

**TEACHER GUIDANCE DEVELOPING PROJECT MODULE
STRENGTH PANCASILA STUDENT PROFILES THROUGH
LEARNING COMMUNITIES**

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Abstract

The Independent Curriculum is a new curriculum for the learning community at SMPN 3 Banyubiru. This existence requires an understanding of learning community resources regarding the independent curriculum, especially regarding the creation of the Pancasila Student Profile Strengthening Project module. This research is School Action Research (SAR) which describes the process of school principals in increasing the competency of learning community resources through mentoring. The learning community subjects numbered 13 people, consisting of 9 male and 4 female teachers. Three months of guidance on the topic of the OSIS President Election module. Data analysis was carried out qualitatively by comparing the scores obtained between each cycle. Indicators of mentoring success are determined by increasing understanding of the creation of the Pancasila Student Profile Strengthening Project. The results of this SAR conclude that the learning community at community at SMPN 3 Banyubiru can be improved through a mentoring process by the school principal. The process carried out by the principal is divided into two cycles. The first cycle consists of four meetings and the second cycle consists of three meetings. The first cycle focuses on providing material, followed by creating modules and the second cycle focuses on revising and perfecting modules. Based on the findings of the mentoring process, it is recommended to provide guidance on other dimensions, elements and sub-elements.

Keywords: Guidance; Project Module Strengthening Pancasila Student Profiles; Community Empowerment.

INTRODUCTION

The principal is a teacher who is tasked with leading and managing an educational unit (Permendikbud, 2018). The principal has a vital role in organizing the teaching and learning process for students, improving the competence of educators, and improving the quality of schools. The occurrence of synergy between students and teachers, teachers and teachers, school residents and parents of students, school residents and superiors, and school residents with the environment or other agencies is greatly influenced by the leadership of a principal. The leadership and role model of the principal have a significant impact on the contribution in accelerating the achievement of the functions and goals of national education.

According to the National Education System Law (2003), it states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Related to the function of education as explained, the principal cannot be separated from the function as a facilitator of the teaching and learning process in the classroom, namely an educator.

Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for educators in higher education (Law, 2003). This means that the success of a principal in managing an educational unit depends on the professionalism of his teachers. Therefore, the role of a principal is needed who can motivate, mobilize, improve, and manage the resources available in the school, especially in the era of the new curriculum, namely the independent curriculum.

The role of the principal in the independent curriculum is one of them as a stakeholder in the implementation of project-based learning. The implementation of project-based learning at SMP Negeri 3 Banyubiru is still considered less than optimal. The causes include (1) project-based learning as referred to in the independent curriculum is something new so that its implementation is still being tried out, (2) preparation of the necessary materials and infrastructure is still lacking because preparation time is very limited, (3) and the resources available at the school are inadequate. In general, based on initial research with Google Form conducted in September 2022, the responses or responses of teachers regarding project-based learning

can be grouped into three components, namely implementation, ability and understanding. The results obtained regarding project-based learning at SMP Negeri 3 Banyubiru are as follows: implementation 78%, ability 65%, understanding 51%.

The summary of the results of the three components can be analyzed as follows. Teachers of SMP Negeri 3 Banyubiru reviewed from the implementation and ability of project-based learning shows that the majority of teachers of SMP Negeri 3 Banyubiru have adequate abilities so that they can implement project-based learning. This existence is not in line with the understanding of project-based learning. The understanding of project-based learning of teachers of SMP Negeri 3 Banyubiru has only reached approximately 65%, meaning that only half of the teachers have understood project-based learning. The results of the initial study illustrate the existence of a gap phenomenon between expectations and reality as a professional educator. This existence encourages the implementation of guidance and assistance in creating project modules by increasing cooperation in the school community, starting from preparation to becoming a product. The project module in this case is a tool that is used as a reference to implement the strengthening of the Pancasila student profile. The Pancasila Student Profile is a lifelong learner who is competent, has character, and behaves according to the values of Pancasila. Pancasila students have six dimensions, namely, (1) Faithful, devoted to God Almighty, and noble character; (2) Global diversity; (3) Mutual cooperation; (4) Independent; (5) Critical thinking; and (6) Creative.

Guidance on the creation of project modules refers to the development of teacher competencies, which have become the duties, functions and obligations of the principal as stated in the Minister of National Education Regulation Number 6 of 2018 which states that the principal has the main task of managing and developing teaching and education personnel in order to improve school quality based on eight national education quality standards.

Guidance in creating project modules was chosen as an alternative in developing the professionalism of educators and education personnel because there have been several previous studies that are relevant to this study. Research conducted by (Syahril, *et al.*, 2021) related to project-based learning (PjBL) shows that project-based learning is effective in increasing motivation, interest, learning activity, teamwork, project management, communication, and interpersonal skills. Research conducted by (Taskiran, 2021) shows that PjBL improves collaboration and group work skills, and creates something by utilizing their imagination and creativity in a fun way.

The learning community through lesson study is considered beneficial because of the contribution of thoughts and ideas together both when planning and implementing learning. Such a situation can make them work together in groups, accept input, criticism and build a community together (Danaryanti, *et al.*, 2019). In a learning community, the presence of a figure as an educator or an educator, organizer, motivator, dynamic, creator, innovator and evaluator is needed (Tantomas, 2021). Each individual in the community member can learn creatively, faster, understand easily, be willing to accept and provide input to other members and have a good learning attitude in a participatory environment (Chapman, Ramondt, & Smiley, 2006). The learning community facilitates its members who may lack the skills or confidence to learn independently by giving them responsibility (Sekar & Kamarubiani, 2020). The learning community focuses on the group's vision by working together to share knowledge with academic goals (Zhu & Baylen, 2005). According to Triatna (2015), the school management capacity developed through a professional learning community that focuses on exemplary leadership, collaborative learning between educators and education personnel, developing creativity in solving problems, and providing healthy working conditions can improve the quality of education. In a learning community, the presence of a qualified teacher figure is needed as a scientist, educator or educator, organizer, motivator, dynamic, creator, innovator and evaluator (Tantomas, 2021). The principal is expected to be more directly involved in the teaching and learning process in the classroom through class supervision activities. In addition, the principal should give teachers more time to discuss and exchange ideas about the latest learning models, develop staff, utilize data in the decision-making process, and actively monitor the curriculum and learning so that it will have a positive impact on the school community (Yusup, 2015). Several paragraphs in the presentation that have been described above can be used as reasons for researchers to conduct research related to teacher guidance. However, there is something new about this study, namely the focus of the guidance. Guidance in this study focused on guiding the creation of the Pancasila Student Profile Strengthening Project module on the topic of the Election of the OSIS Chairperson by prioritizing cooperation in the learning community at SMP Negeri 3 Banyubiru. Based on the background above, the problem of this SAR is "How is the teacher guidance process in compiling the Pancasila Student Profile Strengthening Project module through the learning community at SMP Negeri 3 Banyubiru in 2022."

RESEARCH METHODS

This research is included in action research because this research compares the conditions before and after the research and the research is cyclical. Each cycle consists of planning, implementation, observation, and reflection (Hien, 2009). This school action research was conducted at SMP Negeri 3 Banyubiru, Semarang Regency, with the address Jln. Ki Tirtonadi KM. 6, Wirogomo Village, Banyubiru District, Semarang

Regency, Postal Code 50664. The research time was carried out from July 2022 to April 2023. The detailed schedule of research activities can be seen in Table 1.

Tabel 1. Time Schedule SAR

No	Material	Time Schedule										
		Jul	Aug	Sep	Oct	Nov	Des	Jan	Feb	Mar	Apr	
1	Proposal	█	█									
2	Research Instrument Preparation			█	█							
3	Data Collection				█	█	█	█	█			
4	Data Analysis								█	█		
5	Discussion									█	█	
6	Research Report										█	█
7	Dissemination											█

Table 1 describes the activity agenda for each cycle, which is presented in detail in the following description.

A. Cycle I

1) Planning

- Preparing P5 Materials
- Designing PPT for material presentation
- Preparing meeting places and facilities
- Preparing necessary documentation
- Preparing Instruments for reporting

2) Implementation and Observation

2.1 Meeting 1

- Understanding Project-Based Learning,
- Benefits of Project-Based Learning
- Steps for implementing Project-Based Learning
- Reflection of the Pancasila Student Profile Strengthening Project 1

2.2 Meeting 2

- Formation of the P5 Facilitator Team
- Designing Project Time Allocation and Dimensions
- Determining General Themes and Specific Topics

2.3 Meeting 3

- Determining Dimensions, Elements, and Sub-Elements
- Creating a Project Flow

2.4 Meeting 4

- Creating a Project Assessment

3) Reflection

B. Cycle II

1) Planning

- Result Module reflection Phase I
- Preparing improvements from reflection phase 1
- Preparing meeting place and facilities
- Preparing necessary documentation
- Preparing Instruments for reporting

2) Implementation and Observation

2.1 Meeting 1

- Matching module components with module creation guidelines
- Correcting and fixing inappropriate or incorrect writing

2.2 Meeting 2

- Improving assessment
- Improving module design and layout

2.3 Meeting 3

- Evaluation of results and re-checking of writing, images and neatness of the module
- Consolidation
-

3) Reflection 4

- Finalization of Project Module

The subjects of the study were all teachers who teach at SMP Negeri 3 Banyubiru, totaling 13, consisting of 4 GTT teachers, 3 PPPK teachers and 6 PNS teachers. Data collection used questionnaire, documentation, observation and interview techniques. Data collection instruments were in the form of observation sheets, questionnaires and interview guidelines. Before being used, the instrument was validated by the supervisor, fellow principals who were observers of education and lecturers from universities. The collected data were analyzed descriptively qualitatively and comparatively. Qualitative descriptive is comparing the results of the work of making the Pancasila Student Profile Strengthening Project module from the initial conditions, the first cycle with the second cycle, while

comparative descriptive is comparing the Pancasila Student Profile Strengthening Project module before being given treatment and after being given treatment in both the first cycle and after being given treatment in the second cycle. The results of each discussion are used as a reflection to provide follow-up that must be carried out in the next stage. The results of the analysis are presented in the form of diagrams, pictures and/or tables. As an indicator of success in this school action research is the realization of the Pancasila Student Profile Strengthening Project module at SMP Negeri 3 Banyubiru which is better than the previous module in terms of content and context.

RESULTS AND DISCUSSION

Results

A. Initial Condition Description

Reviewing a little of what has been explained in Chapter I about the initial conditions of the teachers of SMP Negeri 3 Banyubiru related to the preparation of the project module, it can be concluded temporarily that the majority of teachers only 65% understand the Pancasila Youth Profile Strengthening Project module (P5). This means that only 8 out of 14 teachers have understood P5. This existence has resulted in the implementation of the creation of the P5 module being less than optimal. This is evident from the fact that the P5 module in the first project, namely the theme of Local Wisdom with the topic of Merdi Desa, is still in the suboptimal category.

Based on initial research on project-based learning, it can be concluded that SMP Negeri 3 Banyubiru is included in the earlystage category. In connection with the category held by SMP Negeri 3 Banyubiru, namely the earlystage category in the development stage of the Profile Project module, in making the module it is permissible to use the existing profile project module by adapting it by modifying it in line with the conditions and demographics of SMP Negeri 3 Banyubiru.

The modules used as references are modules taken from the Merdeka Mengajar Platform (PMM), MGMP results at both the rayon and sub-rayon levels, from fellow teachers in other districts and on websites that are freely available on the internet. The modules adopted are modules related to the theme of the OSIS chairman election. This selection is based on the module that will be created with the theme of the OSIS chairman election. In making this module, the role of the researcher is only as a Supervisor who functions to provide Guidance to teachers in making modules. Even though it is only to accompany, systematic and structured planning is needed. The results of the Guidance are described at each stage according to the SAR cycle adopted from the Carr and Kemmis (1986) model. The description of the Guidance results will

start from the first cycle which consists of four meetings.

B. Cycle I.

1. *Preparation/Planning*

Planning starts from July to September. In this case, it is more appropriate to say the time for making the research proposal. The materials prepared include (1) Preparing P5 Material, (2) Designing material in PPT format as presentation material, (3) Preparing the meeting place and facilities, (4) Preparing the necessary documentation, (5) Preparing instruments for reporting.

2. *Action*

The implementation of the first cycle consists of four meetings. With different time allocations for each stage. This is because it is carried out after the learning is finished or at a certain time according to the flexibility of the teachers. However, each meeting lasts an average of 45 to 60 minutes. Except when providing material/presentations. At the first meeting, a presentation of material was held regarding (1) Understanding Project-Based Learning, (2) Benefits of Project-Based Learning, (3) Steps for implementing Project-Based Learning, (4) Reflection of the first Pancasila Student Profile Strengthening Project. Followed by questions and answers.

The first meeting related to P5 was held on Thursday, October 6, 2022 in the Science Laboratory room of SMP Negeri 3 Banyubiru. The choice of the meeting place in the Science Laboratory was because the Science Lab was the only room that allowed for holding meetings to present material. On Thursday, October 13, 2022, the second meeting was held, but not all teachers could be involved in the second meeting because some teachers were on official duty. The second meeting discussed (1) Formation of the P5 Facilitator and Coordinator Team, (2) Designing Project Time Allocation and Dimensions, (3) Determining the general theme and specific topics. At this meeting, it was agreed that the Coordinator would be Mr. Sudarmawan, S.Pd., in accordance with the initial agreement (formation in July). The Head of the Facilitator Team is Mrs. Walyati, S.Pd. The members are all subject teachers. The second Pancasila Student Profile Strengthening Project was allocated from January to early March 2023 and was held every Saturday from 07.30 to 12.30 (6 teaching hours). If calculated, the second project had 82 hours. The selected dimensions are mutual cooperation and critical reasoning. At the meeting, it was also agreed that the chosen theme would be the voice of democracy and the specific topic chosen would be the Election of the OSIS Chairperson for the 2023/2024 period.

The third meeting was held on Tuesday, October 18, 2022 with seven teachers. This meeting continued the second meeting regarding the dimensions but discussed the elements and sub-elements. In the mutual cooperation dimension, the collaboration element was taken with the following sub-elements: (1) cooperation, (2) communication to achieve common goals, (3) positive interdependence, (4) social coordination. For the concern element, the sub-elements were taken, (1) responsive to the social environment and (2) social perception. In the critical reasoning dimension, the element of obtaining and processing information and ideas was chosen, with the following sub-elements: (1) asking questions, (2) identifying, clarifying, and processing information and ideas. For the element: analyzing and evaluating reasoning and procedures. For the element of reflection on thinking and the thinking process, the sub-element is reflecting and evaluating one's own thinking.

After determining the elements and sub-elements, the discussion continued regarding the creation of the project flow. The project flow is defined as a sequence of activities carried out by students to achieve goals. The project flow agreed upon by the team includes (1) determining the specific goals to be achieved in phase D. (2) the introduction stage. This stage contains an introduction to the profile project, an introduction to the Pilketos material, and introducing the Pilketos project elements and sub-elements. (3) the contextualization stage, namely the stage of extracting information related to Pilketos, examining the Pemilos activity schedule, and forming a Selection Committee. (4) the action stage, namely carrying out Pilketos activities. (5) the follow-up stage, namely the stage of evaluating the implementation of Pilketos.

The fourth meeting, Thursday, November 3, 2022, discussed the assessment of the Pilketos topic profile project. The assessment for the dimensions of mutual cooperation and critical reasoning uses a rubric. The criteria for each indicator are starting to develop, developing, developing according to expectations and very developed. In accordance with the criteria of SMP Negeri 3 Banyubiru, the rubric in this assessment adopts the module that has been received from training and the Merdeka Teaching platform.

3. Observation

At the observation stage, the researcher observed all activities carried out by the teachers in making the project module. In addition to observing, the researcher also asked several questions related to the profile project. The list of question guides includes understanding of the project module, the division of tasks of the teachers as presenters, obstacles that arise during the making of the module, the readiness of students regarding

the module and the usefulness of the module for teachers and students. Apart from the module making activities, the researcher also observed collaborative attitudes and cooperation in making the project module and distributed questionnaires related to the implementation of making the project module.

4. Reflection

On Saturday, November 5, 2022, a team reflection was held, coordinated by Mr. Sudarmawan, who first expressed his gratitude to Allah Ta'ala who had given the opportunity, guidance, and strength to the team that had completed the preparation of this second profile project. Mr. Sudarmawan also expressed his gratitude to all the teachers involved in making the profile project. He also realized the shortcomings of this module. Therefore, the team decided to conduct an evaluation of the module before it was used, especially regarding the schedule, materials, presenters, and facilities and infrastructure needed. During the reflection, a questionnaire was also distributed to the teachers regarding Guidance for making the project module. The description of the teachers' responses is shown in Figure 1 and Figure 2.

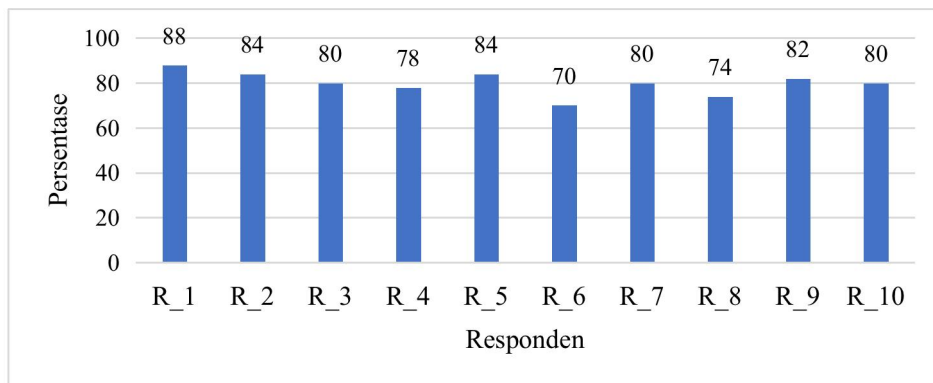


Figure 1. Respondents' Responses to Cycle I Project Module Guidance

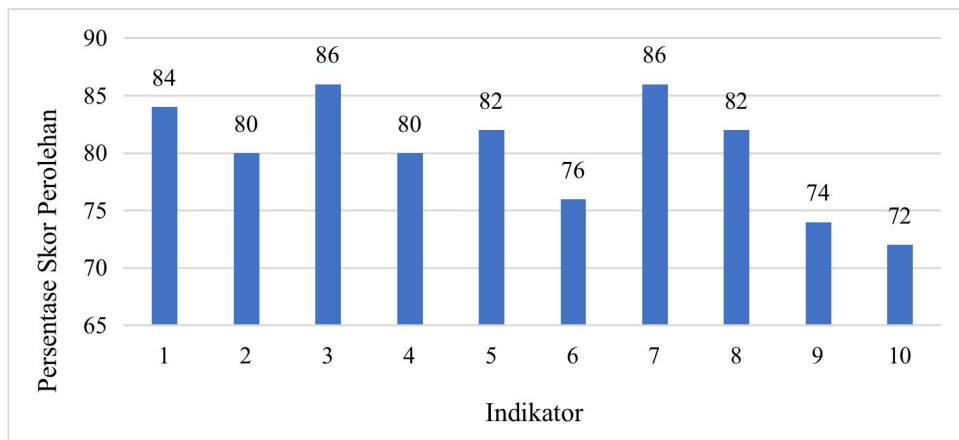


Figure 2. Average Respondent Responses for Each Guidance Indicator for Cycle I

The implementation indicators of Guidance for the creation of project modules by the teacher community at SMP Negeri 3 Banyubiru consist of ten statements. Figure 2 shows that the teacher community of SMP Negeri 3 Banyubiru has gained new knowledge related to the creation of project modules. This is indicated by the average achievement of each indicator which is above 70.

C. Cycle II

1. *Planning*

The researcher used the reference of the reflection module results of cycle I to determine the next action. The cycle I results module still needs improvement, especially in the activities carried out by students. Therefore, everything is prepared to make improvements. The preparations made consist of duplicating the results of the reflection module from cycle 1 as discussion material, preparing a discussion place in the teacher's room, preparing the necessary documentation, and preparing instruments for reporting.

2. *Action*

In cycle II, the first meeting was held on Saturday, November 12, 2022, which was attended by eight teachers and researchers. The absence of the teachers was due to outside work, permission and attending MGMP activities. The activity began with a speech from the researcher regarding the completion of the Pemilos project module. The researcher would like to thank all the teachers for their cooperation who have worked full time for the past month, especially on Thursdays and Saturdays to create the Project module. However, there are several parts that require considerations that need to be discussed by the team before the module is implemented. The parts discussed include the suitability of the module components that have been created with the project module creation guide, and the writing style in writing the module.

Checking the module components with the module writing guide was carried out by Mr. Sudarmawan and Mr. Muhammad Ari Wibowo, Mrs. Ambarwati and Mr. Lutfi, while the writing style was done by Mr. Langgeng Subakti, Mrs. Walyati, Mr. Yanuar and Mr. Dika. They discussed for approximately thirty-five minutes. The results of the discussion are written in minutes, the contents of which include (1) the identity of the module creation, preferably by a team, (2) the target results are added, (3) the flow of activities is completed in the appendix, (4) the addition of questions to the trigger question component, and (5) the addition of explanations to the reflections of students and educators. The module components are complete.

The findings from the writing check provided recommendations for (1)

rearranging the module writing format, (2) correcting incorrect spelling of words, (3) using fonts, sentences that should be bolded, and adjusting the font size. After discussing, they agreed to hold the next discussion next Thursday, November 17, 2022, and will discuss the assessment and module layout.

On Thursday, November 17, 2022, the team gathered to discuss the perfection of the Pilketos project module again. The discussion material at this second meeting focused on the assessment and module layout. They agreed that the assessment in substance was considered sufficient, only completing a little regarding the assessment criteria, indicator descriptions, and assessment aspects. For other assessment components, it was considered sufficient.

The discussion of the design and layout of the module, the team entrusted it entirely to Mr. Muhamad Riyandika and Muhammad Ari Wibowo. The team reasoned that they were both more proficient and competent in the field of module design and layout. They both agreed to this agreement. Next, the team agreed that the next meeting would be to finalize the module. The second meeting did not last long due to unfavorable weather, so it only lasted about twenty-five minutes. The third meeting was held on Saturday, November 26, 2022, with the agenda of finalizing the module. The third meeting was attended by ten teachers plus researchers. The finalization of the module was led by Mr. Sudarmawan as the project coordinator. He explained that the module that was created collaboratively could be used as a reference and reference during the project learning that would be carried out every Saturday. If along the way there was something that needed to be added, then the addition could be used as input and evaluation for the next module. He also asked whether the team agreed with the module. All members answered yes. In the end, the team agreed that the module that had been created would be used as teaching material in the Pancasila Student Profile Strengthening Project.

3. Observation

The researcher always follows and accompanies the team in making the project module, so that they know in detail everything that the team is working on. Observations are made during the making of the module, but not every meeting is filled out with a questionnaire or interviewed. The interview process is carried out by the researcher at the end of the stage. Otherwise in the second stage. The researcher provides questionnaires and conducts interviews with several teachers regarding the Guidance for making the project module.

4. Reflection

Reflection was carried out simultaneously with the third meeting in the second stage. The researcher and the team were certainly aware of the shortcomings that still existed in the module and the shortcomings in working together, collaborating in making the module. Therefore, if there is any constructive input and suggestions, it will be used as a consideration for the perfection of the module and as a consideration for the module on the next theme. Each of the teachers included in the team also expressed their gratitude for the Guidance in making the module and were aware of the shortcomings and gained a lot of experience from this Guidance. The team also hopes that in the coming years they can work together more solidly and compactly.

During the reflection, the researcher also distributed questionnaires related to Guidance in making the project module and conducted interviews. The results of the questionnaires are shown in Figure 3, Figure 4, Figure 5, and Figure 6, respectively.

In addition to distributing the questionnaires, the researcher also interviewed several respondents regarding Guidance in making the profile project in the teacher community of SMP Negeri 3 Banyubiru.

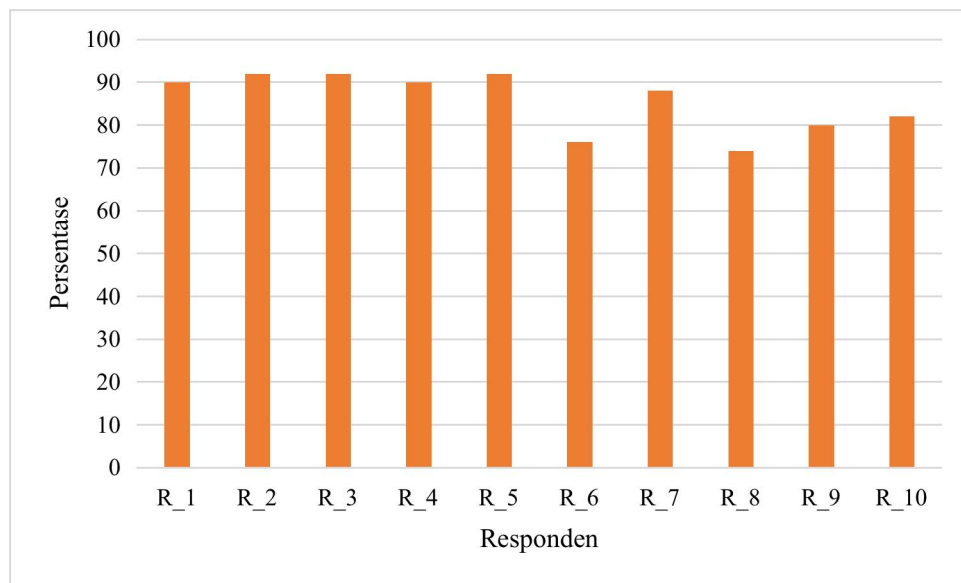


Figure 3. Respondents' Responses to Project Module Guidance Phase II

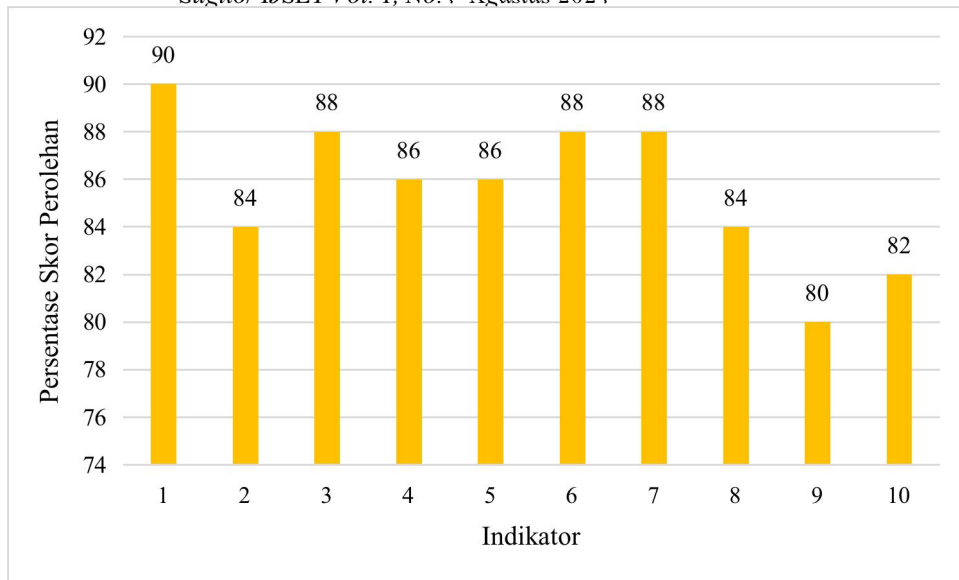


Figure 4. Average Respondents' Responses for Each Guidance Indicator in Cycle II

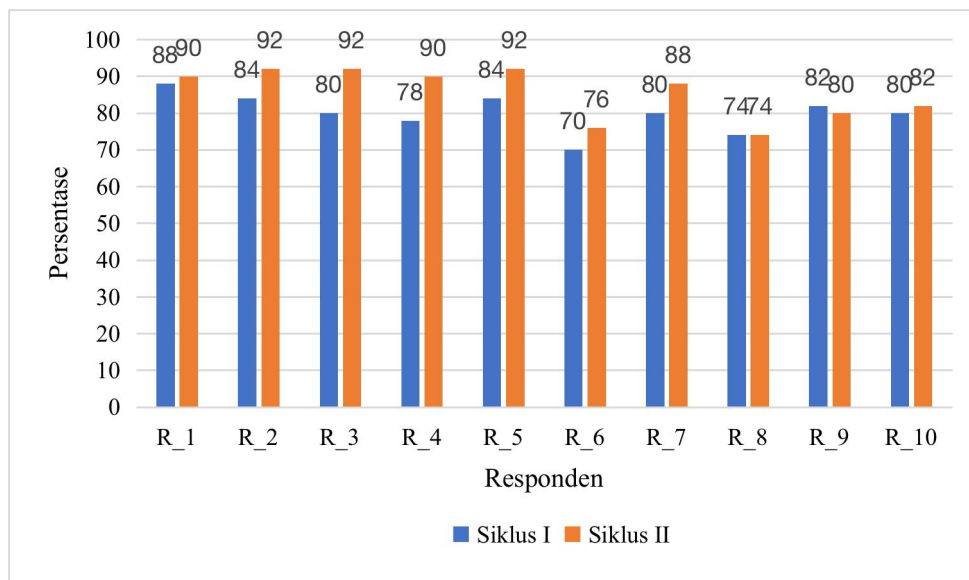


Figure 5. Comparison of Respondents' Responses to Project Module Guidance between Cycle I and Cycle II

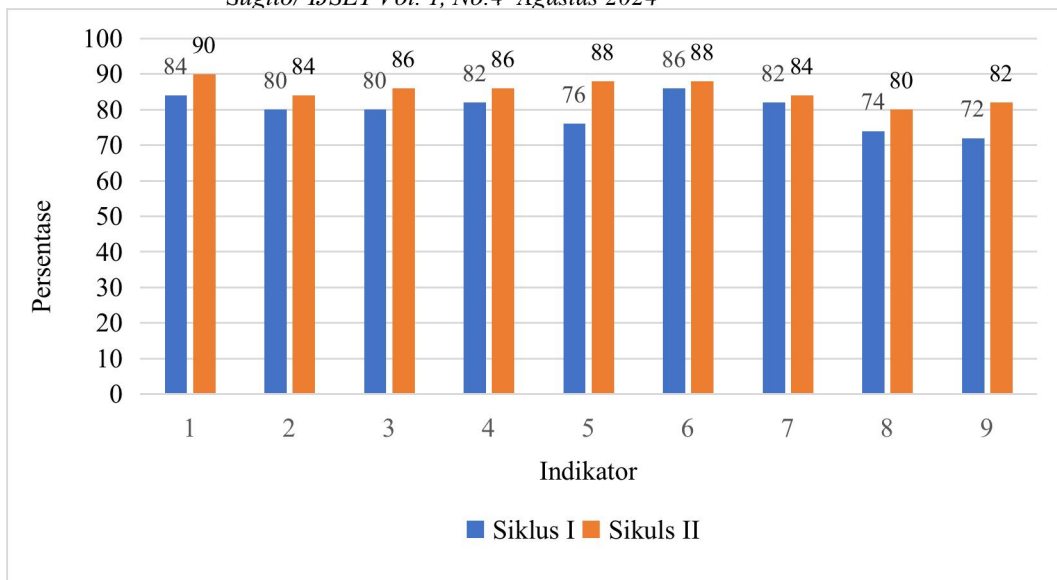


Figure 6. Comparison of Average Respondents' Responses for Each Guidance Indicator between Cycle I and Cycle II

Discussion

Guidance for a job has a positive impact on each of its members (Yusuf, 2015). This existence can be seen in the competence of the community of teachers of SMP Negeri 3 Banyubiru regarding the creation of the Pancasila profile project module. Based on the initial conditions regarding the project module, the understanding of the teachers was only 65%, but after Guidance was held for four meetings in the first stage, the understanding of making the project module increased to 80%. In stage II with three meetings, it could increase to 86% at the end of stage II. Such results are in line with the opinions of Hardini and Slameto (2019) who said that the Guidance process in making SAR can help teachers complete the creation of SAR and Roza and Kardena (2021) who said that Guidance for writing scientific papers in the form of writing SAR can improve teachers in writing SAR. The success of Guidance in making the project module occurred in every member of the community, namely the teachers of SMP Negeri 3 Banyubiru. This is clearly seen in Figure 6. Indicators one to ten show an increase in the percentage of score between cycles I and II. This existence is because each member of the community understands everything that has been given by the Mentor so that in its implementation the creation of the module is no longer difficult. Indicators that strengthen this statement include the fourth indicator, namely the Mentoring process trains to be able to receive and provide input from and for others in designing a project. This result is in line with the opinion of Chapman, Ramondt, & Smiley (2006) who said that each individual in the community member can learn creatively, faster, understand easily, be willing to receive and provide input to other members, and have a good

learning attitude in a participatory environment.

Through mentoring, all community members receive input, guidance and direction from the Mentor and fellow project team members. Mentors or community members who have advantages are tasked with facilitating other members who may lack the skills or confidence to learn independently by giving them responsibility (Sekar & Kamarubiani, 2020). The essence of Sekar & Kamarubiani's (2020) opinion is in indicator number five.

In addition, it still refers to the opinion of Sekar & Kamarubiani (2020), namely in a community where members can interact to share knowledge and make decisions. The indicator that is in line with this statement is the eighth indicator, namely Mentoring makes a substantial change in working collaboratively with fellow teachers.

During Mentoring, the Mentor provides material related to the Pancasila student profile project, designing the project, managing and accessing the project, providing motivation, input and direction related to the project module so that community members can implement it in making the project module. The attitude of the Supervisor is in accordance with the opinion of Triatna (2015) who said that the school management capacity of a leader should reflect on the involvement of each SAR; increase the process of dialogue, reflection, evaluation; provide motivation and create a comfortable school atmosphere from mental fatigue.

In the mentoring process, the mentor in this case the researcher has carried out his function as a motivator, dynamic, creator, innovator and evaluator as proposed by Tantomas (2021). Tantomas (2021) argues that a qualified principal can be used as a scientist, educator or educator, organizer, motivator, dynamic, creator, innovator and evaluator. Thus, becoming a mentor must be able to arouse the enthusiasm of its members to learn in mastering the competencies taught. Such existence causes the teacher community at SMP Negeri 3 Banyubiru to experience an increase in their ability to create project modules. In the mentoring process, the researcher gives the community enough time to exchange ideas, discuss, collaborate in creating project modules. As a mentor, only accompany and facilitate the needs of community members. Thus, community members can develop their abilities in implementing the creation of project modules. This is in accordance with Yusup's opinion (2015) who said that the principal should give teachers more time to discuss and exchange ideas about the latest learning models so that it will have a positive impact on the school community.

Increasing the ability to create modules was also stated by Mr. Ari Wibowo S.Pd.

“The process of creating project modules may be something new for us, but

after receiving direction from the principal, we are also able to make project modules that are in accordance with the dimensions and elements we want and are related to more regular scheduling. It is better to provide more assistance in creating project modules for other dimensions"

A similar statement was also expressed by Mr. Sudarmawan S.Pd.

"My experience during the guidance is that I can collaborate with fellow teachers and mentors. There is input that we collaborate on."

Mentoring is an entity that is already a necessity to improve professionalism in the managerial process and the learning process. With guidance, maximum targets will be easier to achieve.

The research results are presented in the form of a narrative. If the research results are presented in the form of tables, pictures, or graphs, a description must be added in the form of a narrative. The title of the table is above the table, while the title of the graphic or image is placed below and is not written in two columns.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that the process of mentoring teachers in compiling a project module for strengthening the Pancasila student profile through empowering the learning community at SMP Negeri 3 Banyubiru in 2022 was carried out by carrying out two cycles of mentoring. Cycle I consists of four meetings and cycle II consists of three meetings. In each cycle, the stages of planning, implementation, observation and reflection are carried out. Thus, the creation of the Pancasila Student Profile Strengthening Project module at SMP Negeri 3 Banyubiru can be significantly improved through mentoring of the learning community by the principal. As a follow-up to the results of this SAR, it is recommended to provide mentoring for the creation of project modules in other dimensions.

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