The Development of Pancasila Student Profile Towards the Benefits of Democratic Voice from an Islamic Perspective: Students' View

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Article Info	Abstract
  	This study aims to analyze the benefits of the democracy vote project in developing the Pancasila student profile, analyze the factors that affect the democracy vote project, and describe students' perceptions of the democracy vote project at SMP Negeri 3 Gunung Talang, Solok Regency. The method used in this study is the Mix method of Sequential Exploratory design. The research was conducted on 15 informants and 55 respondents. Data were obtained by interviews, observations, documentation studies, and filling out questionnaires. The results of the study show that the democratic voice project contributes to developing a profile of critical reasoning, cooperation, and global diversity in students, while the factors that support the implementation of the democratic voice project include school readiness, student enthusiasm and enthusiasm, teacher competence and collaboration between teachers. Meanwhile, the factors that hinder the democratic vote project include a lack of support from students' parents, different teacher abilities, and time management facilities and there are still some students who do not focus on participating in the democratic vote project activities. Furthermore, regarding the students' perception of the democratic vote project, it is good. This can be seen from the average percentage of student knowledge indicators about the democracy vote project, which is obtained on average 75.95% which is categorized as good. The indicator of student understanding of the content of the democracy vote project was obtained 86.05% which was categorized as good and the indicator of student assessment of the implementation of the democracy vote project was obtained 81.60% which was categorized as good. The overall achievement level of student perception was obtained with an overall average of 81.20%. So it can be concluded that the students' perception of the democratic vote project at Junior High School of 3 Gunung Talang is good. The implication of this research is that the implementation of the democratic voice project needs to be better organized and managed, and teachers need to improve their abilities through trainings to be more optimal in achieving the target of developing the Pancasila student profile. Students are expected to concentrate more on participating in project learning activities. As well as the need for support from parents and school committees to support the implementation of the vote for democracy project in schools.

Introduction

The autonomous curriculum is currently being used in Indonesian schools. Three categories of learning activities—intracurricular, co-curricular, and extracurricular—are covered in the autonomous curriculum (Kemdikbud, 2022). The Pancasila student profile strengthening project, which is a learning exercise to reinforce efforts to develop student skills and character, includes co-curricular learning in the autonomous curriculum (Kemendikbudristek, 2022a). One of the focuses of the Pancasila student profile enhancement project is the voice of democracy. The six elements of the Pancasila student profile are: 1) Faithful, committed to God Almighty and noble; 2) Independent; 3) Mutual cooperation; 4) Global variety; 5) Critical thinking; and 6) Creative. The Pancasila student profile is a character that students must possess (Kemendikbudristek, 2022b).

In the democratic voice project, students apply methodical thinking techniques, clarify the connections between individual responsibilities, consider what democracy means, and comprehend how democracy is implemented and the difficulties it presents in educational settings and/or the workplace. Students can contextualize democratic voices through activities like discussion (Satria et al., 2022). Additionally, students learn how to cultivate honesty, responsibility, and helpful spirit in all of their activities. The student council's election of a chairman and vice chairman can be used to carry out the democratic voice initiative. Along with other artistic endeavors, students can create comics or posters featuring democratic voices (Kemendikbudristek, 2022). Teachers from different topic areas worked together as a team of facilitators to complete the democratic voice project. Collaborative learning and working became assets in the project's execution (Ninla, Elmawati Falabiba, 2014). Teachers supported students in making the most of their learning process by acting as facilitators, while the educational unit setting supported the execution of activities and created a welcoming environment for learning (Satria et al., 2022).

Currently, the educational curriculum implemented in Indonesia is an independent curriculum (Umar et al., 2023). The independent curriculum includes three types of learning activities, namely, intracurricular, co-curricular and extracurricular learning (Irchamni, 2022; Rani et al., 2023). Co-curricular learning in the independent curriculum is contained in the project to strengthen the Pancasila student profile which is a learning activity to strengthen efforts to achieve the competencies and character of students, according to the Pancasila student profile (Fitriyani et al., 2023; Minsih et al., 2023). The voice of democracy is one of the themes of the Pancasila student profile strengthening project (Cahyati & Dewi, 2023). The Pancasila student profile is a character that must be possessed by students, including six dimensions of the Pancasila student profile, namely: 1) Faith, fear of God Almighty and have noble character; 2) independence; 3) Mutual cooperation; 4) Global diversity; 5) Critical reasoning; and 6) Creativity (Harahap, 2023).

In the democratic voice project, students use the ability to think systematically, explain the relationship between individual roles, reflect on the meaning of democracy and understand the implementation of democracy and its challenges in school organizations and/or the world of work (Andolina & Conklin, 2021; Kahne et al., 2022). Examples of contextualization of democratic voices that students can do such as deliberation

(Satria et al., 2022). Students also learn to train the spirit of democracy, supportiveness and a sense of responsibility and honesty in every activity (Andolina & Conklin, 2021; Kahne et al., 2022). The implementation of the democratic vote project can be carried out through the election of the chairman and vice chairman of the student council. Students can also create creative works such as posters or democracy voice comics (Abdennadher & Cheffi, 2020; Höhne, 2023). The democratic voice project is carried out collaboratively by teachers across subjects who act as a team of facilitators. Learning and working collaboratively is a strength in project execution (Brough, 2012). Educators play the role of facilitators to help students optimize the learning process, while the environment of the education unit plays a role as a supporter of the implementation of activities and a conducive learning environment (Satria et al., 2022).

The democratic voice project in the independent curriculum is important to strengthen the democratic character of students in accordance with the values of Pancasila (Istianah et al., 2023; Noviani et al., 2022). It involves active learning in the context of elections such as student council president and vice-president, which helps learners develop collaboration skills, respect the opinions of others, and practice honesty and responsibility. So that this has an impact on the learning and social development of students, as well as to find the best strategy in implementing democracy education in schools.

However, in its implementation, several problems were found in the implementation of the democratic vote project. Based on observations and interviews conducted by researchers at Junior High School of 3 Gunung Talang, Solok Regency, the Principal explained that students of Junior High School of 3 Gunung Talang are still passive in the implementation of the democratic vote project. Students are not used to taking roles and performing tasks in project-type activities. There is still a weak ability of students to understand the concepts and core materials of the democratic vote project. The strengthening of the Pancasila student profile in students has not developed optimally. So the teacher of the project facilitator team must dictate the students in every step of the project activity. Students lack the initiative to implement the democratic voice project a success. Educators can play an important role as a guide who directs students to understand and apply democratic principles under Islamic religious teachings, including Pancasila values.

Previous research has examined many democratic voice projects in improving student engagement, activity, and skills. No one will analyze the contribution of the democratic voice project in developing the profile of Pancasila students in junior high schools. And there has been no research that examines students' perception of the democratic vote project. Based on this, the researcher wants to further study the analysis of the democratic vote project in developing the profile of Pancasila students at Junior High School of 3 Gunung Talang, Solok Regency. The main purpose of the study is to analyze the contribution of the democratic voice project in developing the profile of Pancasila students, analyze the factors that affect the democratic voice project in developing the student profile of Pancasila students. As well as analyzing students' perceptions of the democratic vote project.

Research and Method

The type of research used in this study is a mixed method with a sequential exploratory design. Mixed methods research design "mixes" quantitative and qualitative methods of research to understand the problems in the research (Sugiyono, 2014). The source of qualitative data in this study is sourced from research informants and research documentation. The informants in this study are the Coordinator and Facilitator of the Voice of Democracy Project, teachers and 7th grade students of Junior High School of 3 Gunung Talang. Meanwhile, the Quantitative Data Source came from the population in the study, namely 123 students in Junior High School of 3 Gunung Talang with a sample of 55 students. Qualitative Data Collection Techniques are carried out through observation, interviews and documentation studies. Meanwhile, the quantitative data collection technique is to distribute questionnaires. Qualitative Data Collection Tools are a list of interview guidelines, guidelines and observation notes, recording tools, notebooks and documentation tools. Meanwhile, the quantitative data collection tool is a questionnaire/questionnaire. Furthermore, qualitative data analysis techniques are data reduction, data display, and conclusion drawing/verification. Meanwhile, Quantitative Data Analysis Techniques include instrument trials to test the validity and reliability of instruments. and at the final stage, the calculation of the respondent's achievement level will be carried out.

Results and Discussion

The results of the research on the democracy vote project at Junior High School of 3 Gunung Talang, Solok Regency, show several important findings. First, this project is effective in developing critical reasoning attitudes in students. They are active in processing the information presented by the teacher, asking questions to clarify understanding, and being able to identify and analyze relevant information. In addition, the project also encourages students to actively participate in discussions and exchange of opinions, enriching their perspectives on the diversity of ethnic, religious, racial, and stereotypes in the school environment. Second, the democratic voice project also helps in developing a cooperative attitude among students. Through collaboration in group assignments, students learn to communicate effectively, take on appropriate roles, and maintain fairness in the division of tasks. Their participation in the student council election process also provides practical experience of democracy and responsibility in joint decision-making.

Third, the activities in this project contribute significantly to the development of global diversity attitudes in students. The material presented, such as an understanding of diversity, rights, freedoms, and the roles of men and women, helps students understand and appreciate differences in daily life. Through presentations and creative works, such as plays or posters, students can convey a message about the importance of respecting diversity and overcoming stereotypes in the school environment. Factors that affect the implementation of the democratic voice project include school readiness, student enthusiasm and enthusiasm, and collaboration between teachers. However, there are also inhibiting factors such as less than optimal support from students'

parents, differences in teachers' understanding and abilities, as well as challenges in time management and student focus in participating in project activities. The results of the questionnaire showed that students' perception of the vote for democracy project was generally positive, as seen from the increase in knowledge, understanding, and assessment of its implementation.

The Benefits of the Voice of Democracy

One of the programs aimed at improving students' comprehension and application of democratic ideas is the Voice of Democracy project. This initiative holds great significance in the Indonesian educational context, particularly with regard to the development of the Pancasila Student Profile, a national curricular priority. By actively participating in the decision-making process, having critical conversations, and working together to solve problems, students should be able to build characteristics that uphold Pancasila principles like social justice, cooperation, and wisdom in deliberation.

The Voice of Democracy Project Develops Students' Critical Reasoning Skills

Students are given a lot of information about the democratic voice project, and they will analyse the information that the teacher provides in order to complete the project's set of activities. Students enquire in order to get clarification and interpretation on the content and activities related to the democratic voice initiative. Additionally, students rank certain ideas and locate, define, and evaluate pertinent material.

This narrative demonstrates how students express their opinions, which are based on their presumptions and ideas, and accept a range of other beliefs that are a result of taking into account multiple viewpoints. This is a picture of children taking part in the democratic voice project, where they are learning how to address issues related to racial, religious, and tribal diversity as well as stereotypes in the classroom.

The Voice Of Democracy Project Cultivates A Cooperative Mindset In Pupils

Students work together to complete group assignments as part of the democratic voice project activities. In order to successfully do group assignments, students adopt roles. Students use a variety of efficient strategies to accomplish shared objectives, and they interact with one another to accomplish them. When collaborating, students put fairness first by assigning roles, coordinating group activities, and sticking to coordinated actions that advance shared objectives. This image shows students collaborating to construct poll boxes and booths for the student council election. Subsequently in order to exercise their right to vote in the SMP Negeri 3 Gunung Talang student council election, students engage in collective student participation in the election. Students seem to have taken part in the collaborative decision-making process based on their group activities. Under the direction of the facilitator teacher, students make decisions on group work and attentively and candidly share views. Know your place in the group and that of others. Know the idea of the responsibilities and rights that students have in a group.

Based on the data obtained by the researcher from the results of the student perception questionnaire about the democracy vote project given to 55 respondents,

namely 7th grade students of Junior High School of 3 Gunung Talang, it was found that the students' perception of the democracy vote project was Good. This is seen from the three indicators, namely knowledge of the democratic voice project, understanding of the content of the democratic voice project, and assessment of the implementation of the democratic voice project.

First, Students' knowledge of the Voice of Democracy Project. Students' knowledge about the democratic voice project is divided into two sub-indicators, namely socialization about the democratic voice project and an explanation of the benefits and achievement targets of the Pancasila student profile of the democratic voice project. The following is a graph of the average bar of respondents' achievement on the absorption indicator of the object.
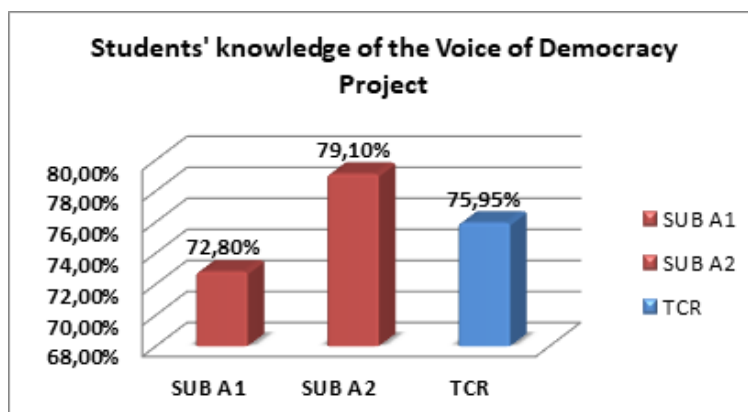

Figure 1.
Students' knowledge about the democratic voice project

Based on the graph above, it appears that of the two sub-indicators above, 75.95% is interpreted as sufficient. From the two sub-indicators above, it can also be seen that the lowest average in student perception in the sub-indicator is getting socialization of the democracy vote project. It can be concluded that students' perception of the democratic vote project is sufficient.

Second, Understanding the content of the democratic voice project. Understanding the content of the democratic vote project is divided into 6 sub-indicators, namely understanding the topics in the democratic vote project material, understanding the steps of student council election activities in the democratic vote project, writing the vision and mission as a candidate for the chairman/vice president of the student council, preparing student council election equipment, making creative works in the form of student council election posters or democratic votes and participating in using the right to vote in the student council election.
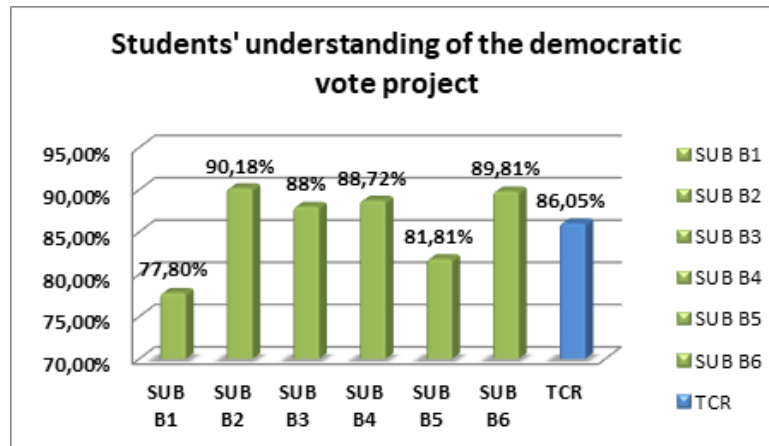
Figure 2.
Students' understanding of the democratic vote project

So from the six sub-indicators above, the overall average is 86.15% which is well interpreted. From the six sub-indicators above, it can also be seen that the lowest student perception is in the first sub-indicator, namely students understand all topics in the democracy vote project material. It can be concluded that students' understanding of the content of the democratic vote project is good.

Third, Student assessment of the implementation of the democratic vote project. Students' assessments regarding the implementation of the Voice of Democracy project are divided into five sub-indicators, namely students are interested and happy to take part in Voice of Democracy project activities. Students assess that the Voice of Democracy project provides many benefits, knowledge and experience about democratic practices, student council, Voice of Democracy project activities are able to develop appropriate attitudes. The profile of Pancasila students is good, the Vote for Democracy project activities are monitored by the principal and deputy principal, and the Vote for Democracy project activities need to be carried out every year at school. The following is a graph of indicators for student assessment of the implementation of the democratic voice project.
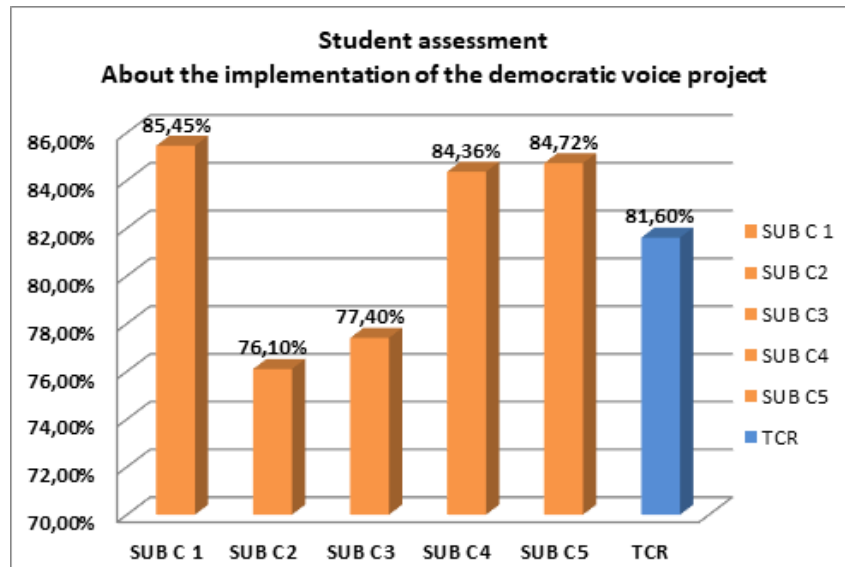
Figure 3.
Student assessment About the implementation of the democratic voice project

From the five sub-indicators above, it can also be seen that the lowest student perception is in the second sub-indicator, namely the democratic vote project activities provide many benefits, knowledge and experience about democratic practices. It can be concluded that the students' assessment of the implementation of the democratic vote project is good. After calculating the three indicators of student perception about the democracy vote project at Junior High School of 3 Gunung Talang, an overall average of 81.20 was obtained, which can be interpreted well. The following will be displayed the average achievement of the overall perception of students towards the democratic vote project, which can be seen in the graph below :
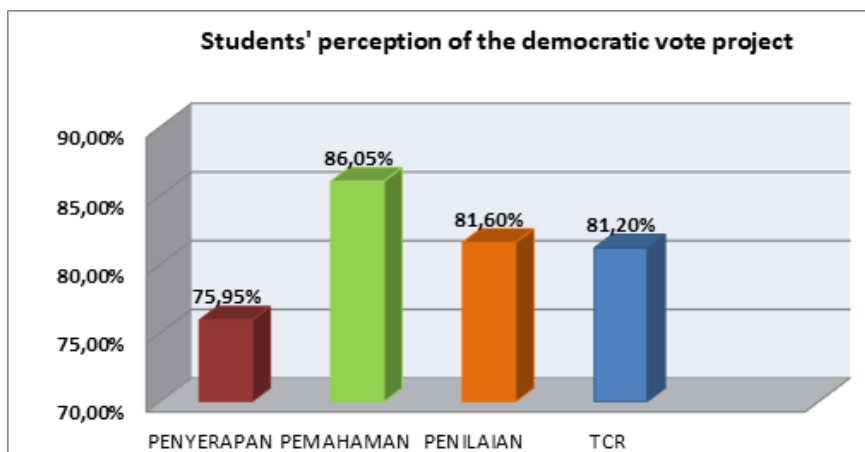

Figure 4.
Average overall respondents' achievement Students' perception of the democratic vote project

From the graph above, it can be seen that students' perception of the knowledge indicator about the democracy vote project was obtained on average 75.95% which was categorized as good. The indicator of understanding the content of the democratic vote project was obtained 86.05% which was categorized as good and the evaluation indicator of the implementation of the democratic vote project was obtained 81.60% which was categorized as good. Therefore, it can be concluded that students' perception of the implementation of the democratic vote project at Junior High School of 3 Gunung Talang is good.

The democratic voice project as one of the themes in the project to strengthen the profile of Pancasila students contributes to developing the profile of Pancasila students, including having faith, fearing God Almighty and having noble character, schools can develop students' personal morals, integrity with learning achievements, students are brave and consistent in conveying the truth or facts and understanding the consequences for themselves and others (Andari & Wiguna, 2023; Arisanti, 2022; Purnawanto, 2022; Sudirman et al., 2023). The global diversity profile includes recognizing and appreciating cultures, students developing intercultural communication skills in interacting with others, and reflection and responsibility for diversity experiences. Furthermore, the profile of mutual cooperation, students develop an attitude of collaboration, care, and sharing with others (Firdaus et al., 2022; Kartika dkk, 2023; Manalu, 2022). Self-awareness profile of self-awareness and situations faced as well as self-regulation. Furthermore, the critical reasoning profile, students learn to obtain and process the information and ideas provided by the teacher by identifying, clarifying, and processing the information and ideas. Meanwhile, in the creative profile, students learn to produce original works and actions with the learning achievement of exploring and expressing their thoughts and/or feelings in the form of works and/or actions, as well as evaluating them and considering their impact on others..

The implementation of the democratic vote project in schools is influenced by things that can support and hinder its implementation. From the findings of the research, it was found that there are several supporting factors and hindering the democratic voice project in developing the profile of Pancasila students. The supporting factors for the democratic voice project at Junior High School of 3 Gunung Talang, Solok Regency include 1) school readiness and planning, 2) enthusiasm and enthusiasm of students, 3) support and collaboration between teachers and school employees and 4) teachers' abilities. The thing that most supports the implementation of the democratic voice project based on the results of the research is the readiness and planning of schools and the ability of teachers. School readiness and planning strongly support the implementation of the democratic vote project, without clear readiness and planning about the project, teachers will have difficulties when implementing it. Teachers must have optimal abilities as designers for the implementation of the democratic vote project in schools. Therefore, teachers must actively carry out literacy about the implementation of the democratic vote project from various sources and references.

Meanwhile, the factors that hinder the implementation of the democratic voice project at Junior High School of 3 Gunung Talang include 1) lack of support from students' parents, 2) different understanding and abilities of teachers, 3) lack of school facilities

and infrastructure, and 4) lack of teacher creativity in developing project learning media. The thing that greatly affects and hinders the implementation of the democratic voice project is the inadequate school facilities and infrastructure. The condition of school facilities such as LCD Projectors is not good when displaying pictures or learning videos when teachers explain project materials. As well as the lack of creativity of teachers in developing project learning media, teachers are fixated on only showing material in the form of writing or text but do not provide stimuli for students to be interested in listening to the material. Belita Yoan, et al. (2023) explained that there are several things that hinder the implementation of the project to strengthen the Pancasila student profile in schools, including: 1) limited teachers' ability to design effective project modules, 2) different teachers' understanding, 3) limited teachers' ability to use science and technology, 4) lack of student interest in learning and 5) passive participation of students in the learning process. 6) Lack of support from students' parents, and 7) school facilities and infrastructure, namely LCD Projectors that are lacking and learning media that are not supportive, The use of school supplies will greatly help the effectiveness of the learning process and convey the message and content of lesson materials in the Pancasila student profile strengthening project.

According to the results of the questionnaire on students' perception of the vote for democracy project at Junior High School of 3 Gunung Talang, the average of the overall assessment indicators of the questionnaire was 82.92% which showed a good category. From the 4 indicators of the stages of activities in the democratic vote project, it was found that on the indicators of the stage of introduction of the democratic vote project were obtained on average 80.54% which means in the good category, the indicators of the contextual stage of the democratic vote project were obtained on average 89.23% which means in the good category, then the indicators of the action stage of the democratic vote project were obtained on average 87.70% which means in the good category and for the indicators of the reflection and evaluation stage were obtained on average 84, 42% who are categorized as good. Judging from the percentage, it is said that the perception including acceptance, understanding and assessment of students towards the implementation of the democratic vote project in developing the Pancasila student profile at Junior High School of 3 Gunung Talang Solok Regency is good.

Conclusion

Based on the findings revealed in the research, the democratic voice project at Junior High School of 3 Gunung Talang, Solok Regency has a significant contribution in developing the profile of Pancasila students, especially in the aspects of mutual cooperation, global diversity, and critical reasoning skills. The implementation of this project, with 20 meetings in one semester, follows the guidelines of the Ministry of Education and Culture of the Republic of Indonesia regarding strengthening the Pancasila student profile, showing real efforts in shaping student character in accordance with the values of Pancasila and Islamic teachings that prioritize cooperation, justice, and diversity.

The factors that influence the success of this project, both in terms of supporters and inhibitors, also provide insight. Enthusiastic student support, collaboration

between teachers, and good managerial skills are supporting factors that can be further strengthened through Islamic values of justice, cooperation, and responsibility. However, challenges such as suboptimal parental support and challenges in time management, highlight the importance of hard work and perseverance in upholding these values. Students' positive perception of the democratic voice project, reflected in their knowledge of the project's objectives, understanding of the content of the lessons, as well as the assessment of the implementation of the project, reflects success in educating the younger generation who are not only academically competent but also morally and socially. In the context of Islamic teachings, this democratic voice project provides a strong foundation to form future leaders who are fair, responsible, and insightful, in accordance with Islamic teachings that encourage good deeds and prioritize justice for all. Thus, the implementation of the democratic vote project at SMP Negeri 3 Gunung Talang not only supports the development of the Pancasila student profile, but is also in line with Islamic values that teach justice, equality, and cooperation in building a harmonious and just society.

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