Strengthening the Profile of Pancasila Students through Extracurricular Activities of the Project Learning-Based Waste Bank Program (PjBL)

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This study aims to test the effectiveness of the extracurricular program on "waste bank" based on project learning towards strengthening the profile of Pancasila students. The study used a pre-posttest experimental design without a control group, on 71 students at one high school in Gorontalo. The instrument for measuring the Pancasila profile uses a questionnaire adapted based on the Pancasila Profile indicator in the Merdeka Curriculum. This instrument is done in writing by the students, before and after the implementation of the project. Data were analyzed using the Rasch model with the help of Winstep 3.7.3 software. This analytical approach allows research to measure changes in the profile of Pancasila, before and after project implementation. The results of the study show: (1) there is an effect of implementing the waste bank extracurricular program on strengthening the Pancasila profile, seen in the results of measuring the moral dimension to nature (the value of identifying problems), the critical reasoning dimension (on the value of analyzing information), and (the creative dimension on the value of finding ideas) and; (2) there are dimensions of the Pancasila student profile that have changed significantly. Seen in the results of the measurement of the profile of Pancasila students, namely the critical reasoning dimension has a higher value (-0.11 logit) than the moral to nature (-0.08) and the creative dimension (0.01 logit). Thus, it is true that the extracurricular program of the waste bank program through project-based learning is able to strengthen the profile of Pancasila students.
Keywords: Pancasila Student Profile, Waste Bank Extracurricular, PjBL.

INTRODUCTION

Superior human resources are those who are characterized as lifelong learners, have global competence, and internalize Pancasila values in their behavior. This is as expected by the government through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which is known as the profile of Pancasila students.

Efforts to prepare a generation of capable nations in an age of science and technology that continues to develop intensely are carried out by the government. We can observe this starting from adjusting the curriculum, and increasing teacher competence, to thinking about a learning process that focuses more on the needs of students and their environment.

The dimensions of the Pancasila student profile that are expected to materialize in Indonesian students are 6 dimensions, namely: faith, piety to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative as a result of the learning process so that Pancasila students This is able to answer the challenges in the era of globalization. The profile of Pancasila students is a guideline for Indonesian education, both at the national and regional levels. The role of the teacher as the spearhead in its implementation is very important considering that the teacher directly deals with students at school, both inside the classroom in the teaching and learning process and outside the classroom, namely in extracurricular activities where the implementation requires the full involvement of the teacher and students.

The impact of the learning process that has not been in favor of students includes the quality achievement and relevance of student learning outcomes on indicators of numeracy ability below the minimum competency while the character is still at the developing stage.

Table 1 Results of Analysis of Quality and Relevance of Student Learning Outcomes

No	Indicators/Sub-Indicators	School grade	School grade point average is equivalent	Provincial average score	National average score	achievements
1	Character	2.1	2.01	2.09	2.22	Develop
A	Having faith, fearing God Almighty and having noble character	2.27	2.1	2.01	2.23	cultured
B	Mutual cooperation	2	2.07	2.09	2.21	Develop
C	Creativity	2	2.13	2.19	2.25	Develop
D	Critical Reasoning	2	2.07	2.07	2.2	Develop
E	Global Diversity	2	2.04	2	2.19	Develop
F	Independence	2	2.11	2.05	2.23	Develop

Based on Table 1 regarding the analysis of quality and relevance of learning outcomes for SMA Negeri 2 Paguyaman in 2021, it can be seen that the character index has reached a developing stage with indicators of Faith, piety to God Almighty and noble character having reached the cultural stage, while indicators of mutual cooperation, creativity, reasoning critical, global diversity and independence have only reached the developing stage, meaning that efforts must be made by schools to reach the civilized stage.

The dimensions of faith, piety to God Almighty and noble character, namely the moral element towards nature as part of the environment, expect Pancasila students to have a sense of responsibility, love and care for the natural environment. The achievement of these values still needs to be improved because only 28% of students at SMA Negeri 2 Paguyaman have the value of a sense of responsibility, love and care for their natural environment.

The critical reasoning dimension expects students to be able to objectively process both qualitative and quantitative information, build links between various information, analyze information, evaluate and conclude it. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and

evaluating reasoning, reflecting on thoughts and thinking processes in making decisions. extracurricular. The results of supervising the implementation of learning found that curiosity, processing information, analyzing information and making decisions which are the values in the critical reasoning element, the average percentage achievement is still low, namely 19%.

The creative dimension expects creative students to be able to modify and produce something original, meaningful, useful and impactful. The key elements of being creative consist of generating original ideas and producing original works and actions as well as having the flexibility of thinking in finding alternative solutions to problems. Based on the supervision of assessment tools, the average achievement of this element is only 10%. Students are less able to give ideas, make original works and modify works for the better.

The cause of these conditions is that the teacher has not implemented differentiation learning. The learning design that has been made has not involved students optimally. In the learning process the teacher is less skilled at giving challenging questions and assignments that are done do not stimulate the brain, so that students are less able to develop their thinking skills and creativity, even though creativity is very important for students in continuing their lives.

Creativity will help students solve problems they face and be able to find new concepts. According to Chaplin (in Sagala, 2009) that creative (creative) regard the use or efforts to function productive mental abilities in solving or solving problems, or efforts to develop artistic and mechanical forms, usually with the intention that people can use information that does not come from experiences or sources of information.

The results of supervision of the assessment tools show that the form of assignments given as part of the assessment of the skills domain does not direct students to take critical and creative actions as a result of their learning process. This condition implies the need for improvement through a learning process that can develop critical and creative thinking skills which are part of the dimensions of the Pancasila student profile that students want to manifest themselves.

Extracurricular activities are alternative activities that support the teaching and learning process in the classroom as an effort to develop students' critical and creative thinking skills. These extracurricular activities, if collaborated with learning models that involve students' activities to the maximum, will have a very good impact on the development of students' thinking abilities.

The Project-based Learning (PjBL) model is an option for instilling and developing students' creative thinking abilities, because PjBL is a learning model that involves students being active in solving problems, carried out in groups/independently through scientific stages with a certain time limit outlined in a product to be presented to others. This model is expected to be a stimulus for strengthening the profile of Pancasila students in students. Rahayuningsih (2021) writes that the profile of Pancasila students can be built through school culture and intra-curricular, co-curricular, and extra-curricular learning in each student. Rahmania (2021) writes that project learning can increase scientific literacy, motivation, understanding of the material, creative thinking skills, effectiveness, meaningful learning, and support future careers. Enjoy

Fitria, M (2015) found that school waste banks contribute to creating a clean environment. The activities carried out at the waste bank teach students to care about the environment which is part of the moral aspect of nature and develop critical and creative thinking. Meanwhile, NingrumOfficial, Rahman Taufik, and Riandi (2022) explained that implementing STEM from home with the PjBL model can improve students' mastery of concepts and creative thinking skills.

In an effort to foster a sense of affection, care and responsibility as well as to improve students' critical and creative reasoning abilities as well as an effort to realize the school's vision and mission, namely "Creating human beings with character, achievement and environmental culture", SMA Negeri 2 Paguyaman created a waste bank program which is named “Independent Garbage Bank” which is carried out in extracurricular activities based on project learning (PjBL). based on research, the PJBL Model has never been provided by collaborating with the extracurricular waste bank which is expected to improve guidance to students as a whole as an effort to strengthen the profile of Pancasila students on the dimensions of faith, piety to God Almighty and noble in aspects of having character towards nature, reasoning critical and creative. Rusnaini, (2021) *writes that the profile of Pancasila students with Pancasila characters can have implications for the personal resilience of students.*

Based on the descriptions of the importance of a learning process that involves students maximally both during class hours and outside class hours as an effort to strengthen the profile of Pancasila students, the researchers made this a topic of problem in conducting research with the formulation of the title "Implementation of the Garbage Bank Program Through Learning Project-Based Extracurriculars (PjBL) Against Strengthening Pancasila Student Profiles at SMA Negeri 2 Paguyaman”

RESEARCH METHODS

In this study, the place and location of the research were SMA Negeri 2 Paguyaman, located in the village of Bongo IV, Paguyamana District, Boalemo Regency. The choice of location for this research was because at SMA Negeri 2 Paguyaman the teaching and extracurricular activities carried out did not yet show a process that involved the activities of the students were maximized so that the learning objectives were not optimally achieved, and the dimensions of the Pancasila student profile which were expected to materialize were not yet visible, especially in the faith dimension. , fear of TYE, and have noble moral elements towards nature, reason critically and creatively. The research was conducted from February to June 2022.

This research is a quantitative study using a quasi-experimental pre-post test design without a control class because the objects of this research are all students of Paguyaman 2 Public High School who take part in the extracurricular waste bank program. In this study, the population was all students of SMA Negeri 2 Paguyaman with a sample of 71. Data collection was carried out using 2 techniques, namely pre-posttest and learning implementation. Data analysis used Rasch model analysis with stacking techniques to analyze changes at the individual level and racking techniques to determine changes at the item level. Laliyo, (2021:37).

RESEARCH RESULT

Data Description

Data analysis was carried out using stacking and racking techniques to describe the variable data of Pancasila student profiles and the trash bank program through project-based extracurriculars (PjBL).

Stacking technique

Pancasila Student Profile Variables

Table 2 Percentage change in value Personal pre-posttest on student profile variables

No	Number of Persons	Mean			Presentase
		P	O	S	
1	6	-0.22	1.10	1.32	8.48
2	26	0.57	1.47	0.90	36.62
3	2	0.77	0.00	0.00	2.81
4	3	0.64	-0.07	-0.71	4.23
5	34	1.98	0.33	-1.65	47.39

Based on table 2 above, there were 6 students who changed in a positive direction with a mean size of 1.32 logit. There were 26 students who changed their value from a small

value to a larger value with a mean of 0.90 logit, there were 34 students who changed their value in the negative direction with a mean of -1.65 logit and there were 2 students who did not change.

Waste Bank Program Variables

Table 3 Percentage of change in pre-posttest personal values on the waste bank program variables

No	Number of Persons	Mean			Presentase
		P	O	S	
1	49	-0.90	0.19	1.09	69.01
2	4	0.47	0.86	0.40	5.63
3	11	-0.51	-0.93	-0.42	15.50
4	6	-0.59	-0.59	0.00	8.45

Based on table 4, there were 49 students whose values changed in a positive direction with a mean size of 1.09 logit. There were 4 students whose values changed from a small value to a larger value with a mean of 0.40 logit, there were 11 students whose scores remained in the negative direction with a mean of -0.42 logit and there were 6 students who did not change.

Racking Technique

Pancasila Student Profile Variables

Table 4 Pre-posttest Item Results on Pancasila Student Profile Variables

No	Number of Items	Mean			Dimensions
		P	O	S	
1	10	0.18	0.10	-0.08	Morals
2	8	0.22	0.11	-0.11	Critical
3	7	-0.29	-0.28	-0.01	Creative

Based on Table 4 above, there is a change in the moral dimension item group for nature whose value changes in a negative direction with a mean pre-test of 0.18 logit, post-test of 0.10 logit, and a difference of -0.08 logit. In the critical reasoning dimension group, the value changed in the negative direction with a mean pre-test of 0.22 logit, a post-test of 0.11 logit, and a difference of -0.11 logit. For the creative dimension group, the scores changed with the mean pre-test - 0.29 logit, post-test -0.28 logit, and the difference was 0.01 logit.

Waste Bank Program Variables

Based on table 5 below, there is a change in the item group of types of waste, the value changes in the negative direction with a mean difference of -0.38 logit. In the waste impact on the environment group, the value changed in the negative direction with a mean difference of -0.45 log. For the waste bank management group containing the dimensions of the Pancasila student profile, the values change in the negative direction with a mean difference of -0.64 logit.

Table 5 Pre-posttest items on the waste bank variable

No	Number of Items	Mean			Material /Dimensions
		P	O	S	
1	3	-0.07	-0.57	-0.38	Kind of trash
2	5	0.53	0.08	-0.45	Garbage impact
3	15	0.36	2.80	-0.64	Management

Hypothesis test

The results of measurements on the personal pre-posttest of the Pancasila student profile variable and the waste bank program variable through project learning-based extracurriculars (PjBL) show that the score is not equal to zero. This means that the implementation of the waste bank program through project learning-based extracurriculars has had an impact on strengthening the profile of Pancasila students at SMA Negeri 2 Paguyaman.

Based on tables 4 and 5 regarding the results of the pre-posttest on the variable item Pancasila student profile and the garbage bank program, there is a difference in values

on the dimensions of the Pancasila student profile, namely the critical reasoning dimension has a higher value (-0.11 logit) compared to the moral element to nature (-0.08 logit). and the creative dimension (0.01 logit). This shows that the implementation of the trash bank program through project learning-based extracurriculars provides a significant change to the dimensions of the Pancasila student profile, namely critical thinking.

DISCUSSION

Changes in Student Profile Dimensions Pancasila in Pancasila Student Profile Variables and Garbage Bank Extracurriculars Through Project Learning (PjBL)

Changes in the dimensions of the Pancasila student profile include changes in the ability of individual students to the dimensions of Pancasila students and their mastery of the waste bank concept. Changes at the individual level of students are determined by comparing the size (logit person value) of the pre-posttest, using the Rasch model staking technique.

Table 6 presents the results of measuring understanding of the average size of students' pre-posttest understanding changes in the Pancasila student profile variable and the garbage bank program variable experiencing a greater change in value, confirming a change to better direction.

Changes in the size of students' abilities that are positive show that students experience an increase in thinking skills which have an impact on making decisions about alternative answers as a result of the learning process. Changes in the ability measurement towards the negative at the individual level can be used as material for consideration for the teacher to gather information about the condition of the students, so that the teacher can adjust the learning process according to needs.

Table 6 Measures of average mastery pre-posttest students' understanding of the dimensions of the Pancasila student profile and the waste bank

Variable	Number of Students	Number of Items	Mean (the average measure of understanding of the profile of Pancasila students and the waste bank		
			Pre-test (logit)	Post-test(logit)	Selisih Pre-test Post-test
Pancasila student profile	71	25	0.78	0.88	0.11
Waste Bank Program Through Project Learning-Based Extracurriculars (PjBL)	71	25	-0.723	0.019	0.77

Dimensions of Faith, Fear of God Almighty and Noble Moral Elements of Nature.

In this dimension, students are expected to become students who have morals with God Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life.

The 2021 Paguyaman 2 State High School education report on the dimensions of Faith, Piety to God Almighty and Noble Morals has reached the stage of being entrenched. However, the moral element for nature based on student picket data for the 2021/2022 school year shows that not all students have compassion for nature, responsibility and care for their environment. The fact that clean, caring and responsible living behavior still needs to be improved so that cultural achievements in this dimension can still be maintained in the results of the following year's analysis including the contribution of the moral element to nature.

Table 7 Results of the average value change in the Elements of Morals to Nature

Item	P	O	S	Values in the element of Morals to Nature
Item 1	-0.08	-0.48	-0.40	Responsibility
Item 2	0.12	-0.14	-0.26	Responsibility
Item 3	0.01	-0.23	-0.24	Responsibility
Item 10	0.29	0.65	0.36	Responsibility
Mean	0.09	-0.20	-0.11	
Item 4	0.31	0.43	-0.12	Care
Item 5	0	0.03	0.03	Care
Item 6	0.21	0.11	-0.12	Care
Mean	0.17	0.19	0.02	
Item 7	0.49	0.26	-0.23	Identification of problems
Mean	0.49	0.26	-0.23	
Item 8	0.04	-0.46	-0.50	Affection
Item 9	0.43	1.29	-0.86	Affection
Mean	0.24	0.42	0.18	

Based on Table 7 regarding the average results of changes in values on the dimensions of Faith, Fear of God Almighty, and Noble Character in the element of morality to nature, it can be seen that there has been a change for the better after the treatment. Better changes occur in the value of identifying problems followed by responsibility, caring, and affection.

The results of this analysis illustrate the need for schools to create programs that can develop the good values of students that have existed since birth. Schools and parents are equally responsible for developing these good values so that they continue to grow and develop, implemented in everyday life.

There is an increase in the percentage in the dimensions of Faith, Piety to God Almighty and Noble Moral Elements of Nature. In this program, more than 50% of students have been able to identify problems that evoke a sense of care, responsibility and compassion. The different responses of students which are illustrated through the results of data processing provide information that to make a change, especially in matters that lead to attitudes and behavior is not something that can be done easily. It takes a while. Many factors affect changes in student attitudes, both internal factors, namely the desire to change and external factors such as family, living environment and learning environment. Schools are institutions that contribute to realizing students who have a good relationship with God Almighty, including morals towards nature. The affection that is instilled in students towards their environment will encourage them to feel concerned and responsible for the environment and the natural surroundings and be able to identify problems that arise and find solutions. This needs to be fostered through sustainable programs so that the good values that exist in students can continue to grow and develop.

Dimensions of Critical Reasoning

The critical reasoning dimension expects students to be able to objectively process both qualitative and quantitative information, build links between various information, analyze information, evaluate and conclude it.

The results of the 2021 public SMA Negeri 2 Paguyaman education report analysis, the critical reasoning dimension has reached a developing stage. Data on supervision of the implementation of learning shows that students are less active in the teaching and learning process, do not dare to ask questions, and are less able to answer questions.

Item	P	O	S	Value on the dimension of critical reasoning
Item 11	-0.77	0.05	-0.72	Information analysis
Mean	0.77	0.05	-0.72	
Item 12	-0.21	-0.18	0.03	Idea Analysis
Item 13	-0.04	0.09	0.13	Idea Analysis
Item 15	0.01	-0.31	-0.32	Idea Analysis
Item 17	-0.08	0.42	0.50	Idea Analysis
Mean	-0.08	0.01	0.09	
Item 14	-0.25	-0.34	-0.09	Decision-making
Item 16	0.54	0.42	-0.12	Decision-making
Item 18	0.99	0.74	-0.25	Decision-making
Mean	0.43	0.27	-0.15	

Based on table 8 regarding the results of the average change in the value of the Pancasila student profile in the dimension of critical reasoning, it can be seen that there has been a change after treatment. Better changes occur in the value of analyzing information followed by decision making and analysis of ideas. This explains that learning can provide changes to the way of thinking. The right learning media will provide stimulation to students to manage their thoughts, ask questions about things they don't know, look for reasons why and in the end be able to make decisions about what is the focus of what they learn. These things if done continuously will train students to learn to manage their thoughts better.

In the waste bank extracurricular program at SMA Negeri 2 Paguyaman, 90% of students actively ask questions, analyze information and ideas which result in decisions based on facts and information sources.

Creative Dimension

The creative dimension expects the realization of creative students, able to modify and produce something original, meaningful, useful, and impactful. Based on the 2021 Paguyaman 2 Public High School report card, the creative dimension has reached a developing stage. Subject teacher assessment data also shows a low percentage of the creative dimension of the element producing original ideas, producing original works and actions, and having the flexibility of thinking in finding alternative solutions to problems.

Table 9 Results of the average change in value on the creative dimension

Item	P	O	S	Value on the creative dimension
Item 19	0.74	0.43	-0.31	Find ideas
Mean	0.74	0.43	-0.31	
Item 20	0.12	0.21	0.09	Making work
Item 21	-1.02	-0.48	0.54	Making work
Mean	-0.45	-0.14	0.31	
Item 22	-0.83	-0.46	0.37	Idea modification
Item 23	-0.61	-0.61	0	Idea modification
Item 24	-0.63	-0.96	-0.33	Idea modification
Item 25	-0.31	-0.50	-0.19	Idea modification
Mean	-0.60	-0.63	-0.04	

Based on table 9 about the results of the average change in value on the creative dimension after treatment. Better changes occur in the value of finding ideas followed by the value of modifying ideas and making works. This proves that learning by doing is a valuable experience while fostering creativity. Finding ideas, modifying works, and making works will emerge when students get learning that involves their activities to the fullest.

In this program, 90% of students are active and can jointly find ideas or ideas which are then followed up on modifying ideas and creating works. Schools in this case teachers have an important role in facilitating students to develop their creativity, through learning and assessment processes as well as other school programs.

Based on table 10, it can be seen that there is an influence of the waste bank program through project learning-based extracurriculars on strengthening the profile of Pancasila students. There are several dimensions of the Pancasila student profile that

emerge. Compassion, care and responsibility as the embodiment of the moral dimension to nature, critical reasoning, creativity and generating new ideas or ideas as a result of the learning process at each stage of project learning. This shows that the waste bank program through project learning-based extracurriculars (PjBL) can be used to stimulate the development of students' thinking which leads to the realization of a Pancasila student profile. Zainal (2022) concluded that literacy project-based learning is very effective and better than inquiry in facilitating connection skills.

Table 10 Ideas/ideas resulting from the implementation of the waste bank program through project learning

The unique characteristics of each learner become homework for the teacher

No	Group	Ideas/thoughts	The values on the PPP dimension
1.	I	Make a compost pit in each class	Compassion, responsibility, creativity
2.	II, II, VII	Make handicrafts from used goods	Critical, creative
3.	IV	Form a collaborative environmentalist group with a one-hour joint waste program	Compassion, critical, caring, responsibility, creative
4.	V	Holding a creativity competition from used goods (during class meetings)	Critical, creative
5.	VI	One hour with trash (every Thursday before class)	Compassion, critical, caring, responsibility, creative
6.	VIII	Social service program in places of worship and community service (once a month)	Compassion, caring, responsibility, creative

in the driving school program to sharpen the character education mandate in the 2013 curriculum. The main theme of the independent learning curriculum initiated and proclaimed by the ministry of education and culture is to create human resources with global excellence. The goal is to create students who are critical, creative, collaborative and skilled.

The implementation of the waste bank program through extracurricular activities based on project learning (PjBL) carried out at SMA Negeri 2 Paguyaman illustrates that the maximum involvement of students can develop their thinking abilities, attitudes and skills. Appropriate treatment will influence individuals in thinking and acting as a feature of a change. The results of data processing at SMA Negeri 2 Paguyaman showed significant changes in student behavior both in attitude and understanding of concepts before and after carrying out project learning-based waste bank extracurriculars (PjBL).

The changes that occurred after the treatment were seen in the change in the small value to a larger value, some changed to a smaller value, and there were even students who did not experience a change. It can be explained that not all students who are actively involved in learning activities get better learning outcomes. This happens because students are not used to new learning models because they are not often used. In addition, not all students can be given project-based learning. Anselmi, 2015 (in Laliyo, 2020) writes that knowing changes at the individual level is considered important because it is possible for teachers to identify the characteristics of each child and their reasons for responding to interventions. This information can be used by teachers to plan appropriate interventions for each individual, because the characteristics of each child are different.

Changes in Item Difficulty Levels on the Pancasila Student Profile Dimension

Changes at the item level of students were determined by comparing the size (logit item value) of the pre-posttest, on the Pancasila student profile variables and the garbage bank program using the Racking Rasch model technique.

Table 11 Measures of changes in the level of difficulty of the dimensions of the Pancasila student profile dimension and the waste bank.

Pancasila Student Profile	Hasil Pengukuran			Number of items
	P	O	S	
Morals to nature	-0.08	0.10	0.18	10
Critical reasoning	0.22	0.11	-0.11	8
Creative	-0.29	-0.28	0.01	7
Garbage Bank				
Types of trash	0.07	-0.57	-0.38	5
Garbage impact	0.53	-0.08	-0.53	5
Waste management/PPP	0.36	-2.80	-0.64	15

Based on table 11 it is known that in the Pancasila student profile variable there is a change in the average level of difficulty of the items of the critical reasoning dimension which is greater with a mean difference (-0.11 logit) from the mean difference in creative dimension items (0.01 logit); dimensions of noble character, the mean difference between items (0.18 log); and the implementation variable of the waste bank program through project learning-based extracurriculars, there is a change in the average difficulty level of waste management items containing the Pancasila student profile which is larger with the mean difference (-0.64 logit) than the mean size of the waste impact item on the environment (-0.53 logit) ; and types of waste with a difference (-0.38 logit).

The size of the item difficulty level changes is interpreted as a change in the average size (logit) of students' pre-posttest item difficulty level. There are two possible changes in the level of difficulty of items: 1) the nature of changes in the level of difficulty of students' pre-posttest items is positive, if in the pre-test conditions, the location of the difficulty level of certain items on the Wright map, changes to be lower (easier) in the post-test conditions. test, or the size of the pre-posttest items changed from large to small; 2) the nature of changes in the level of difficulty of students' pre-posttest items is negative, if in pre-test conditions, the location of a certain item's difficulty level on the Wright map changes to be higher (difficult) in post-test conditions, or the size of the pre-posttest item went from small to big.

Based on the research findings above, it can be said that the change in the level of difficulty of the pre-posttest items in both the dimensions of the Pancasila student profile and the concept of the waste bank has changed to a negative or positive value, which means the item difficulty level of the questions becomes easier. This means that positive or negative changes in location or item size are solely due to the waste bank program through project learning-based extracurriculars (PjBL). This also confirms that there is a significant change in the dimension of the Pancasila student profile, namely the critical reasoning dimension (-0.11) compared to the moral dimension to nature (-0.08) and the creative dimension (0.01).

Corresponding to the change in item difficulty level, the project results from the implementation of the waste bank program through project-based extracurriculars (PjBL) confirm changes in the critical reasoning dimension which is marked by the birth of new creative ideas or ideas. The emergence of ideas is certainly related to the ability of students to interpret the concepts given so that students can make decisions based on thoughts and facts, in this case regarding waste management.

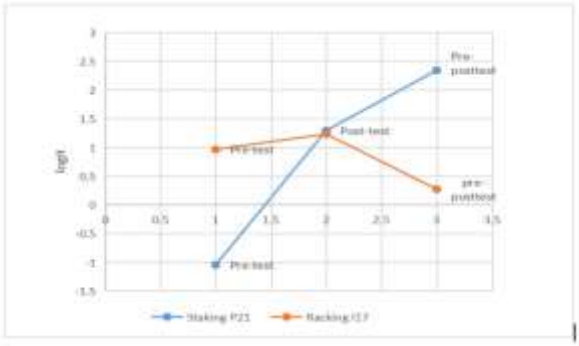
Furthermore, the Rasch model analysis can diagnose the nature of changes at the individual level through staking techniques and changes in the difficulty level of questions through racking techniques. The results of this measurement can be used by the teacher to analyze the effect of applying the learning model implemented in learning.

In this study, it was also found that students changed their answers to the same item during the post-test (the answers on the pre-test were correct), including students number 21,29,53,63 on question item number 17 as shown in the excerpt of the test acquisition list. following:

Table 12 Excerpt of scalogram of responses

Next, we can look deeper into the changes in the changes in the pre-posttest answer items of student number 21 on item 17.

Table 13 The results of stacking a measure of student ability (21) and the results of racking a measure of the difficulty level of items



post-test because the measure of ability is umber 17. So why did student number 21 change the answer to number 17? Let's look at the concept of question number 17. For question number 17 the level of thinking used is C3, namely the application according to the thinking levels of Bloom's taxonomy, where students have gone through the thinking levels of remembering (C1) and understanding (C2). In theory, after receiving treatment in the form of project learning-based waste bank extracurriculars (PjBL), their thinking skills will develop better. However, this does not apply to student number 21 to item number 17, this indicates that students do not understand the concept even though they are already involved in the learning process. This confirms that changes in students' ability to interpret the learning process depend on the learning model used. One learning model does not necessarily suit all students. Duschl et al., 2011; Park et al., 2017; Wilson, 2009. (in Laliyo, 2020) writes that changes in students' abilities and progress are largely determined by their learning practices and learning experiences. From this fact, teachers need to analyze the condition of students before deciding to use learning models and assessments that will be used in the learning process so that all children are served their needs so that their potential can develop properly and the goals of national education can be achieved.

CONCLUSION

The effect of program implementation can be seen in changes in the value of each dimension of the Pancasila student profile studied. In the dimensions of Faith, Fear of God Almighty and noble character elements of nature, identifying problems experiencing change is better followed by the values of responsibility, care and compassion. For the critical reasoning dimension, analyzing information changes better than decision making and analysis of ideas. Whereas in the creative dimension, finding ideas changes better then followed by modifying ideas and making works. This shows that learning that involves students maximally can develop the potential of students. Learning by doing will provide a meaningful learning experience.

The dimensions of the Pancasila student profile changed significantly after the implementation of the waste bank program through project learning-based extracurriculars (PjBL). found in the critical reasoning dimension, followed by the moral dimension to nature and the creative dimension. The results of the analysis show that students' thinking skills are easier to change than attitudes and behavior.

Ways of thinking and creativity are easier to grow in a short time than changing habits or behavior.

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