strengthen Pancasila Student Profiles at SMP Muhammadiyah 2 Kota Batu is as follows. Viewed from Project Management, the teacher has started the project by getting students involved in learning activities since the beginning of the project, starting with starting questions and authentic problems. In addition, the teacher has also optimized the project by helping students to be involved optimally throughout the project activities by: (1) Encouraging student learning involvement, (2) Providing space and opportunities for development, and (3) Cultivating positive work values.

Implementation in ending the project with optimal activities, the teacher has accompanied students in planning, practicing the ability to communicate with the general public, being a supporter behind the scenes. But the teacher has not done follow-up reflection. Implementation in optimizing partner involvement, the team has tried to involve other people or the community, namely in making flower pots from diapers with the Batu City Environmental Service. Temporary parents are asked to help with financing and attend celebrations or exhibitions. At the time of the exhibition, besides their parents, they were Mr. Sugeng Prayogi, superintendent of SMP Kota Batu, Drs. Miftahul Huda, head of the Muhammadiyah Bumiaji Branch, and head of the school committee, Ibu Yayak, S.Pd. This activity is in line with the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda (HLPEP) which proposes 12 goals with 54 post-2015 development targets. As for one of the proposed goals is "Achieve universal access to water and sanitation" and the target is "Recycle or treat all waste before it is released" (Sutopo et al., 2014).

The implementation of documenting and reporting project results has not gone well, meaning that data has been collected, but has not been processed into student portfolios and teacher journals. The implementation of the Project Evaluation and Follow-up has not gone well, meaning that the evaluation has been carried out, the data is available but has not been processed into student report cards. So, this semester the students have not received the report cards for the Pancasila Student Profile Strengthening Project, bearing in mind that SMP Muhammadiyah 2 Kota Batu has not yet been registered as an independent curriculum implementer.

Follow-up and Project Sustainability are only carried out with servants which will be held on November 24 2022 at SMP Muhammadiyah 2 Batu City. The results of this follow-up are continuing to learn how to make report cards for the Pancasila Student Profile Strengthening Project and preparing reports.

The SDGs are a framework that is used globally in order to see a reference for how quality education must be prepared, one of which is through an independent curriculum (Mispil et al., 2022), implemented in the form of a module. The module developed by the teachers is related to eco-enzymes. This is also in line with efforts to achieve the SDGs. The principle of the process for making eco-enzymes is actually similar to the process for making compost, but water is added as a growth medium so that the final product is a liquid which is preferred because it is easier to use. The specialty of this eco enzyme is that it does not require large areas of land for the fermentation process such as composting, and this product does not even require a composter tub with certain specifications. Used bottles of mineral water or other used products that are no longer used can be reused as fermentation tanks. It also supports the concept of reuse in saving the environment. Eco-enzyme has many benefits such as being used as a plant growth factor, a mixture of floor cleaning detergents, pesticide residue cleaners, scale cleaners and lowering the temperature of car radiators (Septiani et al., 2021). Eco-enzymes also support the agricultural sector, namely producing food for the community. The goals of human development as agreed in the 2nd and 3rd SDGs are eliminating hunger and quality of health (Akhsan et al., 2021).

CONCLUSION

Based on a series of community service activities through assistance in the Implementation of the Project to Strengthen Pancasila Student Profiles in the Implementation of the Independent Curriculum at SMP Muhammadiyah 2 Batu City, it can be concluded as follows. (1) Schools have been able to design the Implementation of the Pancasila Student Profile Strengthening Project, with the production of 1 P5 class 7 module in odd semesters by modifying existing modules. The title of the module is "Utilization of organic (eco-enzyme) and inorganic waste into pots". The module has met the criteria for a good module, namely having components of Phase, theme, topic, time, Pancasila Student Profile Dimensions, Targeted Sub-elements, Diagnostic Assessment, Learning Stages, Relationship Dimensions, Elements, and Student Profile Sub-Elements. Completed with a Timeline for the Project to Strengthen Pancasila Student Profiles, an Assessment Project for Developing Pancasila Student Profiles and a Summative Assessment Rubric for the Project to Strengthen Pancasila Student Profiles (Sustainable Lifestyle). (2) Schools have been able to implement the project to strengthen the Pancasila student profile in Project Management, both in activities starting the project, during project activities and activities ending the project with optimal activities, but the teacher has not reflected on follow-up. (3) Implementation of Project Evaluation and Follow-up, has not gone well, meaning that the evaluation has been carried out, the data already exists but has not been processed into student report cards. Therefore, it is recommended that the follow-up project be completed. This activity also needs to continue to be carried out by schools, even if it needs to be disseminated or disseminated to other schools in Batu City and Malang City.

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