

Analysis of Maritime Content in the Project for Strengthening the Profile of Pancasila Students (P-5) as an Educational Media in Getting to Know the Culture of Coastal Communities at SMP Negeri 19 Bintan (Activist School Batch 2)

Nevrita Nevrita^{1*}, and Sujoko²

¹Faculty of Teacher Training and Education, Raja Ali Haji Maritime University, Tanjungpinang, Indonesia.

²Bintan 19 Public Middle School, Kelong, Bintan Regency, Riau Islands, Indonesia

*Email: nevrita@umrah.ac.id

Abstract. The Driving School Program is a program that focuses on developing comprehensive learning outcomes, including skills (literacy and numeracy) and character, starting from school principals and teachers. This program is an evolution of the previous school conversion program. This program will also advance public/private schools in all school conditions one or two steps forward. The program is implemented in stages and integrated into the school ecosystem until all schools in Indonesia become driving schools. SMP N 19 is one of the second-generation schools in the Riau Islands, and this school is in Kelong village, located in the coastal area of Bintan. Given the conditions of coastal areas, schools choose P-5 activities tailored to the cultural conditions of coastal communities and student characteristics. Most of the students' parents' jobs are as fishermen. The P-5 topics chosen at this school are adapted to these conditions. The P-5 theme that has been implemented has 2 maritime themes; theme 1 is "Local Wisdom" with the title The Fun of Making Fish Traps at my School, and theme 2 is "Entrepreneurship: with the title Fish Processing and Preservation, building an entrepreneurial spirit from an early age. Theme 3 is still local wisdom with the title "My marine waste is valuable" through the P-5 themes, which are implemented as a form of school providing education to students to get to know the culture of coastal communities.

*Corresponding author: nevrita@umrah.ac.id

1 Introduction

The Riau Islands are one of the provinces in Indonesia. Most of its territory consists of the sea, and the land consists of islands. This geographical condition illustrates that the Riau Islands region is a maritime region. This geographical condition also influences the educational environment in the Riau Islands, so that most of the schools are on islands surrounded by sea. This situation will certainly have a big influence on the learning curriculum in schools. Currently, the curriculum running in schools is the Merdeka curriculum. As a form of implementation of the Merdeka curriculum, the Ministry of Education and Culture, Research and Technology has implemented a driving school program. This program focuses on improving literacy, numeracy, and student character so that they are expected to obtain comprehensive learning outcomes. The form of co-curricular activity in the Merdeka curriculum is the Strengthening Pancasila Student Profile Project (P-5). This activity is designed to strengthen efforts to achieve competency and character through the Pancasila student profile, which is prepared. Based on Graduate Competency Standards. This is as written by M.R Hamzah et al. (2022). Project activities to strengthen the profile of Pancasila students provide opportunities for students to "experience knowledge" as a process of strengthening character and an opportunity to learn from the surrounding environment. In this profile project activity, students can study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in responding to these issues, according to learning stages and needs.

Implementing the project to strengthen the profile of Pancasila students is contained in the formulation of Minister of Education and Culture Decree No.56/M/2022. P-5 in the Merdeka curriculum has several themes schools can choose from in implementing the project. The choice of theme is recommended to be adjusted to the environmental and cultural conditions of the surrounding community and adapted to the characteristics of the students.

Implementing the project to strengthen the profile of Pancasila students is contained in the formulation of Minister of Education and Culture Decree No.56/M/2022. P-5 in the Merdeka curriculum has several themes schools can choose from in implementing the project. The choice of theme is recommended to be adjusted to the environmental and cultural conditions of the surrounding community and adapted to the characteristics of the students. This is in line with Meri et al. (2022) opinion the selection of the general theme can be based on the readiness stage of the education unit and educators in carrying out projects, the national learning calendar, issues or topics that are currently happening or are the focus of discussions or priorities of the education unit or the theme that is being discussed not done in previous years

S.M.P. Negeri 19 is one of the driving schools in the Riau Islands, located on one of the islands in Bintan Regency. The school environment is a coastal area where most people's culture is a maritime community whose livelihood is mostly fishing. Environmental conditions will, of course, also affect the condition of the school students. Environmental conditions and students are the criteria for schools to choose P-5 activities, which are, of course, suitable for the cultural environment of coastal communities. Three P-5 themes are implemented in schools with three topics, namely topic 1, the fun of making fish traps at my school; topic 2, processing and preserving fish builds an entrepreneurial spirit from early childhood; topic 3, my marine waste is valuable

From the three P-5 themes that the school has implemented, it can be seen that they have maritime content. These three themes discuss making salted fish, making traps, and using marine waste as decoration. Of the three P-5s carried out, two are topics from local wisdom, and one is an entrepreneurship topic. Through this research, researchers want to analyze the

maritime cargo in P-5 and how P-5 can be a medium for educating students in getting to know the culture of coastal communities.

S.M.P Negeri 19 is one of the driving schools in the Riau Islands, located on one of the islands in Bintan Regency. The school environment is a coastal area where most people's culture is a maritime community whose livelihood is mostly fishing. Environmental conditions will, of course, also affect the condition of the school students. Environmental conditions and students are the criteria for schools to choose P-5 activities, which are, of course, suitable for the cultural environment of coastal communities. Three P-5 themes are implemented in schools with three topics, namely topic 1, the fun of making fish traps at my school; topic 2, processing and preserving fish builds an entrepreneurial spirit from early childhood; topic 3, my marine waste is valuable.

From the three P-5 themes that the school has implemented, it can be seen that they have maritime content. These three themes discuss making salted fish, making traps, and using marine waste as decoration. Of the three P-5s carried out, two are topics from local wisdom, and one is an entrepreneurship topic. Through this research, researchers want to analyze the maritime cargo in P-5 and how P-5 can be a medium for educating students in getting to know the culture of coastal communities.

2 Method

A Literature study is a research method that examines various theories, hypotheses, and various reference sources related to the values, culture, and standards of living created in the social situation studied (Sugiyono, 2014). In this research, the researcher collected various literature that followed the main points of the research, then read, took notes, searched, and put it theoretically into a framework of thought closely related to student synergy in the Pancasila student strengthening project. Profile. Even though it is a literature study, the place to get information and collect research is one of the driving schools on the coast of Bintan Regency, namely S.M.P. Negeri 19 Bintan. This school was chosen as a research location because this school is a school whose surrounding environment is a coastal community whose life cannot be separated from maritime conditions. Some of the P-5 contains elements of maritime culture and coastal communities.

3 Result and Discussion

P-5, implemented by S.M.P. N 19 Bintan, contains three maritime content titles: the fun of making fish traps at my school, managing and preserving fish builds an entrepreneurial spirit from an early age, and my marine waste has value. The results and discussion regarding the three P-5 titles above will be analyzed below.

3.1. The fun of making fish traps at my school

Most of the livelihoods of the people of Kelong village, located in the coastal area, are fishermen. In Kelong village, Bintan Pesisir District, Bintan Regency, fishermen use fishing traps made of wire and iron, shaped like kites. The school's location, close to the coast or seaside, is very suitable for carrying out projects that benefit students to learn about the cultural diversity in the surrounding environment. The results of catching fish from traps can be red snapper (*Lutjanus campechanus*), grouper (*Epinephelus sp.*), and sunuk grouper (*Plectropomus leopardus*). How to catch fish by fishing, nets, longlines, and traps.

S.M.P Negeri 19 Bintan has implemented a local wisdom theme project on the fun of making fish traps at my school. The basic principle of catching fish with trap fishing gear is to trap the fish's sight so that the fish is trapped in it, and this fishing gear is selective because

it is designed to catch large fish (Sarapil, 2019). Apart from fishermen, traps are also very beneficial for trap craftsmen (trap makers) because they will get wages or payment. Through P-5, students at school have earned income from their trap-making skills. Students are a new generation in the fisheries sector in the future; this project is expected to be one of the steps to grow a new generation that supports the fisheries sector, which is skilled and environmentally friendly. Here is a picture of the bubu



Fig. 1. Bubu from wire

It is designed in such a way that fish can enter but cannot get out again. Regarding how to use it, the trap will be placed in a strategic path that fish usually pass by and then leave for one night or one day. The next day, the resident who set the new trap again removed the trap containing many fish trapped inside. So, this fishing gear does not threaten the preservation of existing fish habitat. The operation of trap fishing equipment is carried out by placing it on the bottom of the water when seawater conditions are low. The length of soaking is adjusted to the condition of the trap when the demersal fish enters it. The results of the research that has been carried out conclude that the most effective fishing time is 1 to 7 days (Sarapil, 2016).

At the moment, apart from having a round or cylindrical shape, over the development of fish traps now have various shapes, especially regarding their use when used as a fishing tool in salty waters or the sea. This project aims to develop the competency and character of Pancasila students with the theme of local wisdom. Apart from that, this project is also a means for students to understand and recognize the potential of their region. The activity of making environmentally friendly fish traps. Through this project, 3 (three) dimensions of the Pancasila student profile can be achieved: cooperation, creativity, and independence. This project is also expected to be one of the steps to grow a new generation that supports the maritime sector and is skilled and environmentally friendly. The following is a creative dimension assessment table.

Table 1. Assessment of Creative Dimensions

Sub Elements	Starting to Develop	It's growing Developing	According to Expectations	Highly Developed
Produce original work and actions.	Explore and express their thoughts and/or	Exploring and expressing his thoughts and/or	Exploring and expressing his thoughts and/or	Explore and express their thoughts and/or

	feelings according to their interests and preferences in the form of work and/or actions and appreciate the work and actions produced	feelings according to his interests and preferences in the form of work and/or actions as well as appreciating and criticizing the work and actions produced	feelings according to his interests and preferences in the form of work and/or actions as well as listening and considering the impact on other people	feelings according to their interests and preferences in the form of work and/or actions and listen to and consider the impacts and risks for themselves and their environment using various perspectives
--	---	--	--	---

3.2. Processing and preserving fish has built an entrepreneurial spirit since Early.

Making salted fish is an option because there is enough fish as a raw material due to maritime conditions and coastal areas with fishermen's livelihood. The Pancasila Student Profile Strengthening Project opens up opportunities for students to learn in informal situations, with flexible learning structures, direct involvement in the surrounding environment, and interactive learning activities to strengthen students' various skills and competencies (Kemendikbudristek, 2021).

P-5 was chosen with an entrepreneurial theme, fish processing and preservation, and entrepreneurs from an early age. During the P-5 activity, students gained direct experience from the activity, how they prepared tools and materials for making salted fish, then how students prepared to clean the fish before drying it in the sun. Students are taught how to prepare a place for drying fish. Students make their drying places from simple materials.

- The purpose of P-5 activities at this school
- a. Strengthening the profile values of Pancasila students in the dimensions of faith, Devotion to God Almighty and Noble Character, Mutual Cooperation, and Independence
 - b. Developing students' potential in entrepreneurship
 - c. Exploring and increasing students' creativity in using marine products (fish)
 - d. Get to know the local wisdom found in the Bintan Coastal area

The P-5 objective above is strengthened by the results of research from Ayub et al. (2023), which states that the growth of entrepreneurial values and entrepreneurial interest in students is not only through the transfer of theoretical knowledge but also through learning, that is, learning by doing through entrepreneurial projects. P-5 is a co-curricular project that is one of the strategic solutions for implementing entrepreneurship education at the educational unit level to foster students' entrepreneurial spirit. This was reinforced by E. Mulyani (2014). One solution that can be implemented to implement entrepreneurship education in educational units is co-curricular activities in the form of entrepreneurship projects and introducing and developing local wisdom.

Local wisdom-based learning resources are learning resources that apply a contextual approach. This lesson explains phenomena or facts found around the student's environment,

and the material studied relates to everyday life's practical realities. The appointment of local learning resources is expected to introduce students to their environment and develop a sense of belonging and love for their region (F.U Ma'rifah, 2020)

Making salted fish is a learning resource that is utilized (learning resources by utilization) because it is often found in people's lives, especially in coastal areas. Salted fish is a contextual learning resource. According to Piaget, elementary school-age children are at the concrete operational stage. The concrete operational stage is characterized by an operating system based on what looks real/concrete (P. Suparno 2001).

With the salted fish-making project, students gain skills in making salted fish. The school has sequenced the process of making salted fish well so that participants can gain a very meaningful learning experience from each process that has been carried out. Their activities started with making a fish-drying place using materials available in the school environment. Students are taught how to select and clean fish to be salted. Followed by the salting process and the procedures for drying the fish can be seen in the following picture.



Fig. 2. Drying rack



Fig. 3. Drying Salted Fish

The theme of P-5 is entrepreneurship. After the fish drying process, students will be taught how to make labels; of course, by utilizing I.T., the next step is being taught how to package finished salted fish. The student's learning experience continues; the students are also given knowledge on how to market and sell salted fish that has been neatly packaged for buyers. The following is an example of a label for students' work at SMP Negeri Bintan and internal-level marketing.



Fig. 4. Packaging label



Fig. 5. Internal marketing

Students gain many learning experiences through P-5 co-curricular learning. However, the main target of this project is how the competence of the Pancasila student profile grows and is well embedded in the students. The dimensions of the Pancasila student profile that will be achieved are having faith in God Almighty, having noble character, working together, and being independent. The following is one form of assessment of the Pancasila student profile, as shown in the table.

Table 2. Assessment of the Pancasila Student Profile in the Mutual Cooperation dimension with Collaboration elements

DIMENSIONS OF GOTONG ROYONG				
Elements of cooperation – Cooperation	Displays actions by the hopes and goals group.	Show expectation (hope) positively towards people and others in order to achieve goals groups in the environment around (school and House).	Aligning actions yourself with actions of other people to carry out activities and achieve goals groups in the environment around, as well as encourage people others to work effectively and achieve goals together.	Team building and managing collaboration to achieve goals together according to existing targets determined.

3.3. My Ocean Waste Has Value

The next project carried out by this school still carries the theme of local wisdom: "My marine trash is valuable". This project was chosen because Bintan Regency is a national and international tourist area. To support this, this project was chosen so that later students could make souvenirs that could be used as typical Bintan souvenirs. This is supported by the availability of raw materials in the form of hard organic waste. This project is expected to be one of the steps to grow a new generation that supports the cultural and marine tourism sectors. This project is carried out by students in groups accompanied by a project facilitator (teacher) in terms of applying moral values and developing students' character so that they can have the character of faith and devotion to God Almighty as well as noble character, cooperation, and creativity.

To implement the project, the school must select suitable and appropriate activities to carry out the activity. The activity stages carried out in this project consist of 5 activities.

1. Introduction stage: Identify what hard organic waste is
2. Contextual Stage: Contextualizing the problem in the immediate environment
3. Action: Making crafts from hard organic marine waste
4. Reflection and evaluation stage
5. Follow-up stages

Some examples of processing handicrafts from hard organic waste include flowers from fish scales, accessories from shells and fish scales, and key chains from gonggong shells. Handicrafts have a unique history for the people of Bintan. They mostly use raw materials that come from marine debris. Some types of waste can be recycled, and cannot be recycled. Usually, most of the shells from marine waste are thrown into the sea, which then causes an increase in waste in the sea so that pollution in the sea will worsen. Therefore, this shell-shaped waste can be processed or recycled, for example, turned into handicrafts.

The shells used by the school to produce crafts come from three wastes: shells, gonggong snails, and fish scales. These three shells will be used as raw materials for hard organic waste, widely available in the school community.

3.3.1. *Hard organic shellfish waste*

Processing shellfish waste into various crafts with high selling value is very possible. As stated by K. Hardjanto (2020), the characteristics of shellfish waste make it easier to create various kinds of crafts with high economic value. Some of the shell crafts produced by students are wall hangings, lamp frames, and charming tissue boxes. With this project activity, student creativity and innovation can be increased to produce beautiful and unique products. This is in line with the research results of I. Zulkarnain and M. Farhan (2019) that through handicraft activities there is an increase in student activity and creativity.

3.3.2. *Hard organic waste of gonggong snail shells*

The next organic waste used by students is shells from gonggong snails. This snail is a symbol of cash for the Riau Islands province because there are so many snails in the waters of the Riau Islands. Specifically in Indonesia, it has been reported that this barking snail was found in the Riau Islands and Bangka Belitung Islands (S. Dody, 2011; H. Irawan, 2015). The results of the service carried out by J.R. Liling (2021) The use of gonggong shells is an alternative for keeping the sea clean and reducing marine pollution because so far, gonggong

shells are often thrown back into the sea after the contents are taken. So through this project activity, students are invited to get to know the diversity of snails and the snails that are characteristic of cash from this province, and students indirectly play a role in reducing pollution in the sea.

3.3.3. *Organic waste, hard fish scales*

Fish scales as organic waste can also be used in this project. The projects produced from these fish scales can be souvenirs or other forms. The process of making fish scales into various crafts and creations can be explained as follows: starting from the cleaning stage by washing the fish scales until they are clean. The next stage is to soak the fish scales in clean water with lime juice. Lime functions to remove the fishy smell on fish scales. After the soaking process, the fish scales are drained in a room that is not exposed to direct sunlight so that the fish scales do not curl. Next, color the fish scales using water mixed with benzoate. Benzoate functions to strengthen fish scales. Next is the drying stage. Once dry, the fish scales are ready to be shaped into various creations (Arina et al., 2019)

Through this project activity, the Pancasila student profile competencies can be embedded in students. This project is a very appropriate choice for students at this school; this must be connected to the environment of students who live in coastal areas and the search for parents who are mostly fishermen. The reality seen in the field is that the use of fish scale waste has not been carried out by the community, even though fish scale waste has great potential if it can be processed in the right way so that it can create new business opportunities for the community (A.T.M. Attamtanjani and D.R Amalia, 2019). The following is an example of processing handicrafts from hard organic waste.



a. Shell decoration



b. Flowers and Pots (gonggong)



c. Flowers from fish scales

4 Conclusion

Through project activities to strengthen the Pancasila student profile, students achieve Pancasila student profile competency. The school's choice of project theme is very appropriate to the conditions of the students, community, and school environment. Through several school project activities, students gain extraordinary learning experiences because students know various types of fish and organic waste from marine biota and can make traps as fishing tools. In addition, through this project activity, information from the school principal that students can earn additional income from trap-making salaries. Students also gain knowledge that if hard organic waste from marine biota is not utilized it will pollute the sea, so from this project activity students understand that the activities they carry out can

reduce marine pollution because so far hard organic waste has always been thrown into the sea.

Daftar Pustaka

1. M. R. Hamzah, W. I. M. Khamdi, M. I. Usman, M. Z. Abidin. Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. J. Jendela Pendidikan 2, 04 (2022)
2. Mery, Martono, S. Halidjah, A. Hartoyo. Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila. J. Basicedu 6, 5 (2022)
3. C.I. Sarapil, E.I. Kumaseh, *Modifikasi Alat Tangkap Bubu Lokal Untuk Meningkatkan Pendapatan Kelompok Nelayan DiPulau Beeng Laut Kabupaten Kepulauan Sangihe*, Jurnal Ilmiah Tatengkorang, Volume 3, November 2019, Politeknik Negeri Nusa Utara (2019)
4. C.I. Sarapil, J.F. Wuaten, B. Pontolumiu, *Efektifitas Lama Benaman Somba (Soaking Time) Terhadap Hasil Tangkapan Ikan Di Perairan Kampung Kalongan Kabupaten Kepulauan Talaud*. Jurnal ilmiah Tindalung Volume 2 Nomor 1, Maret 2016. Politeknik Negeri Nusa Utara (2016)
5. Kemendikbud Ristek, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*, Kementerian Pendidikan Dan Kebudayaan (2021)
6. E. Mulyani. *Developing an Enterpreneurship Education Project-Based*. Jurnal Ilmiah Pendidikan, Cakrawala Pendidikan, Volume XXXIII No 1, Universitas Negeri Yogyakarta (2014).
7. S. Ayub, J. Rokhmat, A. Busyairi, D. Tsuraya2, Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Sebagai Upaya Menumbuhkan Jiwa Kewirausahaan, Jurnal Ilmiah Profesi Pendidikan, vol 8 No 1b, April 2023, Universitas Mataram (2023)
8. F.U. Ma'rifah, *Pemanfaatan Ikan Asin Dalam Pembelajaran Bahasa Indonesia Di SD/MI*, Madani : Indonesian Journal Of Civil Society, Vol. 2, No.2, Agustus 2020 Politeknik Negeri Cilacap (2020)
9. P. Suparno, *Teori Perkembangan Kognitif Jean Piaget*. Yogyakarta: Kanisius (2001)
10. K. Hardjanto, *Pemanfaatan Limbah Kulit Kerang Sebagai Sumber Ekonomi Rumah Tangga: Studi Kasus di Sabila Craft, Kota Magelang*, Buletin Ilmiah Marina Sosial Ekonomi Kelautan Dan Perikanan, Vol 6, No 2, 21 Desember 2020, Balai Besar Riset Sosial Ekonomi Kelautan dan Perikanan (2020)
11. I. Zulkarnain dan M. Farhan, *Meningkatkan Kreativitas Siswa Dengan Memanfaatkan Sampah Bekas Menjadi Barang Yang Bernilai Ekonomis*, Abdipamas, Vol. 3, No. 2 Oktober, 2019, IKIP PGRI Bojonegoro (2019)

12. S. Dody, *Pola sebaran, kondisi habitat dan pemanfaatan siput gonggong (strombus turturella) di Kepulauan Bangka Belitung*, Oseanologi dan Limnologi di Indonesia, Vol 37, No 2, (2011)
13. H. Irawan, *Studi Identifikasi Siput Gonggong Di Zona Litoral Pesisir Timur Pulau Bintan*, Dinamika Maritim Vol 5, No 1, Universitas Maritim Raja Ali Haji (2015)
14. J.R. Liling, Pangestu Erick, Imelda, *Mengajarkan Cara Pemanfaatan Gonggong Menjadi Buket Bunga Kepada Anak-Anak Panti Asuhan Daarut Thaybah*, National Conference for Community Service Project (NaCosPro), Vol 3, No 1, Universitas Internasional Batam (2021)
15. Arina, R.Kamal, Novita, *Pemanfaatan Sisik Ikan Untuk Kerajinan Souvenir*, Jurnal Ilmiah Mahasiswa Pendidikan Kesejahteraan Keluarga, Vol. 4, No.2, Mei 2019, Unsyiah (2019)
16. A.T.M Atamtanjani, D.R. Amalia, *Eksplorasi Limbah Sisik Ikan Mujair Sebagai Material Utama Produk Cenderamata Perhiasan*, Jurnal Seni Rupa, Vol. 7, No. 1, 2019, Institute Seni Budaya Indonesia Bandung (2019)