Strengthening the *Profil Pelajar Pancasila* Through Project-Based Learning Digital Fairy Tales for Elementary School Students

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Abstract

This study aims to determine the level of need for fairy tales to support the Profil Pelajar Pancasila of elementary school students. The research method that will be used in this study is the research and development method of the 4-D model (Four-D Model) with the stages of defining, designing, developing, and disseminating. This study only reaches the definition stage, which is to analyze field needs first. The respondents in this study were 30 teachers and 50 students from eight elementary schools in Blimbing and Kedungkandang districts, Malang. The data collection technique was obtained by distributing a structured questionnaire with a Likert scale to teachers with 2 answer choices and an open answer. Aspects used to measure the level of teacher needs include learning objectives, learning stages, learning environment, classroom management, and classroom management. The results of the study show that teachers have used digital media, but still need to develop digital media that can improve student understanding. In addition, digital fairy tale media also supports the profile of Pancasila students, while the results of student needs analysis show that the use of digital fairy tale media makes students motivated to participate in learning activities, and can easily understand abstract concepts.

Keywords

Digital Fairy Tales, Project Based Learning, and Profil Pelajar Pancasila

INTRODUCTION

Strengthening character education through the *Profil Pelajar Pancasila* for teachers in elementary schools is important to be carried out with the development of digitalization and conditions in the field have increasingly decreased the character value of students. For a teacher, instilling character education in students is something that will provide its own challenges. Teachers must really understand that character education is a key factor in achieving the success of Indonesian education in the future (Karmedi et.al, 2021). Thus, schools are a forum for instilling character values and facilitating students, education staff, and teachers so that they can behave with character.

In the Independent Curriculum learning activities, a model that can be used to support *Profil Pelajar Pancasila* is Project Based Learning (Nisa et al., 2023). The Project Based Learning model is a learning model that provides opportunities for teachers to manage learning in the classroom by involving students in projects, where the project contains problem-based tasks as a first step and applies the new knowledge they gain into real activities (projects) (Maudi, 2016). The purpose of this Project Based Learning is so that students can find solutions to every problem they face, in addition to that it is also so that students learn the concept of how to solve problems and develop critical thinking skills (Murniati, 2021). The implementation of P5 in schools is still not optimal, this

happens because this program is still relatively new. In addition, teachers still have obstacles in designing the *Profil Pelajar Pancasila* Strengthening Project (Budiono, 2023). Strengthened by research (Anwar, 2023), that in education units, especially teachers, do not understand how to prepare teaching modules for P5 activities.

The *Profil Pelajar Pancasila* Strengthening Project activity separates learning from the learning outcomes of each subject, so the form of reporting learning outcomes is also separate using report cards such as student learning report cards. In terms of students, this project-based activity does not always run smoothly and there must be obstacles encountered during the project work, especially in this P5 activity, for example, students are not responsible for the project tasks that have been given, and there are also some students who are not ready to implement the independent curriculum (Saraswati et al, 2022). Therefore, the proposer will provide assistance activities for the *Proyek Penguatan Profil Pelajar Pancasila* (P5) through the Project-Based Learning approach in the Independent Curriculum.

Learning with the Project-based learning (PjBL) model provides opportunities for children to learn in groups in processing knowledge in each project learning activity as a form of character strengthening (Sari et al., 2023). Project learning activities carried out by children can inspire children to contribute and have an impact on the surrounding environment (Nurhadiyati et al., 2020). Learning using the Project Based Learning Model will stimulate children's skills so that each project produced by children increases conceptual understanding and at the same time answers other important issues. This is in line with the change of the 2013 curriculum to the independent curriculum to make project-based learning the main character of the independent curriculum and with project-based learning children will have the ability and readiness to go to school at the next level.

Other research results show that applying the Project Based Learning learning model can improve learning processes and outcomes (Israwaty et al., 2023). In addition, according to (Maisyarah & Lena, 2023) based on the analysis of journal articles that were carried out, the application of the Project Based Learning (PjBL) model can improve learning outcomes, creativity, and skills of students in integrated thematic learning in elementary schools.

Based on the opinions of several experts related to the steps to implement project-based learning, in this study, the steps to implement project-based learning used in learning activities in elementary schools are as follows: 1) Determine basic questions, 2) Design project planning, 3) Prepare a project work schedule, 4) Monitor students and project development, 5) Evaluate results, 6) Evaluate experiences.

Realizing character education requires reading materials that are able to support the profile of Pancasila students, one of which is the development of fairy tales. Fairy tales are a type of children's story that has imaginative fictitious characteristics that are identified through three things, namely events, settings, and time, as well as the characters in the story (Parlina et al., 2021). This is also stated by Habsari (2017) that fairy tales are fictional stories that aim to entertain readers and contain ethical values in them.

Fairy tales as one of children's literature, functioned to provide entertainment, as well as a means to inherit the values that were believed to be true by the community at that time. A fairy tale is a story that does not really come true and contains an imaginative

adventure by showing extraordinary and abstract situations and characters (Al Murshidi, 2014). Fairy tales were seen as a means to pass on values, and for the old society it could be seen as the only way. In accordance with the existence of the mission, fairy tales contain moral teachings. Fairy tales often tell the story of the character's suffering, but because of his honesty and endurance, the character gets a pleasant reward. On the other hand, bad people will definitely be punished. Based on the results of research, fairy tales are stories that are intended for entertainment, although many also depict the truth, contain lessons (morals), or even satire. Research (Alex & Chen, 2012; Hayik, 2015) that fairy tales have a use as a tool for education, solace, social protest, and the projection of hidden desires. Thus, fairy tales have many functions, including: as entertainment or solace, as educators, a means of inheriting values, social protests, and also as a projection of hidden desires.

Fairy tales aim to help children understand various aspects of children's lives. Based on the above opinion, it can be concluded that character education is an education that leads to the formation of character, character, and morals in each human person so that it can later be used by the human being as a guide in thinking and behaving (Anggraeni & Rafiyanti, 2022). This is in line with the Indira and Khanza Research which concluded that the dongen is a means of character cultivation (Indira Dewi & Khanza, n.d.). Thus, fairy tales are one way to cultivate character education so that teachers can teach and instill good moral values contained in a story. This research will discuss how to develop character by instilling positive characters from an early age through storytelling and looking at the influence of fairy tales on students' character education.

METHOD

The research method that will be used in this study is the research and development method of the 4-D model (Four-D Model) with the define and design stage, namely conducting a field needs analysis first and designing a product in the form of a digital fairytale in support of the *Profil Pelajar Pancasila*. The researcher will conduct the developing stage, namely product testing through expert assessment and development trials, and the disseminated stage, namely promoting development products so that they can be accepted by users, either individuals, a group, or a system with research subjects as many as 30 teachers and 50 students from eight elementary schools in Blimbing and Kedungkandang sub-districts, Malang. However, this study is only limited to the defined stage, namely the analysis of field needs. This study aims to determine the level of need for fairy tales in supporting *Profil Pelajar Pancasila* for elementary school students. The data collection technique was obtained by distributing a structured questionnaire with a Likert scale to teachers with 2 answer choices and an open answer. Aspects used to measure the level of teacher needs include learning objectives, learning stages, learning environment, and classroom management.

RESULT AND DISCUSSION
Result

This study aims to find out the importance of digital fairy tales in supporting the achievement of the *Profil Pelajar Pancasila*. This research was conducted using questionnaires and interviews. The first stage is an analysis of the needs of teachers and students for the use of media in the learning process. At this stage, the analysis carried out

is by distributing a questionnaire using to find out the state of the classroom, learning facilities for teachers and students, and the need for learning using digital fairytale based on project-based learning (PjBL). Researchers analyzed the need for the development of a digital fairytale based on project-based learning (PjBL) for teachers and students in Malang, especially Blimbing and Kedungkandang districts. The following are the results of filling out a questionnaire about the use of learning media.

Table 1. Indicators of Students' Needs for Learning Media

Question	Answer	
	Yes	Not
Availability of projector facilities	82.33	17.67
Teachers use digital-based learning media in the learning process	34.33	67.67
If the answer is YES, how often is the media used?	16.67	83.33
Are you happy if learning uses digital learning media?	92.33	7.67
Teachers have used technology media in learning media	30.00	70.00
If the answer is yes, do teachers need to use digital-based technology media?	21.00	79.00
If the answer is NO, do teachers need to use other technological media?	83.33	16.67
Do you agree if a digital-based learning media is designed?	87.67	12.33
Learning will be fun if you use story media equipped with pictures	96.67	3.33
The use of digital media attracts interest in learning	81.00	19.00
The need to use digital media to understand the character	90.00	10.00

Based on the results of the questionnaire on teachers' needs for digital-based learning media, it can be seen that teachers have used digital media in the learning process. The results of the questionnaire showed that students were interested in the use of digital-based learning media, which can be seen in statements 8, 9, 10, and 11. To support this learning media, of course, facilities provided by schools are also needed, namely in the form of internet services. Teachers already understand the *Profil Pelajar Pancasila*, but teachers are still not optimal in understanding the *Profil Pelajar Pancasila*.

Table 2. Results of Needs Analysis of Elementary School Students

Question	Answer	
	Yes	Not
Availability of projector facilities	84	16
Teachers use digital-based learning media in the learning process	35	65
If the answer is YES, how often is the media used?	31	69
Are you happy if learning uses digital learning media?	88	12
Teachers have used technology media in learning media	42	58
If the answer is yes, do teachers need to use digital-based technology media?	48	52
If the answer is NO, do teachers need to use other technological media?	40	60
Do you agree if a digital-based learning media is designed?	92	8

Learning will be fun if you use story media equipped with pictures	86	14
The use of digital media attracts interest in learning	88	12
The need to use digital media to understand the character	84	16
The use of digital-based fairy tales in lessons	90	10

From the results of the analysis of the needs of 50 students spread across Blimbing and Kedungkandang Districts, Malang. 36% of students have never studied with digital media even though 86% of students feel more enthusiastic about learning if they use digital media and images. 90% of students want to use digital media in the process of understanding characters.

Discussion

Based on the results of the research carried out, it is necessary to develop digital fairy tales to support the profile of Pancasila students in elementary school students. The *Profil Pelajar Pancasila* in the form of character formation of students can be done by giving examples, the habit of reading fairy tales, the habit of listening to fairy tales, and the creation of a supportive reading environment (Habsari, 2017). The *Profil Pelajar Pancasila* strengthening project is one of the alternatives in an effort to prepare the golden generation by having a character that is in accordance with Pancasila values, and ready to face global challenges. However, the implementation in the field until now still faces obstacles, especially in terms of teachers' understanding in elementary schools (Rizkasari, 2023).

One of the efforts to form the personality of students with character is through an oral message, namely through the media of fairy tales or storytelling (Putu et al., 2017). Fairy tales are an effective medium in instilling values and aesthetics. This is because one of the intrinsic elements in fairy tales has a mandate or moral message. Through fairy tales, children are taught to take wisdom, conclusions, and moral messages that are virtuous without being patronized, because advice is conveyed purely by direct speech.

Fairy tales can be forgiven as a stimulus for children to foster good character values (Praditama et al., 2023). Fairy tales can also foster creativity and can also teach the values of the characters in the story. The results of the research found that storytelling activities are one of the strategies for planting and developing character and moral values (responsible, honest, independent, and religious) in children (Ramdhani et al., 2019). The above opinion is also in line with Rahiem's (2021) opinion that storytelling is a good strategy and has succeeded in improving the moral and social development of early childhood.

Fairy tales are stories that contain ethical values or moral and social values that are useful for shaping children's characters. The formation of children's character is not only carried out in learning at school but can also be done in the home or family environment. Only short interesting and meaningful fairy tales can grow the character and ethics of students in the future and be able to be applied in daily life, both in the school, family, and community environment (Fitriani, n.d.). As well as storytelling activities during the learning process, teachers can convey the messages and morals contained in the fairy tales to students, so that in the future they will. This is in accordance with previous research

that children's interest in reading fairy tales and characters is more in demand by children so that it will arouse their interest in adventure in reading (Lestari & Syofyan, 2024).

Profil Pelajar Pancasila has 6 main dimensions, namely faith (*beriman*), fear of God YME (*bertakwa kepada Tuhan YME*), noble character (*berakhlak mulia*), global diversity (*berkebhinekaan global*), mutual cooperation (*gotong royong*), independence (*mandiri*), critical reasoning (*bernalar kritis*), and creativity (*kreatif*). The six dimensions in the *Profil Pelajar Pancasila* are not specifically taught at the time of learning. The *Profil Pelajar Pancasila* dimension is mandatory, but it is integrated into the learning outcomes and learning content that has been compiled into the school's operational curriculum. Character education cannot be realized instantly so there needs to be continuous efforts from the level of children who are toddlers to adults and can become the next generation of the nation who have superior character. All efforts have been made by the government to improve the quality of education in Indonesia, one of which is the existence of an independent curriculum with a *Profil Pelajar Pancasila*.

An in-depth analysis of the results of the questionnaire related to the need for digital-based learning media provides a comprehensive insight into the dynamics of contemporary education in educational institutions. Preliminary data reveals that educators have begun to adopt digital technologies in the learning process, although the level of implementation still varies. Through a detailed evaluation of the 8th to 11th statements, it was identified that there was significant enthusiasm among students for digital media, which indicates the great potential for transformation of teaching methodologies. Supporting infrastructure, especially the availability of internet services provided by schools, is a critical prerequisite in accelerating the implementation of technology-based learning media. Interestingly, this study reveals an interesting paradox: although teachers already have a basic understanding of the *Profil Pelajar Pancasila*, there is a substantial gap in the internalization and operationalization of the concept in daily educational practice. These findings underscore the need for continuous professional development and intensive mentoring for educators to be able to transform the ideal concept of *Profil Pelajar Pancasila* into a meaningful and transformative learning experience.

A comprehensive study conducted on 50 students spread across two different sub-districts in Malang City, namely Blimbing and Kedung Kandang Districts, produced interesting findings related to the preferences and accessibility of learning media. Empirical data shows that as many as 36% of respondents have never explored digital media as a means of learning, which is in significant contrast to their enthusiasm for educational technology. Furthermore, the survey revealed that the majority of students—reaching 86%—experienced an increase in motivation and enthusiasm for learning when the material was presented through interactive digital and visual media. In fact, their aspirations for the transformation of educational methods are very high, with 90% of students expressing a strong desire to integrate digital media in the process of understanding and internalizing concepts, especially in the context of character formation. These findings clearly indicate the urgency of developing technology-based learning strategies that are responsive to the characteristics of today's digital generation.

CONCLUSION

The need analysis for the development of digital fairytales is an effort to find and find out the needs in supporting *Profil Pelajar Pancasila* in the Merderka curriculum. With this needs analysis, it is hoped that teachers can be more creative in preparing and utilizing digital media in the implementation of learning. Based on the results of this study, it can be concluded that digital learning media is needed that can be used directly by teachers and students both at school and outside of school without being limited by time.

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