STRENGTHENING THE STUDENTS' INDEPENDENT ATTITUDES IN LEARNING

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ABSTRACT
The purpose of this study is to ascertain how the project to raise the Pancasila student profile (p5) has affected the class IV pupils at SDN 10 Sungailiat's autonomous attitude.Quantitative experimental procedures are the research approach that is employed. Questionnaires are the method used in this study to collect data. This study uses a quasi-experimental design with a posttest alone and a non-equivalent control group. The average posttest score for the control class is 51.37, whereas the experimental class's posttest score is 83.96, according to data processing results from the research. The sample is drawn from a population that is regularly distributed, according to the results of the normality test. The results of the homogeneity test demonstrate that each group's variance is the same, or homogeneous. The results of the independent sample t-test hypothesis test show nvalue of significance2-tailednamely 0.000 so Sig. 0,000< 0.05 with a value of tcount 35.217 and ttable 2.00575 so tcount > ttable. Thus Ho is rejected and Ha is accepted, which means there is influenceproject to strengthen the profile of Pancasila students (p5) towards the independent attitude of class IV students at SDN 10 Sungailiat.

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Keywords: _Independence, student profile strengthening project Pancasila_

1. INTRODUCTION

In an effort to meet the expected educational goals, the Indonesian government has taken steps to implement changes to the educational curriculum as part of the educational journey in this country. The curriculum is the main foundation in an education system, and will naturally experience various changes and updates over time. Changes in the curriculum are a necessity because the curriculum has the principle of flexibility, which must continue to be adapted to the needs and demands of current developments (Zalukhu, Napitu, Zalukhu, & Hulu, 2023). The curriculum in education in Indonesia continues to change from time to time.

Curriculum changes are inevitable; on the contrary, these changes must always be faced and adapted to their needs. The aim is to prepare students to face various changes in life, both at the local, national and global levels, as well as challenges that may arise (Rachmawati et al., 2022). This is also in line with the opinion of (Zalukhu et al., 2023) Changes in the curriculum are a necessity because the curriculum has the principle of flexibility which requires continuous adjustment to the needs and dynamics of current developments. According to

Astuti quoted by (Jaya et al., 2023) Education in the 21st century has the main goals: preparing individuals to face a dynamic and unpredictable world, fostering independence, respecting individual diversity, and creating innovators. This is a step to ensure that education not only provides knowledge, but also equips students with skills and values that are in line with the demands of the times.

The Merdeka Curriculum is in place as a step toward creating more diverse and up-to-date learning, as well as giving pupils the chance to more fully explore their interests, abilities, and potential. This curriculum has the advantage of emphasizing key concepts and building students' competencies so they may study more thoroughly and purposefully (Rahmadayanti & Hartoyo, 2022). The Independent Curriculum is an approach to curriculum that makes use of a range of extracurricular learning activities. According to Maulana et al. (2024), subject matter is maximized to provide students enough time to explore concepts and develop their competencies.

The Merdeka Curriculum is a learning approach that provides students with the opportunity to learn in a relaxed and enjoyable manner, without pressure or stress, so that they can express their natural talents. The principle of Independent Learning emphasizes freedom and the ability to think creatively. The Independent Curriculum Program highlights the concept of autonomy, where free learning provides opportunities for educational institutions (schools, educators and students) to develop, have freedom and explore creative potential (Irawati et al., 2022).

The main focus of the Merdeka Curriculum is to shape student character in accordance with the Pancasila student profile. The Pancasila student profile was prepared to answer many questions regarding what competencies the Indonesian education system expects from students (Satria et al., 2022). The difference in the Merdeka Curriculum is the implementation of project-centered co-curricular learning. The aim of this project learning model is to improve student character in accordance with the Pancasila Student Profile. This learning approach is known as the Pancasila Student Profile Strengthening Project or abbreviated as P5.Top of Form

One way to attain the Pancasila student profile is through the project to enhance the student profile, which gives students the chance to "experience knowledge" in an attempt to fortify their character and gain knowledge from their surroundings. Students can investigate significant themes or concerns like mental health, entrepreneurship, technology, culture, climate change, anti-radicalism, entrepreneurship, and democratic life via the course of this project (Satria et al., 2022). The P5 project is intended to provide students with the chance to actively participate in tasks that call for initiative, cooperation, and critical thinking abilities. The goal of this project is to equip students with a strong foundation to improve their autonomous attitudes by highlighting the six qualities identified in the Pancasila Student Profile (Kemendikbud & Ristek, 2021).

Independent attitude is important for every individual, enabling them to live their daily lives without continuing to depend on other people. An independent attitude includes an individual's ability to solve problems without external assistance, have self-confidence in making decisions, and be responsible for the consequences of the decisions taken. In line with that (Suryadewi et al., 2020) independence is an attitude and behavior that allows a person to complete various tasks or problems without depending on the help

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of others. This does not neglect cooperation, but avoids handing over tasks or responsibilities to others. Based on the provisions of Minister of Education and Culture Regulation No. 65 of 2013 concerning Independent Standards, student independence in the learning process is the main factor that determines learning success. Based on the results of researchers' observations at SDN 10 Sungailiat, student independence has not been seen optimally. The low percentage of students' independent attitude scores can be seen from the results of assessments carried out by teachers in class. There are 78% of students who still tend to rely on guidance and direction from teachers in learning situations. 17 out of 27 students showed a lack of initiative in completing assignments without asking for help, and 80% of students lacked responsibility for school work.

Previous research on the Pancasila student profile project also found problems with poor character in students, including research conducted by (Khoirillah et al., 2022) entitled "Strengthening Character Education through the Pancasila Student Profile Project at SDN Banjaran 3, Kediri City". Based on the research results, it was found that the teacher's role as the main human resource who facilitates behavior change in students can increase understanding of the dimensions of character values contained in strengthening the Pancasila student profile through daily activities. The implementation of a character strengthening project does not only show the results of the work produced, but rather the process experienced during the implementation of the project.

There is also previous research by (Sam et al., 2023) with the title "Implementation of the Project for Strengthening the Profile of Pancasila Students in Elementary Schools." Based on the research results, the implementation of planning and implementation of the project for strengthening the profile of Pancasila students in second generation elementary schools in East Manggarai Regency in the first year it has been underway. At the ready stage, it is hoped that this readiness will be an opportunity for educational units to spread the implementation of P5 to other educational units through the experience they already have.

Although much research has been conducted on the Pancasila student profile project, researchers feel that there has been no research that specifically aims to explore the influence of the Pancasila student profile project on independent attitudes in elementary school students. Therefore, researchers are interested in carrying out research that focuses on the influence of the Pancasila student profile project on students' independent attitudes. The main difference between this research and previous research is that most previous research emphasized the implementation of projects to strengthen the Pancasila student profile, while this research focuses more on its influence on students' independent attitudes. Apart from that, this research also differentiates itself from other research with the approach used, where previous research tends to use a qualitative approach, while this research adopts a quantitative approach.

Based on the background above, researchers identified indications that the Pancasila student profile project had an influence on students' independent attitudes. Therefore, this research aims to investigate the influence of the Pancasila student profile project on students' independent attitudes at SDN 10 Sungailiat. The researcher focused the research on existing problems related to students' independent attitudes by implementing a project to strengthen the Pancasila student profile (P5) on class IV students at SDN Sungailiat with the title "The Influence of the Project for

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Strengthening the Pancasila Student Profile (P5) on the Independent Attitude of Class IV Students at SDN 10 Sungailiat."

1. LITERATURE REVIEW

Understanding the Project for Strengthening the Profile of Pancasila

Based on the Decree of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) Number 56/M/2022, the project to strengthen the profile of Pancasila students is a project-based co-curricular activity. This activity is planned to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile which is prepared based on graduate competency standards. (Satria et al., 2022) The project to strengthen the Pancasila student profile is seen as cross-disciplinary learning that involves students in observing and finding solutions to problems in their environment. This is also in line with the same view. (Maryani & Sayekti, 2023) The project to strengthen the Pancasila student profile is a type of project-based learning that provides opportunities for children to be actively involved, interact directly, and relate learning to the context around them.

From this summary, it can be concluded that the project to strengthen the Pancasila student profile is a project-based co-curricular activity which aims to strengthen efforts to achieve competency and character in accordance with the established Pancasila student profile. This project involves interdisciplinary learning, where students are encouraged to observe and think about solutions to problems in the environment around them. Apart from that, the project-based learning approach also allows students to be actively involved, interact directly, and relate learning to the context around them, thereby helping to strengthen the personality values contained in the Pancasila student profile.

The aim of the Project is to Strengthen the Profile of Pancasila Students

According to (Maryani & Sayekti, 2023) The project to strengthen the profile of Pancasila students has the aim of improving children's character and giving them the opportunity to learn outside the classroom with a focus on understanding and resolving important issues or certain themes. This allows children to contribute significantly to addressing environmental issues, according to their developmental stage and learning needs. (Wijayanti et al., 2022) also argue that the project activities as a whole aim to strengthen the character and profile of Pancasila students, indirectly aiming for superior quality Indonesian human resources. Also in line with the opinion of (Maulida & Tampati, 2023) the aim of implementing P5 (Strengthening Pancasila Student Profile Project) is to prioritize character formation and the ability to apply these values in everyday life for students.

Based on multiple presentations, it can be inferred that the initiative to raise the profile of Pancasila students seeks to develop the moral fiber of young people and provide them experiences learning outside of the classroom, with an emphasis on comprehending and addressing significant problems. This enables kids to make a big contribution to solving environmental challenges based on their learning needs and developmental stage. Aside from that, the project's overarching goal is to enhance the character and profile of Pancasila students, which should ultimately result in the production of outstanding Indonesian human resources.

Stages of the Project for Strengthening the Profile of Pancasila Students

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According to (Ulandari & Rapita, 2023) The P5 implementation process includes the following stages: 1) Design 2) Management 3) Assessment processing 4) Results reporting 5) Evaluation 6) follow-up

The Middle School Directorate (Kemdikbud) states that the stages of implementing project activities are:

1) Make a time allocation plan and dimensions of the Pancasila student profile.
2) Assembling a team of project facilitators..
3) Determine the level of readiness of the educational unit.
4) Establish a general theme.

5) Arrange a selection of specific topics.

6) Develop a project module design.

In the context of implementing Strengthening the Pancasila Student Profile (P5), (Kemendikbud & Researchek, 2021) outlines several stages that are needed. The first stage is a deep understanding of the essence of this project. Next, schools need to prepare an ecosystem that supports project implementation, covering various aspects such as human resources, facilities and organizational support. After that, the project design stage becomes crucial, where the development of appropriate plans and strategies will become the foundation for further success. Managing projects efficiently and effectively is also necessary to ensure implementation goes according to plan. Finally, documentation and reporting of project results is a closing stage that is no less important, because well-documented results will become material for evaluation and learning for future improvements. Thus, all of these stages strengthen the framework necessary for the success of Strengthening the Pancasila Student Profile at the school level. First, the importance of the design stage where initial planning is carried out to establish project goals and strategies. Second, the management stage focuses on managing the resources and teams involved in the project. Third, assessment processing is carried out to evaluate the readiness and needs of educational units in implementing the project. The fourth stage, namely reporting results, requires documentation and dissemination of information regarding project progress to related parties. Fifth, evaluation plays an important role in assessing project effectiveness and evaluating goal achievement. Lastly, the follow-up stage ensures that the evaluation results are used to make necessary improvements or adjustments. Although each theory emphasizes slightly different nuances, the similarities in these stages highlight the importance of the complete cycle from planning to follow-up in strengthening the Pancasila student profile.

Understanding Independent Attitude

According to (Hamidah et al., 2020) independence is a person's ability to act independently and be responsible for their own actions without depending on other people. Independence is one of the personality elements that is important to develop from an early age to suit the individual's stage of development. (Amin, 2019) also believes that an independent attitude reflects an individual's ability to produce positive things in order to optimize their potential. In line with the opinion of (Fajriansyah et al., 2023) an independent attitude is essential for every individual to carry out daily life without constantly relying on others. Independence is also crucial for children as preparation for facing the future. without depending on others. Independence is an important element in personality that must be developed from an early age to suit the individual's stage of development. This also reflects an individual's ability to produce positive

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things in order to optimize their potential, and is an essential aspect for every individual to live their daily life without constantly relying on other people, especially in preparing children to face the future.

Research Indicators

According to (Tresnaningsih et al., 2019) Learning independence is a concept that covers various important aspects in an individual's ability to manage their learning process effectively. This concept consists of seven aspects or categories which include self-confidence, ability to work alone, ability to make decisions, responsibility for actions, motivation to progress, discipline, and proactive activities in learning. Self-confidence allows individuals to face challenges with strong self-assurance, while the ability to work alone shows independence in completing academic tasks. The ability to make decisions is an important aspect in the learning process, where individuals need to be able to make the right decisions to achieve their learning goals. Responsibility in learning includes awareness of the consequences of their actions and a commitment to completing tasks well. A strong motivation to progress encourages individuals to reach their maximum potential in learning, while discipline helps them stay focused and organized. Finally, being active in learning allows individuals to engage proactively in their learning process, seeking additional information and creating a productive learning environment. By paying attention to all these aspects, independent learning can become a strong foundation for achieving success in education and self-development. In line with this, according to Sanan and Yasmin quoted by (Sobri, 2020) student learning independence can be observed through several significant indicators. First, students' self-confidence in facing challenges and achieving learning goals

shows their ability to rely on themselves. Furthermore, intrinsic motivation, namely encouragement that comes from within the student, is the main driver for action and learning. Students' ability to think creatively and innovatively also indicates their level of independence, because this shows that they are able to find new solutions to the problems they face. In addition, a responsible attitude in accepting the consequences of actions taken reflects students' maturity in managing their learning. Finally, learning independence is also reflected in students' ability not to depend too much on the help of others in completing assignments and achieving learning goals. By paying attention to these indicators, we can measure the extent to which students are able to independently manage their learning process. Other findings from research (Fahrulliah & Turdjai, 2019) Also, in the learning context, there are several important additional indicators, including not being dependent on others, having self-confidence, disciplined behavior, a sense of responsibility, behaving based on one's own initiative, and the ability to self control. From this explanation, It can be concluded that student learning independence can be understood through various existing aspects and indicators. Independent students show characteristics such as not depending on others, having self-confidence, being able to make decisions, behaving in a disciplined manner, being able to control themselves, and having a sense of responsibility. All of these indicators have an important role in building students' learning independence, which will ultimately help them achieve success in the academic and personal fields.

3. Research Methodology

The method used in this research is Quasi Experimental Design or quasi-experiment which is a development of true experimentation (Sugiyono, 2021).

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The experimental design model used is Posttest Only With Nonequivalent control group design. In this design, there is a comparison between the experimental class which receives treatment using the project to strengthen the Pancasila student profile (P5), while the control class does not receive the same treatment. This research was conducted at SDN 10 Sungailiat which is located on Jalan Sinyayudha II, Parit Padang, Sungailiat, Bangka Belitung. The time for carrying out this research is in the even semester of the 2023/2024 academic year. The population of this study was all class IV at SDN 10 Sungailiat. The sample for this research was selected using a purposive sampling method, where the sample consisted of classes IV B and IV C with a total of 55 students.

The data collection technique used in this research was a questionnaire. It is important to note that the questionnaire used must undergo a validation and reliability process before use. The validity of the questionnaire can be tested by comparing the instrument with relevant theories regarding the aspects being measured. Meanwhile, reliability measures the extent to which measurement results remain consistent when repeated measurements of the same symptoms are carried out using the same measuring instrument. By ensuring the validity and reliability of the questionnaire, research can provide accurate and reliable results. In this research, the normality test was carried out using the Shapiro-Wilk test with the help of the SPSS computer program, with a significance level of 0.05. The purpose of this normality test is to determine whether the data follows a normal distribution. Next, the homogeneity test is used to check whether the samples used in the study are homogeneous. The homogeneity test was carried out using Levene's test of homogeneity of variance formula with the help of SPSS software.

Homogeneity decisions are taken based on the significance value: if the significance value is more than 0.05, the two data groups are considered homogeneous, whereas if the significance value is less than 0.05, the two data groups are considered inhomogeneous. Next, hypothesis testing was used to determine whether there was an influence from implementing the project to strengthen the Pancasila student profile (P5) on students' independent attitudes. This hypothesis test uses the "t" test or t-test, with calculation steps involving one sample to compare one variable with a certain value. The decision making criteria in this hypothesis test uses a significance level of $\alpha = 0.05$ (5%), where if the significance value (2-tailed) < 0.05, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, which indicates that there is a significant influence between the independent variable and the dependent variable.

4. RESULTS AND DISCUSSION

Validity test

Testing the validity and reliability of the questionnaire was carried out as a first step in this research. The questionnaire was used to measure students' independent attitudes after being treated with the project to strengthen the Pancasila student profile (P5). The validity test aims to ensure that the questionnaire accurately measures the variable in question, while the reliability test aims to determine the extent to which the questionnaire is consistent in measuring the same variable if it is used repeatedly. By conducting validity and reliability tests, research can ensure that the instruments used are appropriate to the research objectives and provide reliable results.

Validity Test Table

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Statement	R-count	R-table (5% significance)	Decision
1.	0.452	0.361	Valid
2.	0.452	0.361	Valid
3.	0.741	0.361	Valid
4.	0.678	0.361	Valid
5.	0.676	0.361	Valid
6.	0.676	0.361	Valid
7.	0.771	0.361	Valid
8.	0.532	0.361	Valid
9.	0.265	0.388	Valid
10.	0.578	0.361	Valid
11.	0.635	0.361	Valid
12.	0.601	0.361	Valid
13.	0.636	0.361	Valid
14.	0.707	0.361	Valid
15.	0.524	0.361	Valid
16.	0.069	0.361	Valid
17.	0.589	0.361	Valid
18.	0.765	0.361	Valid
19.	0.575	0.361	Valid
20.	0.654	0.361	Valid

Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,947	,943	20

Calculation of the reliability test for the student creativity questionnaire from the SPSS version 26 calculation results above obtained a reliability value of 0.947 > 0.602 with a significance of 5% in 20 statements so that it can be declared reliable.

Description of Questionnaire Data

This questionnaire was addressed to the research sample, namely students in class IV B as the control class and class IV C as the experimental class. The validity and reliability of the questionnaire have been tested so that this instrument can be trusted to collect data in this research. This questionnaire consists of 20 question items, with a maximum score of 100. The focus of this questionnaire is to measure the level of student independence. The following is a presentation of student creativity data from the control and experimental classes. This questionnaire is used to measure student independence. The following is a presentation of student creativity data in the control and experimental classes.

Control Class Questionnaire Posttest Results Table

No	Nama	Nilai	Persentase	Kriteria
1	AAA	52	52%	Kurang Sekali
2	AG	49	49%	Kurang Sekali
3	AS	48	48%	Kurang Sekali
4	AB	51	51%	Kurang Sekali
5	AK	52	52%	Kurang Sekali
6	AU	50	50 %	Sangat Sekali
7	DKA	56	56%	Kurang
8	DA	56	56%	Kurang
9	FADW	52	52%	Kurang Sekali
10	FAP	50	50%	Kurang Sekali
11	KA	50	50%	Kurang Sekali
12	KS	48	48%	Kurang Sekali
13	L	50	50%	Kurang Sekali
14	LM	51	51%	Kurang Sekali
15	MKA	53	53%	Kurang Sekali
16	MI	54	54%	Kurang Sekali
17	MAAG	56	56%	Kurang
18	MRF	58	58%	Kurang
19	MMR	57	57%	Kurang
20	MZE	54	54%	Kurang Sekali
21	OKU	53	53%	Kurang Sekali
22	RQAA	50	50%	Kurang Sekali
23	RA	47	47%	Kurang Sekali
24	SO	47	47%	Kurang Sekali
25	S	48	48%	Kurang Sekali
26	ZAA	48	48%	Kurang Sekali
27	HH	45	45%	Kurang Sekali
Rata-rata	51,37			

From the table showing the results of the posttest questionnaire in the control class, it can be seen that there were 5 students who got scores in the poor category, while 22 other students got scores in the very poor category.

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Table of Experimental Class
Questionnaire Posttest Results

No	Nama	Nilai	Persentase	Kriteria
1	AA	80	80%	Baik
2	AAZ	85	85%	Baik
3	ARJ	85	85%	Baik
4	AR	85	85%	Baik
5	AZZ	80	80%	Baik
6	DA	84	84%	Baik
7	FPS	83	83%	Baik
8	FK	89	89%	Sangat Baik
9	FN	91	91%	Sangat Baik
10	GKA	84	84%	Baik
11	IAA	85	85%	Baik
12	K	88	88%	Sangat Baik
13	MAA	85	85%	Baik
14	MDS	86	86%	Sangat Baik
15	MFNA	84	84%	Baik
16	MFA	86	86%	Sangat Baik
17	MD	81	81%	Baik
18	MAH	83	83%	Baik
19	MAK	86	86%	Sangat Baik
20	MA	89	89%	Sangat Baik
21	NA	87	87%	Sangat Baik
22	NAM	83	83%	Baik
23	RU	79	79%	Baik
24	RR	80	80%	Baik
25	SAH	79	79%	Baik
26	ZL	79	79%	Baik
27	ZM	81	81%	Baik
	Rata-rata	83,96		

From the table showing the results of the posttest questionnaire in the experimental class above, it can be seen that the average posttest in this experimental class is 83.96. There were 19 students who received marks in the Very Good category, while 8 other students received marks in the Very Good category.

Normality test

Research has a normal distribution or not for each variable. Normality test data processing was carried out using statistical software such as SPSS version 26, with the Kolmogorov-Smirnov method. The test criteria used are as follows: if the Sig. > 0.05, then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected, which indicates that the data has a normal distribution. Conversely, if the Sig. < 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, which indicates that the data does not have a normal distribution.

The following is the normality test data using the SPSS 28 program:

Student independence in the Control Class

Table 4.1 Normality Test Results for Control Class Data

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Kontrol	.134	27	.200*	.959	27	.350

Sumber: Olah data oleh peneliti pada Software SPSS 26

The number of samples in this control class is 27 so the normality test uses the Shapiro-Wilk version where the P-Value is 0.350. P-Value $0.350 > 0.05$ so H0 is accepted, which means the sample comes from a normally distributed population.

Student independence when given treatment in the Experimental Class

Table 4.2 Normality Test Results for Experimental Class Data

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Kemandirian	.111	27	.200*	.954	27	.270

Sumber: Olah data oleh peneliti pada Software SPSS 26

The number of samples in this experimental class is 27 so the normality test uses the Shapiro-Wilk version where the P-Value is 0.270. P-Value $0.270 > 0.05$ so H0 is accepted, which means the sample comes from a normally distributed population.

Homogeneity Test

The homogeneity test was carried out to determine whether the variance in the two groups was homogeneous or not, a homogeneity test was carried out using the criteria mentioned. If the Sig value. > 0.05, then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected, which indicates that the variances in the two groups are the same or homogeneous. Conversely, if the Sig. < 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, which indicates that the variances in the two groups are not the

same or homogeneous. In this context, the data that is tested for homogeneity is student independence data.

Table 4.3 Data Homogeneity Test Results for Control Class and Experimental Class

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Kreativitas siswa dalam membuat teks narasi	Based on Mean	,175	1	50	,678
	Based on Median	,118	1	50	,733
	Based on Median and with adjusted df	,118	1	51,925	,733
	Based on trimmed mean	,147	1	50	,703

Sumber: Olah data oleh peneliti pada Software SPSS 26

Based on the homogeneity test using SPSS version 26, namely if Sig. > 0.05 then H0 is accepted and Ha is rejected, namely the variance in each group is the same and if Sig. < 0.05 then H0 is rejected and Ha is accepted, that is, the variance in each group is not the same. The significance value is 0.678. Sig. 0.678 > 0.05 then H0 is accepted and Ha is rejected, namely the variance in each group is the same.

Hypothesis testing

Hypothesis testing was carried out to determine whether there was a relationship between the established hypothesis and the level of student independence in the project to strengthen the Pancasila student profile. Hypothesis testing criteria use the t-test, especially the independent sample t-test because the samples are not paired, with a significance level of 5% or 0.05. The decision making criteria are as follows: if the calculated t-value is smaller than the t-table value, then the null hypothesis (H0) is accepted; if the t-calculated value is greater than the t-table value, then the null hypothesis (H0) is rejected. Apart from that, decisions can also be seen from the Sig value. (2-tailed), where if the Sig value. > 0.05, then H0 is accepted and Ha is rejected, which shows that there is no influence of the project to strengthen the profile of Pancasila students on the independence of class IV students at SD Negeri 10 Sungailiat.

Conversely, if the Sig. < 0.05, then H0 is rejected and Ha is accepted, which shows that there is an influence of the project to strengthen the profile of Pancasila students on the independence of class IV students at SD Negeri 10 Sungailiat. Following are the results of the hypothesis test:

Table 4.4 Hypothesis Test Results for Control Class and Experimental Class Data

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai siswa	Equal variances assumed	,175	,678	-35.217	52	,000	-32.593	,925	-34.450	-30.736
	Equal variances not assumed			-35.217	51.859	,000	-32.593	,925	-34.450	-30.735

The 2-tailed significance value is 0.000. Sig. 0.000 < 0.05, then H0 is rejected and Ha is accepted, namely that there is an influence of the project to strengthen the profile of Pancasila students on the independent attitude of class IV students at SD Negeri 10 Sungailiat.

Discussion

Student independence is an important quality that needs to be possessed so that they can manage their daily lives without being too dependent on other people. As according to (Mulyadi & Syahid, 2020) the character of student independence makes the student responsible and not completely dependent on other people in carry out all activities.

Through a project that highlights the six qualities in the Pancasila Student Profile, students can become more autonomous. This initiative will provide students' independent attitudes a solid foundation (Ministry of Education and Culture & Research and Technology, 2021). Based on this idea, a study was conducted at SD Negeri 10 Sungailiat to assess how the initiative to improve the Pancasila student profile affected the attitudes of the students toward independence.

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This research used a sample of fourth grade students with the theme of a sustainable lifestyle project. Before conducting research, the questionnaire instrument used in this research was validated first by people who are experts in the field. After the questionnaire instrument was declared valid and reliable, researchers conducted research in class IV B and class V C. The research was carried out from April 25 to 2 May 2024. The number of samples in this study was 54 students, with 27 students each in the experimental class and 27 students in the control class.

At the first meeting in the experimental class, the researcher implemented learning according to the flow of project implementation during the learning process until At the third meeting, the learning process in the experimental class involved implementing a project to strengthen the Pancasila student profile, while in the control class, the researcher carried out learning as usual by explaining the material orally related to the surrounding environment. This is done during the learning process until the third meeting with the same material. This research used two classes, namely the experimental class and the control class, using a Posttest Only With Nonequivalent control group design. Data collection in this research was carried out through the use of a questionnaire.

Researchers used test techniques to collect student data related to independent attitudes as part of this research. This data was obtained after researchers gave different treatments to the control and experimental classes. After the treatment was completed, the researcher gave a posttest to both groups. The data collected from the test will be the subject of analysis by researchers in accordance with the research objectives.

IV C experiment consisting of 27 students. The highest score achieved was 91 and the lowest score was 79, with an average of 83.96. Meanwhile, in control class IV C, which also consisted of 27 students, the highest score achieved was 58 and the lowest score was 47, with an average of 51.37. Research findings show an increase in students' independent attitudes with the implementation of the project to strengthen the Pancasila student profile, which can be seen from the increase in average grades after the learning was carried out. The average learning outcome increased from 51.37 without the implementation of the project to strengthen the Pancasila student profile to 83.96 with the implementation of the project. Compared with classes that did not implement the project, the average student posttest score was lower. Thus, it can be concluded that there is an influence from implementing the project to strengthen the Pancasila student profile on students' independent attitudes. The results of the normality test of the questionnaire data show that in the control class, the P-Value is 0.259, which is greater than the significance level of 0.05. Therefore, H0 is accepted, which means the sample comes from a normally distributed population. Likewise in the experimental class, the P-Value value is 0.387, which is also greater than the significance level of 0.05, so H0 is accepted, indicating that the sample comes from a normally distributed population. The homogeneity test results for both classes show a Sig. is 0.788, which is greater than 0.05, so H0 is accepted, which indicates that the variances of the two groups are the same. With normal and homogeneous data, a parametric test was carried out, namely the independent sample t-test, with a significance level of 5% or 0.05. The results of the hypothesis test show a 2-tailed significance value of 0.000. Because the Sig value. is smaller than 0.05, then H0 is rejected and Ha is

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accepted, which shows that there is an influence from implementing the project to strengthen the profile of Pancasila students on the independent attitude of class IV students at SD Negeri 10 Sungailiat.

5. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the findings of the investigation, analysis, and debate, it is possible to draw the conclusion that the project to raise the Pancasila student profile has an impact on the class IV students at SD Negeri 10 Sungailiat's independent attitude. Due to the fact that the samples are not paired with a significance threshold of 5% or 0.05, this claim can be demonstrated using the parametric independent sample t-test. The hypothesis test's 2-tailed significance value, or 0.000, represents the results. Since Sig. $0.000 < 0.05$, the hypothesis that the effort to raise the profile of Pancasila students has an impact on class IV students at SD Negeri 10 Sungailiat's independent attitude is accepted, while H0 is rejected.

Based on the theory and relevant results that have been presented, it shows that there is an influence of the project to strengthen the profile of Pancasila students on the independent attitude of class IV students at SD Negeri 10 Sungailiat.

Suggestion

Based on the research that has been carried out, the researchers suggest the following suggestions:

1. Educators are expected to be able to design interesting projects so that they can challenge students to show their independence
2. Students are expected to be able to increase independence and responsibility through

implementing projects that are challenging and require independent decision making and problem solving.

3. Researcher, It is hoped that the experience, knowledge and skills gained during learning will become valuable capital for researchers to teach in schools in the future. The aim is to shape and improve students' understanding and potential.

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