

IMPLEMENTATION OF THE PANCASILA STUDENT PROJECT AND WORK CULTURE TOWARDS THE PERFORMANCE OF TEACHERS OF SMK CENTERS OF EXCELLENCE IN WEST KALIMANTAN

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Abstract: The Pancasila student strengthening project is a program of the Ministry of Education of the Republic of Indonesia at Vocational High Schools (SMK) which will be carried out in 2021-2022. The indicator of program achievement is to increase the capacity of students to adapt to global challenges and dynamics in the business world and industry. The specific goal is to create graduates who continue to the highest level of education, can work and have entrepreneurial skills. The dimensions that make up the research variables of Pancasila students include: 1) Faith and piety in God Almighty and Noble Character; 2) Independent; 3) Working together; 4) Global Development; 5) Critical Reasoning and 6) Creative is further connected with competence through the concept of work culture, including: 1) The relationship between colleagues and students; 2) Commitment and 3) Discipline to measure teacher performance include: 1) Improvement of Soft Skills and Hard Skills. The method used multiple linear regression with a total sample of 60 productive teachers in agriculture and plantation majors for the observation period July-December 2021 and Agustus-December 2022. The results showed that the dimensions of the Pancasila student profile and the Work Culture Climate created at SMK will have a significant effect in improving the Performance of Productive Teachers in the West Kalimantan Agriculture and Plantation Department. It is necessary to increase the dimension of independence and the ability to reason critically in students with competence in agriculture and plantations that are nationally licensed based on industry. In particular, there must be a program to improve the soft and hard skills of students through industrial internships.

Keywords: Pancasila Student Profile Project; SMK Work Culture; SMK Teacher Performance.

INTRODUCTION

Indonesia is a country rich in natural resources and of course as a global economic actor in this digital era, it must prepare human resources (HR) that are reliable and characterful, adaptive and able to compete competitively with qualified hard and soft skills so that they are recognized by the business world and industry, especially in the Southeast Asia region. The preparation of the younger generation through various existing programs does require support from various parties, especially in the pandemic era in 2020-2021 and this also happens in SMK, graduates from each school are one of the contributors to the fairly high unemployment rate in Indonesia. The SMK Center of Excellence (SMK PK) program is one of the alternative problem solving to increase the competitiveness of qualified and sustainable human resources. The existing program concerns the assistance of practical equipment, physical buildings (facilities and infrastructure) to support teaching and learning activities and the alignment of industry-based and business-based curricula as a form of development of the Competency-Based Curriculum and the 2013 Curriculum that has existed before until it is implemented gradually in 2021.

The impact felt by schools and students as beneficiaries is indeed felt very large, financial assistance that really helps the school to organize industry-based learning with standard equipment makes learning activities very enjoyable. The ethics of this program running for the first time in 2021 was felt by the school to be very difficult because the adjustments

that occurred to reform the old learning model to be new, more fresh and challenging. The previous program started from the driving school SMK Revitalization and Central Of Excellent (COE) became the first stepping stone to the success of this new program which is packaged more adaptively and has long-term benefits, the goal is how students have new learning experiences. The concept of SMK PK is known as the concept model of how students can work, continue school and entrepreneurship (BMW) with the jargon "SMK Bisa SMK Hebat Strengthens Indonesia".

The Pancasila student profile project is an activity base designed in such a way as to achieve and strengthen competence and character with national and certified graduation competency standards that are included in co-curricular activities. Implemented Permendikbudristek No.56 / M / 2022 and outlined the ability of teachers, especially in vocational schools, to understand the independent curriculum, develop projects to strengthen the profile of Pancasila students and develop the operational curriculum of education units. The concept of independent learning at SMK is a new thing for schools, especially for teachers and principals, in addition to carrying out their main duties as teachers and educators, they must also carry out various school development programs according to the direction of the Minister of Education through the Director General of Vocational Studies.

Strengthening independent learning includes the activation of teachers and students to feel new experiences of learning in the digital era and full of current

dynamics, learning and teaching activities are not only limited to the classroom, many new models have been developed, for example, one of which is work practices that are already based on industry or companies, practical tools that are adapted to industrial equipment that students are expected to be adaptive and get a real learning experience. Merdeka means purposeful freedom, this requires teachers as creators to create and educate new humans who excel in their fields, especially for vocational schools in agriculture and plantations in West Kalimantan. If we look further, the actors who perpetrate the new policy of education reform in Indonesia are teachers as the spearhead or frontline of educating the nation's life, adjustment programs through a work base that is relevant to the work culture that has been created early in schools.

(Fatah et al., 2022) identified common problems in SMK, including the understanding of the school operational curriculum (KOS), then the limitation of sources of information and training, in addition to the many new terms used in the curriculum that will be applied in schools. Research by (Sulaiman et al., 2022) stated that the management of Good Corporate Governance (GCG) in schools must include the principles of transparency, accountability, responsibility, independence and fairness is very important to be considered in SMK. The adjustment program as a tangible form of work culture is one of the momentums for business actors and industry to be actively involved as a form of participation in a sustainable education program, the industry through managers or division supervisors

participates in providing training or tutorials on the dimensions of work through debriefing activities, field practices with the use of tools according to the company's standard work base.

The results of the training involve productive teachers and will be applied to new methods of problem-based learning (PBL) teaching or projects to strengthen character and competency standards based on the Indonesian National Qualifications Framework (KKNI) which is a model of the Indonesian HR qualification framework with the concept of juxtaposing, harmonizing and integrating sectors Education to be in harmony with the industry through training with work experience in accordance with special programs at SMK PK in agriculture and plantations. The training system created in accordance with learning outcomes according to the level to create quality and productive human resources, in Indonesia there are 9 levels of KKNI qualifications consisting of Levels 1-3 for operator positions, 4-6 for technicians or analysts and 7-9 for expert positions. Agricultural and plantation vocational schools themselves are included in positions 1-3, one of which is the Competence of Agribusiness Expertise in Plantation Crops and Agricultural Product Processing at level 2.

Work culture as an indicator of the achievement of the SMK PK program is closely related to work climate standards (atmosphere) with dimensions of discipline and high standards of commitment between organizational members in SMK based on the business world and industry. The environment created between teachers

and students needs to be created in such a way as to create comfort during the learning process starting from standard classrooms, play areas, sports fields, green open spaces, library access, work practice places, availability of work equipment and safety factors. The role of teachers as performance aspects includes efforts to improve standards-based soft and hard skills that are included in the key performance indicators (KPIs) in the SMK education operation unit as a final report on performance that will be assessed by the Principal, while for students themselves enter the form of a learning outcomes report card which includes aspects of skills, attitudes and attitudes which is assessed by the teacher himself according to the field of study both productive and adaptive.

The failure of a teacher and student in theory and work practice is because they are unable to create a fun, challenging and applicable learning atmosphere according to industry standards as stated in the Pancasila Student Strengthening Project. In fact, how and model to create a model of cooperation, independence and student activity during the process (schedule) that is regulated and created in the Semester Learning Plan (RPS) that has been designed previously in 2021 and 2022. This study seeks to see the relationship between the existing Pancasila Pojek associated with the work culture model as the end of the performance standard assessment of productive teachers at the SMK Department of Agriculture and Plantations in West Kalimantan Province.

MATERIALS AND METHODS

The research method uses a descriptive quantitative and qualitative approach based on survey results through observation and in-depth interviews with the Focus Group Discussion (FGD) model for the 2021 and 2022 observation periods. The number of respondents was 60 productive teachers of SMK Jfor Agriculture and Plantation affairs in West Kalimantan Province. Model was designed to combine the list of questions with a likert scale approach to measure the magnitude of the influence of each research variable. Data were analyzed using the Multiple Linear Regression approach.

Tabel 1. List of SMK PK Kalbar

No	School
1.	SMKN 4 Pontianak
2.	SMKN 2 Pontianak
3.	SMKN 8 Pontianak City
4.	SMKN 1 Sungai Kakap
5.	SMKN 1 Sungai Raya
6.	SMKN 1 Mempawah Hilir
7.	SMKN 1 Mempawah Timur
8.	SMKN 2 Lifter
9.	SMKN 1 Simpang Hilir
10.	SMKN 1 Nanga Tayap
11.	SMKN 2 Ketapang
12.	SMKN 1 Ngabang
13.	SMKN 1 Sepauk
14.	SMKS Muhammadiyah Sintang
15.	SMKS Budi Luhur Sintang
16.	SMKN 1 Sintang

Source : Processed Data, 2022

RESULTS AND DISCUSSION

The type of activity that is built on the schedule (mile stone) of SMK PK.

Tabel 2. Types of Activities

Types of Activities	Information
Socialization of Independent Curriculum Learning	Executed 100%
In House Training (IHT) Curriculum Implementation	Executed 100%
Curriculum Design Workshop	Executed 100%
Textbook Fulfillment	Executed 100%
Coordination of Curriculum and Teaching Materials	Executed 100%
Project Rill-Based Learning	Executed 100%
Teachers/Instructors from the World of Work	Executed 100%
Development of Fieldwork Practice Programs	Executed 100%
Certified Internships for Teachers	Executed 100%
Technology Updates from the World of Work	Executed 100%
Tracer Study Program	Executed 100%
Work Culture Workshop	Executed 100%
Implementation of Bullying-Free Schools (Anti-Bullying)	Executed 100%
Mindset Change-Based Character Strengthening Workshop	Executed 100%
Implementation of Strengthening the Pancasila	Executed 100%

Student Profile

Source : Processed Data, 2022

Various implementation programs have different achievement standards in the form of smk activity accountability report documents. In Tabel 2 as a conclusion all items are carried out properly according to the achievement of 100% performance standards. In Tables 3 and 4, it can be seen that all research indicators are declared valid and reliable, meaning that they are able to measure and explain the relationship between variables, judging from the alpa and pearson correlation values which have a very real effect. The best model is based on empirically accountable data standards and in accordance with applicable general rules and regulations. Especially in SMK PK, the dynamics that occur are very diverse according to field conditions.

Tabel 3. Data Validity Test

Variable (Indicator)	Alpa value <0.05	Pearson Correlation
Faithful and Virtuous	.000	.448**
Creativity	.000	.508**
Mutual Aid	.000	.535**
Critical Reasoning	.000	.526**
Co-worker Relations	.000	.479**
Relationship with Students	.000	.617**
Commitment	.000	.463**
Discipline	.000	.553**
Soft Skill	.000	.586**

Hard Skill	.000	.711**
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Source : Processed Data, 2022

Tabel 4. Data Reliability Test

Variable	Cronbach's Alpa > 0,60
(X1) Pancasila Student Project	.692
(X2) Smk Work Culture	.780
(Y) Smk Teacher Performance	.763

Source : Processed Data, 2022

The advanced data processing stages are classical assumption tests including normality tests (normally distributed data), processed using the Kolmogorov-Smirnov test with an alpha value of <0.05, the results of the Multicholinerity Test show that the VIF values are in the range of 1-10 (no symptoms of multicholinerity occur) and for the Heterochedasticity Test using the Glejser Test, The output of the results of the analysis did not occur symptoms of heterochedasticity (ALPA value >0.05) for each of the study variables. The next stage involves the magnitude of the influence of each research variability both simultaneously (Test F) and partial (Test t) as well as the magnitude value of the coefficient of determination (R²).

Tabel 5. Coeffesient of Determination

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.335 ^a	.112	.081	.46583

a. Predictors: (Constant), Culture.Work, Project.Pancasila

Source : SPSS Processed Data, 2022

In Table 5, it can be seen that the magnitude of the influence of the Pancasila and Work Culture project variables on Performance is 0.112 or 11.2% while the remaining 88.8% is influenced by other variables outside the model studied so that it requires further study to find out what factors determine teacher performance in SMK PK.

Tabel 6. Test Results F and t

Variable	Test F	t-test
(X1) Pancasila Student Project	0.034	0.039
(X2) Smk Work Culture		0.045

Source : SPSS Processed Data, 2022

Table 6 shows that simultaneously and partially the variables of the Pancasila Student Project and Work Culture have a significant effect on the Performance of Vocational School Teachers with an alpa indigo of <0.05, meeting the assumptions of the hiporprevious thesis that have been built.

CONCLUSIONS

The Pancasila project model and work culture to measure the performance of SMK Teachers majoring in Agriculture and Plantations in West Kalimantan provide sustainable benefits for improving teaching methods for students and in particular improving performance through field competency standards. The Pancasila Project is a development of the 2013 competency-based curriculum, a holistic

assessment in measuring student abilities. In line with (Setiawan, 2022) that the independent learning curriculum is a prototype curriculum that has currently been implemented by 2500 driving schools and 901 SMK PK, this curriculum has been enthusiastically welcomed even though some still have obstacles to the practice of its application.

In 2020, teachers and schools are more independent in assessing student learning outcomes through more comprehensive exam changes (portfolios and assignments). The material that was previously more of an assignment model rather than a slowly adjusted competence means that it is necessary to map the quality of graduates based on student abilities and character not just a mere cognitive measurement but holistically the entire teaching and learning activity during the current semester. In line with the implementation, it is known that the number of industries that support and can be invited to cooperate with SMK is very limited, especially in agriculture and plantations in West Kalimantan.

The three components of teacher performance include literacy, numeracy and character assessment (Pancasila students), literacy skills known as the ability to use bahasa (critical reasoning), numeracy is closely related to numeracy competence (mathematics) and character shaping cultural aspects of the spirit of diversity such as mutual cooperation. The enthusiasm and identity of students at SMK Pertanian dan Perkebunan is very large and interesting in observation since covid-19 children have problems in interaction because there are no joint activities in the

classroom both in communication and outdoor activities so that the cognitive aspect becomes a little hampered due to the lack of interaction between students and teachers. The obstacles to online learning are deeply felt by all school residents, one of the obstacles is limited internet access (quota) and application models that are not yet familiar to use, such as Google classroom or Zoom Meeting. The era of digitalization also affects learning standards and classroom activities closely related to performance aspects in improving students' soft and hard skills.

Evaluation of learning is needed for the direction of improvement design, one of which is the ability to reason critically, its relation to improvisation and forming patterns of behavior and behavior, character and creation of students. Reasoning means being able to feel and do according to the heart and mind, of course, as a form of positive response given, for example to a task, event (event), or being able to study a phenomenon or anomaly that occurs when the teaching and learning process occurs. We further note that the ability to communicate or speak is needed in problem-based learning (PBL) group learning to stimulate student activity in solving problems and being able to compete and work in teams (team work).

(Sunardhani, 2022) mentioned some of the results of the SWOT analysis that the implementation of SMK PK consists of managerial, operational obstacles including the provision of facilities and infrastructure for the learning process, this is an important concern for us together where the best pattern is in addition to forming team competencies and building

internal and external communication of the school. The *Team Work* gives a new nuance that learners are taught not to be individualist human beings without thinking about the needs and feelings of others, children are trained to be able to work together even though it is inherently difficult to implement. The spirit of cooperation will be the best performance potential meaning that we have the same vision and goals to achieve the highest performance. The results of the evaluation are adjusted to the participation and potential of each student, this is quite a drain on the teacher's energy because they must pay attention to the overall needs and monitor each varied development and value.

The dimensions of the work are considered very important which is closely related to the aspect of how we relate to colleagues and students themselves as pillars of the nation in the future, meaning how we as teachers create a generation that is able to appreciate others who are diverse in different ethnicities, religions and races. Obstacles during the teaching process are common so that creativity is required from the Teacher himself.

Bhinneka Tunggal Ika became a new motto and spirit to complete the struggle of educators to create the next generation of a democratic nation and have the spirit of love for the Indonesian State (*Bela Negara*). Loving the culture and customs that become the identity and soul of the nation with a spirit of tolerance, "although we are different but we are still one". Cultural love is also reflected in the life of tolerance, nation and religion that a student has wisdom and wisdom in looking

at differences not being a wall of separation or breaking the unity of the nation but having a virtuous spirit meaning having a clean, honest and compassionate soul (having love for others and the environment).

(Casmudi et al., 2022) mentioned that the success of the learning program is supported by the *kegiatan teaching factory (TEFA)* which is included in the curriculum aspect supported by the business and industry (DUDI) in partnership with SMK. Furthermore, increasing capacity and competitiveness scientifically through subjects provided by teachers must have a positive impact on students as the spearhead of human resources in fulfilling the SMK PK program, namely *BMW (Work, Continuing School and Entrepreneurship)*. Through various kinds of skills according to the standards of *competence extension* must be equipped to SMK students, one of which is the ability to service (service excellent) to customers (customer satisfaction) which will create satisfaction. Parents really expect their children to be successful and get the best education, so we as Teachers have a duty and responsibility to be able to meet those expectations. Technical obstacles in the field we know that many students are also classified as underprivileged students, meaning that family life is quite below average so that the potential to continue to the college level is also hampered.

According to (Ferdiansyah et al., 2022), the pedagogical skills and knowledge of a vocational school teacher are absolutely necessary and must be improved during the teaching process. Teachers must be the best inspirations and narrators including students and schools in contributing

through scholarship programs either in achievement or through mission aiming, meaning that opportunities for children who are classified as incapable have a great opportunity to study. The SMK PK program in West Kalimantan also involves universities, one of which is the Pontianak State Polytechnic where men become mentors to principals and teachers to create a good academic atmosphere in the best practice of educational operational units. The school is accompanied by monitoring the results of the implementation of activities which include a road map with the achievements and targets of the performance program of the Director General of Vocational Studies smk how the school applies optimal performance standards in its activities both for learning activities (theory and practice). One of the other forms is as a forum for establishing synergy and colleagues in the world of work through the Cooperation program with industry related to employee acceptance, industrial internships and field work practices.

Performance model design involves creating a work climate and work culture based on industry practice models supported by equipment and instructors directly from the factory or company manager. These practitioners shared work experiences and even became a 50 JP continuous learning program in one semester running at SMK PK. Practitioners make a direct impact on students to obtain direct instruction from experts. This program also supports productive teachers to participate in industry internship programs to improve soft and hard skills to be more qualified and industry certified.

It was further researched by (Soeprijanto et al., 2022) that the development of the Project Based Learning Assessment model in SMK can use a combination of models from written, observational and portfolio tests that are included in the instrument in the assessment of indicators and subject rubrics. (Rahman et al., 2021) revealed a new thing, namely that a new strategy and policy formulation is needed in Indonesia related to the management of the SMK PK program to align it with the job market and industry, currently it seems that there is not much absorption from SMK students who have graduated to directly work in the company. We know that SMK graduates are still among the average age that is not mature enough to compete directly with other graduates in high schools, students still have to compete with S-1 or D3/D4 graduates spread throughout Indonesia.

The ultimate goal of the research is only how to conceptualize being a superior and highly competent teacher with the new curriculum of SMK PK based on independent learning. High-performing teachers pay attention to the needs of each student, every child is different and every child is special and has its own uniqueness, we as creators who form superior human resources must be able and able to fulfill it. The SMK PK program is felt to be very useful for operating units in schools and the hope is that the next generation of the nation has competency standards that are in accordance with the needs of the world of work.

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