

## **Strengthening the attitude of cooperation through diversity projects**

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### **Abstract**

This research reveals cooperation which is one of the dimensions of the Pancasila Student Profile. This research aims to determine the strengthening of the attitude of cooperation through the Strengthening Pancasila Student Profile Project activities. The method used in this research is a qualitative approach with observation and documentation data collection techniques. The results of this research are project-based learning activities that can strengthen the attitude of cooperation, involving teachers and students starting from the planning, implementation, and evaluation stages, namely through the Strengthening Pancasila Student Profile Project activity with the theme "Bhinneka: Nusantara in Legend" at the SMP Muhammadiyah 9 Yogyakarta, a private junior high school in Yogyakarta, Indonesia. Then, there is also the impact of these activities on students and teachers. The output of this activity is a working title, namely a drama performance resulting from the creativity and cooperation of students and teachers.

**Keywords:** cooperation attitude, pancasila student profile, unity in diversity

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## **INTRODUCTION**

In this era of globalization, a lot of science, technology, culture, and so on have entered Indonesia. The influence of globalization is entering our nation quickly and rapidly, if it cannot be responded to and controlled well, then the noble values, attitudes, and morals of Indonesia which have become the nation's culture will slowly fade away. One of the attitudes of the Indonesian people contained in the values of Pancasila is cooperation. The attitude of cooperation in this era of globalization is fading, this can be seen from the spirit of cooperation in society which is starting to fade because many people today are individualistic, indifferent to other people, selfish, and so on. For this reason, so that the attitude of cooperation remains strong and is still cultivated in the Indonesian nation, it is necessary to maintain it within Indonesian society.

To maintain its existence is of course not simple and irresponsible for all communities and governments. If we don't cooperate, then the noble value of cooperation will disappear. The sense of unity begins to decline, and each job or activity no longer even involves voluntary assistance, because it is valued in material or monetary terms. So, all things are always calculated in terms of material benefits. For a small portion of Indonesian society, cooperation activities have changed to using money only. Of course, this might lead to a more lasting sense of unity that fades and disappears, the value of unity that

has been upheld for a long time becomes meaningless (Anggorowati & Sarmini, 2015).

The curriculum plays a very important role in the field of education because it is closely related to determining the content, process, and direction of education. Curriculum changes in Indonesia are another effort to improve the quality of education. The Merdeka Curriculum was designed as part of the efforts of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to overcome the learning crisis that we have been facing, made worse by the recent pandemic. This crisis is characterized by low student learning outcomes, even on basic issues such as reading literacy (Anggraena, et al, 2022). For this reason, in the Independent Curriculum a term was issued, namely Pancasila Student Profile. This aims to ensure that Indonesian students become competent lifelong learners, have character, and behave according to Pancasila values. So, in the Pancasila Student Profile, there are six dimensions, namely 1) Faith, Devotion to God Almighty, and Noble Character; 2) Global Diversity; 3) Working together; 4) Independent; 5) Critical Reasoning; and 6) Creative (BSKA, 2022).

SMP Muhammadiyah 9 Yogyakarta is the best school in Yogyakarta which is a Provincial Adiwiyata School and has been accredited A. There are many programs implemented at the school, such as the 5S (Smile, Greet, Salam, Polite) program, and Polite) which is done every morning; BTTQ which is held every Thursday and Friday; Tadarus and Literacy before carrying out learning in class; Zero Waste; SEMUTLIS (Ten Minutes for the School Environment) which is held every Friday, extracurriculars, and so on. The curriculum used at SMP Muhammadiyah 9 Yogyakarta is two curricula, namely the Merdeka Curriculum for classes VII and VII, and the 2013 Curriculum for class IX.

The Project for Strengthening the Profile of Pancasila Students which was carried out at SMP Muhammadiyah 9 Yogyakarta raised a big theme, namely "Bhinneka" and with the title "Archipelago in Legend". This activity of course involves all school members such as the principal, teachers, students, administrators, PLP students, and others. The Strengthening Pancasila Student Profile Project activity was held for 10 effective days, starting from August 2VIII to September VIII 2023. The Pancasila student profile strengthening project was designed through the planning, implementation, and evaluation stages. So, from the planning stage to the evaluation, this involves cooperation and cooperation between fellow school members. It is hoped that the Strengthening Pancasila Student Profile Project activity will be able to instill an attitude of cooperation among fellow school members. The purpose of this article is to explain the strengthening of the attitude of cooperation through the Strengthening the Profile of Pancasila Student Project activities with the theme "Bhinneka: Nusantara in Legend".

## **RESEARCH METHOD**

The research we use in this article uses a qualitative descriptive method, where with this qualitative descriptive method we explain, describe, and describe phenomena, events, and facts that occur. The data in our research was obtained using documentation, interviews, literature studies, and so on. We chose this method because it is very suitable for the article that we use to study, analyze, and explain the actual situation related to cultivating an attitude of cooperation through the project to strengthen the profile of Pancasila students with the theme Bhinneka. Using this qualitative method, we can carry out an in-depth analysis regarding how to instill an attitude of cooperation through P5 starting

from planning, and implementation, to evaluation at SMP Muhammadiyah 9 Yogyakarta.

## **RESULTS AND DISCUSSION**

Implementation of the Project for Strengthening the Profile of Pancasila Students with the theme "Unity in Diversity: Archipelago in Legend" at SMP Muhammadiyah 9 Yogyakarta.

The Student Project Activity Strengthening Pancasila Profile consists of various stages in its implementation. This stage starts from the planning stage, in this stage the coordinator from P5 is the PPKn teacher. The PPKn teacher then creates a team consisting of teachers from other subjects, who will then help during the P5 activities. Then, the coordinator and the team exchanged ideas and worked together to implement the Pancasila Student Profile Strengthening Project. Previously, the PPKn teacher in class VII PPKn learning had used a project-based learning model, after which class VII students were given the task of making puppet projects in the form of figures from the BPUPKI and PPKI sessions, and this should be what can be used in the output in end of activity P5. However, there is one thing or another, where the wayang that is made is not sturdy and difficult to move, then it is replaced by role-playing through drama performances. The coordinator and team also discussed the system and rules of the performance, the distribution of each task, the division into groups that would be assessed, and the preparation of what equipment would be used later.

The Project for Strengthening the Profile of Pancasila Students in the odd semester of the 2023/2024 academic year takes the theme ' Unity in Diversity ', which will later hold a drama performance entitled Nusantara in Legenda. The drama performance is the result of students' creativity and is the output of the Strengthening Pancasila Student Profile Project activities. The archipelago in this legend contains stories of the archipelago in Indonesia, starting from the story of the origins of Banyuwangi, the origins of the city of Wonogiri, the origins of the Bali Strait, the origins of Jombang, the origins of Mount Arjuna, the origins of Sarangan Lake, and the origins of Mount Kelud. This collection of folk tales in the archipelago is intended to preserve Indonesian culture so that students at SMP Muhammadiyah 9 Yogyakarta can preserve the culture, noble values, or local wisdom values of the Indonesian nation, one of which is the value and attitude of cooperation. Apart from that, the aim of taking the title Nusantara in Legend is also to increase students' literacy, in this case, digital literacy and cultural literacy.

Next, is the implementation stage of the Strengthening Pancasila Student Profile Project. This stage begins with orientation and presentation of material for 3 days, namely on 28, 29, and 30 August 2023. Briefing regarding drama performances is carried out by the presenters, namely the team from the Pancasila Student Profile Strengthening Project, delivering material regarding matters related to drama performances. At the P5 Orientation, it was first explained to students in grades VII and VIII, what and how the Project for Strengthening the Pancasila Student Profile was. Then, after orientation, students are provided with material regarding script writing, where from script writing students can discover intrinsic elements in the story, understand the concept of adapting a story, and how to write a script and synopsis of the story. Furthermore, students are also provided with material regarding basic acting techniques, then after the briefing and presentation of the material and then

each session of material presentation or all activities there are assignments and reflections that students must complete via Google Classroom.

On the second day, namely August 29, 2023, students were given material regarding stage settings, with the aim that students were expected to be able to understand the basics of stage settings, understand types of props, and plan the creation of props. Then, the second material is about dance movements, the provision in this material is so that students are expected to be able to understand the basics of dance movements, and various types of dance, and plan what dance movements are like. The third material is about fashion and make-up, in this material students are expected to be able to understand fashion or costumes, make-up or make-up for performances, and identify the costume needs of each character or figure. The material regarding costume design is delivered via PowerPoint, YouTube videos regarding makeup tutorials for animal characters, and elderly characters, video tutorials on making costumes, and videos on wearing costumes.

The third day, namely August 30, 2023, still provides material by the presenters. The first material presented is music management, where students are expected to be able to understand various types of music, and the basics of music, choose music that suits the title of the story, and plan the creation of music. Then, the second material is about the director and assistant director. In this material, students are expected to be able to know what the duties of the director and assistant director are, and then plan who will be the main character, supporting actor, and so on.



**Figure 1.** Material provision

On the fourth day, namely August 31, 2023, students are grouped according to their assigned tasks. The homeroom teacher divides the tasks among each student, namely, there is someone who is in charge of being the first director and Estrada who directs the flow of the performance, secondly, there is a scriptwriter who is in charge of writing the story script, the dialogue that will be staged, third, there is a stage designer who is in charge of setting the stage, creating properties that will be used such as caves, houses, trees and so on, fourth there are costumes whose job is to prepare the clothes and make-up that will be used in the performance, fifth there is musical accompaniment whose job is to create music that suits the story that will be staged, sixth there is dance who is in charge To sweeten the performance, there are seven actors whose job is to play the characters in the story.

On the fifth day, namely September 1, 2023, each student is grouped according to the tasks they have been given, for example, the director section is included in the director class, and the stage set is grouped with all those tasked with being the stage set from all classes VII and class VIII, etc. In these classes, you will be given in-depth instructions again by the accompanying presenters. Then, in this class, their task is to discuss with each other, collaborate, and work together to think and plan what they will perform later. After being grouped, all students return to their respective classes to plan together what will be staged, starting with the scriptwriter, director, and assistant who work together to create a suitable, good, and appropriate storyline, they exchange ideas to create a script, and the flow of the scenes in the performance, as well as the other people on duty.

On the sixth day, namely September 4, 2023, the script and plot of the scenes in the performance have been planned and determined, then they design what props are needed in each scene in the performance, what kind of costumes to use, determine the appropriate musical accompaniment in the story, what dance will be performed. After everyone agrees, then they work together to make props, design costumes, practice dancing, and memorize dialogue.



**Figure 2.** Property creation

From the seventh to the eighth day, they also retrained as actors, directed by the director and assistant, they also practiced dancing and continued making the props they used, they worked together, especially in making complex props such as dragons, houses, and caves, which required cooperation. and teamwork in making the property so that it can be completed quickly, there are those whose job it is to paint the dragon, make the design, and so on.



**Figure 3.** Stage rehearsal process



On the ninth day, they worked together with the teachers to carry out a clean rehearsal of the performance, they prepared the layout of the props, where they worked together to align and harmonize the storyline, actors, stage props, costumes, and so on by helping each other to complete the performance. can run well and smoothly. And on the last day, namely the tenth day. The tenth day was the culmination of the Strengthening Pancasila Student Profile Project activities, where there was a Work Title. They used costumes that they had made according to their creativity, then they paraded around the school using costumes according to their respective characters. After that, they held a performance in the field directed by the father and mother so that the performance ran smoothly and well according to what they had practiced so far.



**Figure 3.** Project title for strengthening pancasila student profile

Evaluation of this performance: all students, teachers, and teachers are given an evaluation related to the implementation that has been carried out by students, teachers, and teachers as material for improvement and improvement in the next project. What is lacking in this performance can be corrected in the project Furthermore, this evaluation also gives appreciation that this performance went well because of the cooperation and solidarity of the students, and the teachers at SMP Muhammadiyah 9 Yogyakarta where from the planning stage, to the implementation, the teachers always accompanied and directed the students. and his female students to prepare for the performance of this project.

Cooperation in the independent curriculum aims to ensure that Indonesian students or young people can carry out activities together voluntarily so that the activities carried out run smoothly, easily, quickly, and smoothly. The cooperation skills or abilities of the young generation of Indonesian students reflect concern for the environment, like sharing with community members, each other to help lighten the burden, and to produce a better life this cooperation is very important for the young generation students of the Indonesian nation to have the awareness that as part of a community or group, you must have the awareness and obligation to be involved, responsible, cooperate, help each other in various areas of life to improve the welfare of society (Irawati, et al., 2022). The key elements of cooperation are Collaboration; Concern; and Share.

This attitude of cooperation is very important for Indonesian people because it has become a noble value in Indonesia. Cooperation is included in the values contained in the third principle of Pancasila, namely Indonesian Unity. Cooperation can increase the sense of unity and achieve the desired

goals. This spirit of cooperation must always be grown, instilled, and strengthened within the Indonesian people, especially in the younger generation, because the younger generation is the next generation of the Indonesian nation. The future of the Indonesian nation lies in the younger generation. Therefore, SMP Muhammadiyah 9 Yogyakarta held a Project for Strengthening the Profile of Pancasila Students with the theme of Diversity entitled Archipelago in Legends to strengthen attitudes and values of cooperation. Nusantara in Legend, folklore in Indonesia, of course, has moral values and attitudes that can be taken, such as the value of tolerance, mutual help, cooperation, caring, faith, and devotion to God. The Almighty, honest, trustworthy, firm, authoritative, friendly, and so on.

The impact of the Pancasila Student Profile Strengthening Project on strengthening the attitude of cooperation at SMP Muhammadiyah 9 Yogyakarta.

The impact of the Strengthening Pancasila Student Profile Project is that it can increase the sense of togetherness, and cohesiveness between teachers and students, strengthen the values of cooperation, creativity, mutual respect for other people's opinions, respect for each other, always coordinate and collaborate with a team, and do things seriously. voluntarily. With the Strengthening Pancasila Student Profile Project, students can collaborate, care for each other, and share in the process of implementing this Project. Thus, students have achieved the key elements of cooperation in the Independent Curriculum.

The digital era 4.0 or the era of globalization is all science knowledge, technology information, and culture everything is included in its entirety. Science, technology, and culture are entering very quickly and developing rapidly in Indonesia. It feels like the existence of technology, be it laptops, robots, cellphones, or computers, is growing widely in Indonesia, foreign cultures such as K-POP and Western culture are also entering Indonesia and it can no longer be stopped. The targets most easily influenced are the young generation of Indonesia. The impact of globalization has positive and negative impacts depending on how we respond to it. if we respond to it inappropriately and badly then globalization will have a bad or negative impact, if we respond appropriately and well, globalization will have a positive impact. Globalization in Indonesia has had many negative and negative impacts on Indonesian society, as can be seen recently, namely that the attitude of cooperation among the younger generation is starting to fade and disappear.

The Pancasila Student Profile Strengthening Project has a positive impact on students, where these students are the nation's next generation who will become the nation's hope in the future. Through this Project for Strengthening the Profile of Pancasila Students, we can indirectly strengthen the attitude of cooperation towards students, who may initially rarely encounter an attitude of cooperation in their daily lives, because this cooperation is very minimal nowadays. In this project, students have been able to achieve and achieve the key elements of the cooperation dimension.

The first key element is Collaboration. Collaboration in question is the ability to feel happy when working together with other people, prioritizing teamwork, and showing a positive attitude towards the differences and uniqueness of other people. Thus, this collaboration can increase the sense of unity and oneness between each other without feelings of envy, or negative competition, and reduce individualist attitudes. The second key element is Caring. The concern in question is the ability to pay attention to and act proactively towards the surrounding environment, especially the social

environment. The third element is Sharing. What is meant by sharing is the ability to give and receive all things that are important for students' personal lives and their shared lives with each other, but still prioritize common interests. With this sharing ability, students can give and receive things that are considered valuable to and from their friends and people in their surrounding environment (Fitriya, 2022).

## CONCLUSION

The era of globalization which is developing rapidly in all countries in the world, means that the noble values that exist in these countries are slowly fading because there is no selective attitude towards incoming foreign cultures. Such as the attitude of cooperation, which is one of the values and attitudes of local wisdom in Indonesia. If this attitude of cooperation is not instilled deeply, especially in the younger generation, the value of local wisdom in Indonesia will be destroyed. Therefore, at SMP Muhammadiyah 9 Yogyakarta, through the Strengthening Pancasila Student Profile Project activities, we can strengthen this cooperation attitude. The cooperation attitude in the Strengthening Pancasila Student Profile Project activity is like students jointly designing a drama script; designing and creating props that will be used in the performance; designing and making costumes or clothing that will be used by each character in the performance; help each other in memorizing dialogues; work together in bringing property and exchanging property for staging in the work title.

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