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## ANALYSIS OF SOCIAL SKILLS IN TERMS OF PLANNING PROJECT ACTIVITIES TO STRENGTHEN THE PROFILE OF PANCASILA STUDENTS AT. MRUWAK 03 MADIUN ELEMENTARY SCHOOL

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### Abstract

*The purpose of this study is to describe the concept of social skills which is the basis for planning the activities of the Pancasila student profile strengthening project. The type of research is descriptive qualitative. The data source is P5 planning document. Data collection through documentation analysis. The results of the research are social skills developed are communication skills, collaboration skills, empathy skills, interpersonal skills, and conflict management skills. Each social skill is associated with the requirements for the implementation of the Pancasila learner profile strengthening project, including: Holistic learning, contextual learning, learner-centered learning, and exploratory learning. The conclusion of the research is that P5 planning at State Elementary School 03 Mruwak Madiun has accommodated social skills and fulfilled the requirements for P5 implementation.*

**Keywords:** Social skills, Planning, P5

### Introduction

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, which aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. However, character is a big challenge for the Indonesian nation in the implementation of education. Recently, there has been increasing public attention, especially in the education sector, on the importance of life skills material. Putri & Mawar (2021) One of

the fundamental foundations of education is Learning to live together, which basically teaches, trains and guides students so that they can create relationships through good communication, stay away from prejudices against others and stay away and avoid disputes and conflicts. This is closely related to social skills. So in the world of education that aims to create relationships, it is necessary to teach related skills that support its achievement, namely social skills.

Skills are basic abilities that must be trained, honed, and developed continuously (sustainable) so that they become potential in doing something. To develop skills, a process of sharpening the mind or thinking is needed, thus encouraging the emergence of special skills in humans. (Mardhiyah et al, 2021). Yuniarsih and Suwatno in Vivian (2020) also say that skill is the ability to be able to carry out physical and mental tasks. From this opinion, it can be synthesized that skill or skill is a person's basic ability to do something and needs to be developed.

The term Social comes from the Latin Socius, which means friend or society. Social has a general meaning, namely society in the narrow sense of prioritizing common interests or society (Salim, 2002 in Amiman, 2022). According to Lewis, social is something that is achieved, produced and determined in the daily interaction between citizens and their government. Social is something that is built and happens in a community site (Keith Jacobs in Suhartawan, 2021). According to Ruth Aylett in Amiman (2022), social is something that is understood as different but still inherent and integrated. Social is more than just the number of people individually because they are involved in various activities together (Paul Ernest in Sari, 2020). Based on the opinions of the experts above, it can be concluded that social is a relationship or relationship in a society or social attitude in general.

Social skills are the ability to communicate, cooperate, share, participate, and adapt (forms of sympathy, empathy, being able to solve problems and discipline in accordance with the prevailing values and ethics) (Desi, Rahayu & Solihin, 2014). In line with the above opinion, Bali revealed that social skills are the ability of individuals to realize interactive networks with others and the ability to solve problems, so as to obtain harmonious acclimatization in the community environment (Bali, 2017). Meanwhile, according to Cartledge & Milburn in Hermanita et al (2020) explain that social skills are the ability to interact with others in accordance with social norms and benefit both individuals and others. Learners must be taught, nurtured and trained to become strong human beings, have good morals and ethics to everyone as one of the foundations for establishing relationships between fellow human beings. Starting from several expert opinions above, it can be synthesized that social skills are a person's ability to realize mutually beneficial interactive networks with others and in the form of communication, cooperation, sharing, participation and problem solving skills based on morals and ethics in a community environment.

Social skills serve as a means to obtain good relationships (feedback) in interacting with others. The importance of various kinds of social skills for students today is very necessary to be applied in the learning process (Bali, 2015). The development of children's social skills includes: showing sensitivity, care, understanding, and attention to others; knowing which is right and which is wrong so that children can distinguish between the two; hanging out with peers will shape children's attitudes and traits that are appropriate and according to their age; and being able to act according to social norms in the surrounding environment (Agusniatih, 2019). The scope of social skills, which must be instilled in students includes: (1) oral communication skills, (2) written communication skills, and (3) cooperation skills (Baharun, 2017). The social skills that students need to have in interacting with others, as stated by Jarolimek (in Wahyuti, 2015) include: (1) Living and working together; taking turns; respecting the rights of others; being socially sensitive (working together, tolerance,

respecting the rights of others, and having social sensitivity); (2) Learning self-control and self-direction (having self-control); (3) Sharing ideas and experiences with others (sharing opinions and experiences with others).

Therefore, social skills are very important because they can help a person to have and maintain positive interactions with others, hence the need for efforts to cultivate social skills through education. Education is not only measured by cognitive achievement, but mutual respect and appreciation in social interactions both inside and outside of school should also need attention. Therefore, social skills really need to be taught at school. This is in line with what Muijs and Reynolds (2008: 280) say that social skills include the main goals of education to improve school readiness such as the ability to respect others, to work together cooperatively, to express emotions and feelings in a good way, to listen to others, to follow rules and procedures, to sit attentively, and to work independently.

Regarding the discussion of social skills above, it can be interpreted that a social skill that is expected to be possessed by every student both in terms of intrapersonal or interpersonal abilities as a tool that every individual or student must have. The existence of student social skills can bring out an ability related to social so that it can achieve various achievements from these students. As the explanation has been conveyed, social skills really need to be developed in these students, from them still in the lower grades where students are just entering a new social environment. According to (Gresham and Elliot, 1990) in social skills there are several aspects that support the student's social skills to be better, these aspects of social skills include cooperation activities, relationships, responsibility, empathy and self-control of the student. So that these aspects have a very important role in students to form into students who have excellent social skills abilities. One of the efforts to develop social skills in realizing the profile of Pancasila Students is through the project activities of strengthening the profile of Pancasila Students (P5).

The Pancasila learner profile is an elaboration of national education goals that can be used as a guide for educators in shaping the character and competence of students. The Pancasila learner profile consists of 6 dimensions, namely 1) faith, devotion to God Almighty and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity (Kemendikbud, 2022). According to Ismail, et al. (2020), realizing the Pancasila Learner Profile can be done through learning at school which includes face-to-face (intracurricular), extracurricular and project-based co-curricular learning. P5 is here to facilitate educators to implement a learning process that is close to everyday life (Ulandari and Rapita 2023). In line with Hamzah et al., (2022) who also emphasized that the Pancasila learner profile strengthening project is a place for students to learn, observe and think about solutions to problems in the surrounding environment. The concept of the Pancasila learner profile strengthening project is in line with the philosophy of Ki Hajar Dewantara which emphasizes the importance of learning things outside the classroom so that students not only have knowledge but can also experience it (Satria, et al., 2022).

The implementation of P5 must fulfill certain conditions. These conditions are in the form of key P5 principles contained in the Pancasila Learner Profile Strengthening Project Development Guidebook from the Ministry of Education and Culture Ristek. The guide describes four principles: holistic, contextual, learner-

focused and exploratory. Holistic, means looking at things as a whole and as a whole, not separately. This means that each project theme is used as a platform to meld various perspectives and knowledge content in an integrated manner. A holistic perspective also encourages seeing meaningful connections between components in project implementation. Contextual, relates to efforts to base learning activities on real experiences encountered in everyday life. This principle encourages educators and learners to make the surrounding environment and the reality of everyday life the main material for learning. Project themes as much as possible can touch on local issues that occur in their respective regions so that students can experience meaningful learning so that they actively improve their understanding and abilities.

Learner-centered, related to learning schemes that motivate learners to become learning subjects who actively manage the learning process independently. Educators are expected to reduce their role as the main actor in learning activities, educators should become facilitators who provide opportunities for students to explore various things on their own. This is so that learners can hone their ability to bring up initiatives and increase the power to make choices and solve problems faced. Explorative, related to the spirit of opening a wide space for the process of inquiry and self-development. P5 is not within the intracurricular structure. Therefore, the project has a wide area of exploration in terms of the range of subject matter, time allocation, and alignment with learning objectives. The explorative principle is expected to encourage the role of P5 to fulfill and strengthen the abilities that students have acquired in intracurricular lessons (Ministry of Education in Idayanti, 2023).

Doing P5 activities can build learners' confidence in their work, increase self-efficacy or confidence in their abilities, and show learners' interest in certain fields. The teacher has an important role as a facilitator in its implementation. P5 activities can be referred to as the application of customized (differentiated) learning because in this activity learners can develop their skills according to their respective interests. P5 activities also improve learners' performance when they discuss outstanding projects with their peers (Saraswati et al., 2022). Through the Pancasila Learner Profile Strengthening Project, learners are encouraged to always contribute to the surrounding environment, become lifelong learners, competent, intelligent and have character in accordance with the Pancasila Learner Profile.

The Strengthening the Profile of Pancasila Students (P5) project is new to the independent curriculum. A new program in curriculum renewal requires special attention. First, there needs to be an understanding of the concept of P5 from the school principal as the person in charge, teachers as the implementers, students as the targets, and guardians as the beneficiaries. Once the concept of P5 is understood by all stakeholders, then P5 needs to be planned in order to create clear guidelines. Planning is one of the management processes of an activity, where planning needs to begin with logical thinking to answer questions about what, who, when, where, why, and how. Because planning is a very important activity in starting other activities such as implementation and evaluation. So it can be said that planning will have an impact on subsequent activities. Handoko (2016: 79) states that the planning process has 4 stages, namely: (1) Establish a set of goals, (2) Formulate the current situation, (3) Identify facilities and obstacles (SWOT analysis), and (4) Develop a plan to achieve goals.

Planning the activities of the Pancasila Student Profile Strengthening Project (P5) involves many parties such as principals, teachers, school committees, parents, and the community. The parties involved are adjusted to the planning that is prepared. If the planning has been done carefully, it is possible that the implementation will run well. This is in line with Sahnan's opinion that a plan will greatly affect the success or failure of an activity (Sahnan, 2018). In line with this, Hasnadi in 'Educational Human Resource Planning' states that planning will be able to provide direction for educational institutions as a whole (Hasnadi, 2019). According to Supriyati, et al (2023) in planning the activities of the project to strengthen the profile of Pancasila students, there are five things that need to be considered, among others: (1) Review the internal and external conditions of the organization, (2) Set goals and objectives to be achieved, (3) Estimate the time and problems that may occur and make anticipatory action plans, (4) Identify policies and things that need to be done to support the plan, and (5) Compile documents to be approved by superiors, this is done to strengthen the planning that has been made, so as to reduce the risk of not running an activity.

Based on the explanation above, the need for social skills to be developed in P5 activities is a top priority for the school. So that the formulation of the problem in this study is how the concept of social skills is the basis for planning the activities of the Pancasila student profile strengthening project at Mruwak 03 State Elementary School, Madiun district? For this reason, the purpose of this study is to describe the concept of social skills which is the basis for planning project activities to strengthen the profile of Pancasila students.

## Research Methods

This type of research is descriptive qualitative. The research time began in July to July to November 2023. The research subjects were 10 teachers, 3 school committees, and the school supervisor. The main data source of the research is the planning document of the Pancasila student profile strengthening project activities at Mruwak 03 Madiun State Elementary School. Data collection techniques were carried out by document analysis and interviews. The technique used to test the degree of trust in this research is by triangulating sources with interview techniques. Data analysis uses interactive analysis of Miles and Huberman's theory.

## Results and Discussion

Document analysis obtained data, namely: State Elementary School 03 Mruwak, Madiun district, implements the Merdeka curriculum starting in the 2023/2024 academic year; the school determines the management team or facilitator of the Pancasila profile strengthening project (P5); the proposed theme takes into account the skills that need to be developed; the form of activities, in order to determine the number of co-curriculars and the teaching team.

The implementation process of the Pancasila Learner Profile Strengthening Project begins with the formation of a team of facilitators, who then identify the level of school readiness. This process includes designing the dimensions of the theme and implementation time, preparing project modules, and designing strategies for reporting project results. The project implementation plan is adjusted to the specific needs and conditions of the school, based on the results of the meeting and the education report card.



The Pancasila learner profile strengthening project for education units at State Elementary School 03 Mruwak adapts to the directions contained in the Pancasila Learner Profile Strengthening Project Development Guide from the Education Standards, Curriculum and Assessment Agency of the Ministry of Research, Technology and Higher Education. The project covers various aspects, such as sustainable lifestyle, local wisdom, Bhinneka Tunggal Ika, build the soul, democratic voice, engineering and technology, entrepreneurship, and employability (Ruang Kolaborasi, 2022) and studied several articles about P5, such as Lumbantobing and Maryani's research in 2024 with the title Training Social Skills of Elementary School Students Through the Pancasila Student Profile Strengthening Project (P5) conducted at the Mover Elementary School in Bandung City. This school implements P5 to train students' social skills by taking the P5 theme of Global Diversity. Factors such as cultural diversity, tolerance and mutual respect were the main considerations in choosing this theme. The results of this in-depth analysis provide confidence that involving students in the Pancasila Learner Profile Strengthening Project with the theme of global diversity will have a positive impact on students' understanding and social skills. As a school committed to quality education, the selection of this theme is in line with efforts to improve students' understanding of diversity and make them tolerant, inclusive citizens ready to face global challenges.

The stages in the activities of the Pancasila Learner Profile Strengthening Project, State Elementary School 03 Mruwak Madiun go through five sequential stages. The process begins with the introduction stage, where learners are introduced and build their awareness of the theme being studied. Then, the contextualization stage is used to explore problems in the surrounding environment that are relevant to the topic of discussion. After that, enter the action stage, where learners formulate the roles that can be taken through concrete actions in response to the problems that have been identified. The reflection stage acts as a complement, filling the process by reflecting and evaluating the actions taken through real action. Finally, the follow-up stage is implemented as a strategic step to direct further change or development after the project activities. Thus, this series of stages is designed in a structured manner to provide a holistic and sustainable learning experience for students in exploring and overcoming problems in the context of strengthening the profile of Pancasila students.

Social skills development planning in the Pancasila learner profile strengthening project planning, revealed the social skills in question, including: 1) Communication Skills, the goal to be achieved is that learners show significant improvement in speaking, listening and information sharing skills. They learn to communicate effectively to achieve common goals, responding to the principle of "Living and working together". Active interaction in the project enriched their ability to convey ideas and understand the views of classmates. This is consistent with findings from a study conducted by (Trisoni et al., 2022), exploring the impact of implementing P5 (Pancasila Learner Profile Project) in the context of Merdeka Curriculum on students' skills, with an emphasis on 4C skills: cooperation, creativity, critical thinking, and communication; 2) Collaboration Skills, the goal is for learners to be actively involved in the collaborative process, creating an atmosphere of shared learning. The principle of "Taking turns" is reflected in how students provide mutual support and collaborate to achieve a common goal, with a deep understanding of the meaning

of cooperation, and feel the satisfaction of the results of collaboration. Wijayanti & Muthali'in (2023), said that the Pancasila Profile Strengthening Project (P5) emphasizes two crucial dimensions, namely global diversity and collaborative teamwork. In this context, P5 prioritizes fundamental values such as gotong royong, creating a solid foundation for the development of students' deep understanding and active engagement in facing the challenges of global diversity; 3) Empathy skills, the goal is that through the introduction process, students can understand and appreciate cultural differences, develop empathy skills. They begin to realize the importance of respecting the rights of others, in accordance with the principle of "Respecting the rights of others". This awareness creates an inclusive environment among students; 4) Interpersonal Skills, the goal is that learners succeed in building positive and respectful interpersonal relationships. They create an inclusive learning community, reflecting the principle of "Being socially sensitive". These positive interactions create an atmosphere that supports personal growth; and 5) Conflict Management Skills, the goal is for the project to bring out differences of opinion, allowing students to develop conflict management skills. By applying the principle of "Learning self-control and self-direction". Students can speak up, understand different points of view, and resolve conflicts in a constructive way.

The results of the analysis and interviews obtained data, namely to develop the social skills above, P5 activities also pay attention to the conditions for their implementation. The requirements for implementation include: a) Holistic learning, the planned design is that students build their knowledge not with the teacher in the classroom but accommodate outside sources. This provides space for social skills to occur; b) learning is contextual, the planned design is connected to social-cultural facts that exist in the students' environment, so that the space for social skills to occur can be maximally raised; c) learner-centered learning, the planned design is that each learner needs to perform optimally in P5 activities so that ideas, ideas, activity solutions appear, so that opportunities for the development of social skills appear; and d) exploratory learning, the planned design is that students are able to build knowledge by analyzing, bertamnya, discussing, and displaying the results of their interpretation.

## Conclusion

The planning of the Pancasila teaching profile strengthening project at State Elementary School 03 Mruwak Madiun accommodates social skills, which include: communication skills, collaboration skills, empathy skills, interpersonal skills, and conflict management skills. Each social skill is associated with the requirements for the implementation of the Pancasila learner profile strengthening project, including: Holistic learning, contextual learning, learner-centered learning, and exploratory learning.

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