# Evaluation of the Implementation of Project-Based Co-Curricular Learning in Developing Social Skills of Senior High School's Students

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## Abstract

This study aims to provide information on the implementation of developing students' social skills, especially in the context of 21st century skills, which include the ability to communicate, collaborate , think critically, and adapt to change. This evaluation is important to ensure that the curriculum implemented can meet the needs of students' social and emotional development and prepare them to face increasingly complex global challenges. By conducting this evaluation study, it is expected to find areas that need to be improved or adjusted, so that the curriculum can be more effective in supporting the formation of social skills needed in students' social and professional lives in the future. The implementation of project-based co-curricular learning as an implementation of the curriculum in Senior High Schools in developing students' social skills is carried out through: selecting project themes, project contextualization, project implementation strategies, through several approaches, namely: (1) multidisciplinary-based, (2) collaboration-based, (3) inquiry-based, and (4) simulation-based. Assessment or evaluation of the project, including: (1) performance assessment, including: planning, implementation, and final results: Assessing the products or results of students' work, as well as their effectiveness and performance throughout the project; (2) direct observation, including: attitude rubric , guide questions, student self-reflection; (3) Portfolio, including: planning documents and project results. However, there were findings in the assessment process carried out by the high school that was the location of the research, that the educational unit as a whole did not carry out feedback techniques as a pattern for providing monitoring and follow-up on project implementation with the aim of developing the social skills of students.

**Keywords:** Implementation of learning, Co-curricular, Social skills, illuminative evaluation model

According to UNESCO survey data (2020), the lack of social skills needed in the real world has become a significant problem faced by students in various countries. One example is students who may have strong academic abilities but struggle with clear communication, teamwork , and constructive conflict resolution. This is reinforced by the OECD Learning Compass 2030 (OECD, 2018), a framework developed by the Organization for Economic Co-operation and Development, which emphasizes the importance of developing competencies beyond academic aspects, including social, emotional, and learning skills. This framework

encourages education to focus more on developing skills relevant to the demands of the 21st century. The 21st century skills identified by P21 (Partnership for 21st Century Learning) stress creativity, communication, teamwork , problem solving, and critical thinking. In a changing world, students need to equip themselves with the skills to face unprecedented challenges (Trilling & Fadel, 2009).

Developing social skills through the high school curriculum can have a positive impact on adolescents, such as increasing their readiness to enter the workforce and reducing poverty rates. Curriculum evaluations that focus on these developmental skills can also help adolescents actively participate in further training or education, enabling them to reach their full potential.

Data from previous studies also underscore the importance of social skills in education and learning. Educational institutions should not only prioritize academic achievement but also consider other intelligences, including social skills. Research by Elias & Harriet (2006) revealed that developing social skills can improve student well-being, reduce aggressive behavior, and increase participation in the school environment. According to Bandura (1971), learning occurs not only through personal experience but also through observation and interaction with others. Social skills are a product of social interaction and have a significant impact on personal development. The Indonesian government through the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 5 of 2022 concerning Graduate Competency Standards, has set several Graduate Competency Standards in general high schools which are formulated in an integrated manner. When viewed, several SKLs that have been set by the government can be considered as a form of social skills provision that must be possessed by every student. Research by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) found that an educational approach that integrates the development of social and emotional skills into the school curriculum can improve academic achievement and student well-being. This confirms the assumption that the curriculum should include the development of social skills as an integral part of education.

Data from UNICEF Indonesia in 2024 shows that Indonesian adolescents face significant challenges in education, learning, and personal development, with many lacking critical skills for the future, such as 21st century skills, life skills, digital skills, and entrepreneurship. Although the high school completion rate has increased from 52% in 2015 to 67% in 2023, the report highlights that adolescents recognize the importance of acquiring certain skills to participate meaningfully in the economy and improve their employment opportunities.

Based on initial observations made by researchers, phenomena or problems related to the implementation of project-based co-curricular learning in overcoming the challenges of skills in the 21st century, especially those related to social skills, can be identified. Referring to the Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024 concerning the curriculum in early childhood education, basic education, and secondary education, co-curricular activities include competencies, learning content, and learning load. The government hopes that through this regulation, the achievement of competencies and skills that are part of the national education goals will be more optimal .

Based on various relevant studies, theories, and preliminary study results that have been conducted, and with the assumption that the high school curriculum should help in developing students' social skills, it is very important to conduct an evaluation of the implementation of project-based co-curricular learning at the high school level. This study aims to provide information on the implementation of developing students' social skills, especially in the context of 21st century skills, which include the ability to communicate, cooperate , think

critically, and adapt to change. This evaluation is important to ensure that the curriculum implemented can meet the needs of students' social and emotional development and prepare them to face increasingly complex global challenges. By conducting this evaluation study, it is hoped that areas that need to be improved or adjusted can be found, so that the curriculum can be more effective in supporting the formation of social skills needed in students' social and professional lives in the future. Therefore, this research aims to provide information regarding the implementation of project-based co-curricular learning in developing students' social skills in the context of 21st century skills.

## Theoretical Framework:

According to Suskie (2015) out-of-class experiences become more effective when integrated with academic experiences. This integration is not just about adding out-of-class activities to the curriculum, but also ensuring that these activities have direct relevance to the material being studied in class. This approach aims to create a holistic learning environment where theory and practice go hand in hand, enabling students to apply their theoretical knowledge in real situations. Meanwhile, Stirling and Kerr (2015) added that integration between learning inside and outside the classroom enriches students' experiences by providing various perspectives and contexts. They emphasize that well-designed co-curricular learning can provide opportunities for students to develop important skills such as critical thinking, problem solving, and collaboration. Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Elementary Education, and Secondary Education states that the curriculum structure includes intracurricular and co-curricular elements, and may also include extracurricular activities based on the characteristics of educational institutions. Co-curricular activities must at least be implemented in the form of projects aimed at strengthening the Pancasila Student Profile, especially in equivalency education, through empowerment and development of skills based on the values of the Pancasila Profile. This profile strengthening project is designed separately from intracurricular learning and focuses more on the process, which involves the experiences experienced by students during observation, data collection, processing, implementation, evaluation, and reflection. Therefore, these projects need to be planned with sufficient time to observe the development of student competencies and characters.

Changes in education and the need for 21st century skills are urgently needed. Today, ways of thinking include creativity, innovation, critical thinking, problem solving, independent learning, and the development of self-awareness (Griffin, et al , 2012). According to a systematic review conducted by Chalkiadaki (2018), 21st Century Skills can be grouped into four main categories, namely

1) Personal skills: self-development and independence, creativity, problem solving and critical thinking, presence in a globalized environment.

2) Social Skills: communication and collaboration, cultural awareness and global awareness, Leadership: Self-motivation, initiative, entrepreneurship, and the ability to lead with influence.

3) Digital Literacy: Digital literacy in the context of the 21st century indicates an individual's confidence in the use of media and ICT, as well as proficiency in using digital tools. It includes interactive digital skills, critical use of digital tools.

Research by the OECD (2015) shows that schools have great potential to create positive impacts by adapting existing teaching and learning practices and introducing new innovations without requiring significant effort or resources. The study found that social and emotional skills, such as persistence, self-esteem, motivation, and cooperation , can be taught effectively in standard curriculum

subjects such as mathematics and languages. Social skills are actions that facilitate effective social relationships (Arends, 2008). Social skills are skills that include a variety of behaviors, including collaboration, helping, building relationships, seeking help, managing emotions, developing empathy, expressing appreciation, and showing respect, so that these behaviors are learned to enable individuals to establish positive relationships with others and avoid negative social interactions (Agran et al ., 2016; Pellitteri & Smith, 2007). Social skills can be categorized into four main groups, namely: survival skills, interpersonal skills, problem-solving skills, and conflict resolution skills (Johnson et al. , 2016). Meanwhile, Sharma, Goswami and Gupta (2016) through their research identified social skills consisting of communication skills, relationship skills, self-control, and emotional regulation. According to Gaspar, Tania, Cerqueira, Branquinho, & Matos (2018), social skills have three main dimensions, namely: Ability to Adapt , High Level of Curiosity , Ability to Investigate , Ability to Recognize Weaknesses , Courage to Try New Things , Open -Minded , Effective Communication , Good Self-Control , Creativity

The development of social skills through a Project-based learning approach can improve students' social skills by involving aspects of cooperation, mutual cooperation, communication, and responsibility. Understanding of contemporary issues is emphasized through the principles of Project Citizen which include (1) mastery of communication skills when working on assignments, (2) efficiency in time management in completing assignments, and (3) integration of technology in completing assignments (Ulfah et al , 2020). The implementation of the project-based learning model is collaborated with the inquiry-based learning model. According to several researchers, integrating Inquiry Based Learning and Project Based Learning in group work of students provides equally positive results. The process of implementing the collaborative learning approach in Hong Kong was previously conducted in several schools and within a specified time ( Chu et al , 2017).

Project-based learning is a learning design that produces in-depth learning by involving a series of competencies that students must master to be able to develop an understanding of academic content and be able to apply their knowledge to problems faced outside the classroom (Condlife et al , 2015). The principles in designing projects on the learning approach based on inseparable content and learning objectives (Thomas, 2000). The designed project must maximize exposure to the big ideas specified in the learning objectives with various strategies for students, so that students are able to face and resolve differences in ideas or opinions faced (Darling- Hammond , 2017)

## Study Methodology and Procedures:

This study uses a qualitative approach to initiate the implementation of the high school curriculum in developing students' social skills in the context of 21st century skills. Qualitative data in this study were collected through various methods, including interviews, participant observation and document analysis. Interviews were conducted with various informants, namely the School Curriculum Development Team, students, and teachers to understand their experiences with the implemented curriculum. Participatory observations were conducted in the classroom and school environment to see firsthand how the curriculum was implemented and how students interacted in the learning process. Document analysis included reviewing various official documents, such as written operational curriculum documents of educational units, project modules and evaluation reports, to obtain a comprehensive picture of the design and implementation of the curriculum in project-based co-curricular learning. To ensure the accuracy and credibility of the findings, this study also uses quantitative data expressed in numerical form. This quantitative data was obtained from the results of measuring student skills using a specially

designed questionnaire. This questionnaire measures various aspects of social skills, such as the ability to communicate, collaborate, think critically, and solve problems, which are relevant to 21st century skills. The qualitative data obtained were explained using thematic analysis techniques. Thematic analysis allows researchers to identify key themes emerging from the data, understand existing patterns, and interpret the deeper meaning of informants' experiences and views.

Meanwhile, quantitative data is explained descriptively to provide a statistical picture of the level of student skills. Qualitative and quantitative research elements can be combined in one study (Ali, 2018). By combining qualitative and quantitative data, researchers aim to see various subjective and objective aspects related to this research topic, as well as gain a more holistic and comprehensive understanding, as well as a deeper understanding of curriculum implementation. This is in accordance with the view of Creswell and Clark (2007:5) who stated that a combination of quantitative and qualitative approaches provides a better understanding of research problems compared to using just one approach.

## Analysis and Discussion

The study of the analysis of the results of the evaluation of the implementation of project-based co-curricular learning was carried out in five high schools in Indonesia in developing students' social skills in the context of 21st century skills. Based on the results of interviews with representatives of the school curriculum development team, field observations, and analysis of school documents in the high schools that were the research locations , a comprehensive picture of the various approaches and strategies used by each school was provided . The discussion will be divided into two sub-chapters, namely on project implementation and the assessment process in project activities. Furthermore, in this discussion, the researcher categorized the project themes and the form of contextualization of the themes implemented by the five high schools that were the research locations in implementing project-based learning in a learning environment to develop students' social skills in the context of 21st century skills. The categorization can be seen in the following table:

Table 1. Implementation of Project-Based Learning in Developing Students' Social Skills

| School name | Project Theme | Project Contextualization | Category |
|---|---|---|---|
| **SMA A** | Sustainable Lifestyle | 1. Implemented through nata de coco making activities. This activity involves several subjects such as biology to understand the fermentation process, chemistry to study the reactions that occur, and economics to manage production costs.<br>2. Students are divided into groups and work together to complete this project. The final result of this project is the production of nata de coco which is then presented by each group. | 1. Multidisciplinary based project.<br>2. Collaborative based projects |
| **SMA B** | Sustainable Lifestyle | *1.* Implemented through the topic of plastic waste problems. The activity began with a seminar on the impact of plastic filled by the environmental care community, namely waste bank managers and local craftsmen.<br>*2.* Students are invited to collect used goods, design new products, and learn craft-making techniques. They are also given the task of presenting their work and | 1. Problem-based projects<br>2. Collaboration based projects<br>3. Inquiry based projects |

| | | | |
|---|---|---|---|
| | | explaining the process and benefits of this project in the context of sustainability to other groups. | |
| **SMA C** | Voice of Democracy | 1. It was carried out in collaboration with the General Election Commission (KPU) as a resource person to obtain an explanation regarding the democratic process in Indonesia and what the KPU's authorities and duties are.<br>2. Conducting the election of the OSIS chairman. Students are involved in various stages of the election, starting from the delivery of the vision and mission, debate, to voting. This project aims to provide a practical understanding of the democratic process and the importance of active participation in general elections. | 1. Collaboration based projects<br>2. Simulation based project |
| **SMA D** | Entrepreneurship | 1. The activity of making *nata from water melon was carried out*, with involving the subjects of biology, Indonesian, crafts and entrepreneurship, mathematics, and economics.<br>2. Divide students into groups and they learn about the process of making *nata the water melon*, making activity reports, and selling the resulting products. | 1. Multidisciplinary based project<br>2. Collaboration based projects<br>3. Inquiry based projects |
| **SMA E** | Sustainable Lifestyle | 1. Implemented with the topic of my green school. The activities carried out are processing plastic waste into fuel and flower vases.<br>2. Students carry out this project with the guidance of homeroom teachers and direct practice on plastic recycling methods, the environmental impact of plastic waste, and innovative ways to reduce plastic waste. They present the results of their projects in front of Educators and friends from other groups. | 1. Problem-based projects<br>2. Collaborative based projects |

Information obtained at SMA A regarding concrete steps in implementing the project activities to strengthen the profile of Pancasila students in the learning environment to develop students' social skills through multidisciplinary and collaboration-based project activities between students. (DK1, DM1, GS1, TPK1). Based on findings at SMA A, the curriculum aimed at developing students' social skills was implemented through multidisciplinary and collaboration-based project activities. The project facilitator team together with educators and students carried out a nata de coco making project as part of a multidisciplinary project activity involving several subjects. Social skills, including the ability to work together, communicate, and adapt in various social situations, have been identified as key competencies that students must have to succeed in the future (Partnership for 21st Century Skills, 2019). According to Thomas (2000), project activities in school learning are a method that emphasizes solving real problems through collaboration between students. In this context, students are involved in a learning process that requires them to collaborate, communicate, and interact with classmates, thereby developing social skills such as cooperation , empathy, and adaptability. This is in line with Bell's opinion (2010) which states that project activities can increase student involvement and give them the opportunity to practice social skills in relevant and meaningful contexts.

In addition, multidisciplinary project-based activities enable students to see the relationships between different fields of study, thereby broadening their understanding of the world. Beichner et al . (2014) stated " multidisciplinary

learning encourages students to draw on knowledge from various disciplines to solve complex problems, creating a more holistic learning experience ". This means that multidisciplinary learning encourages students to use knowledge from various disciplines to solve complex problems, which creates a more holistic learning experience. Students learn to think critically and creatively as they design solutions to the challenges they face. Research by Hattie (2009) shows that student involvement in active learning, including project activities, has a significant positive impact on academic achievement and social skills development. Active involvement in projects encourages students to be more involved in the learning process, reduces social uncertainty, and increases self-confidence when interacting with others. Furthermore , learning activities through multidisciplinary-based projects also provide students with the opportunity to learn from each other. According to Johnson and Johnson (2002), positive interactions in collaborative groups can develop important social skills, such as communication and negotiation. This is recognized as a key factor in effective learning that focuses not only on academic outcomes but also on the social development of students.

The implementation of learning through projects makes students actively ask questions and experiment to find ideas and find information about environmental problem concepts guided by resource persons and educators to help students gain understanding (Kuhlthau, 2010). The implementation of inquiry-based project learning activities is quite efficient and effective by showing learning achievements and science process skills, and analytical thinking (Panasan and Nuangchalerm, 2010). The implementation of collaborative project activities allows students to work in groups, solve problems together, and learn from each other . The collaborative approach in active learning helps students to be more open to different perspectives, as well as build mutual respect and create a positive learning environment, where students feel safer and more appreciated, thereby increasing participation and involvement, and having a positive impact on students' communication skills (Freeman et al , 2014; Hattie, 2012; Slavin, 2015).

The implementation of the profile project with the aim of developing the social skills of Students at SMA B, namely through a project implementation strategy based on collaboration between Students, can be done by holding a session carried out through the topic of plastic waste problems. The activity began with a seminar on the impact of plastic filled by the environmental care community, namely waste bank managers and local craftsmen. This activity aims to help achieve the objectives of the selected project, namely for students to be creative in producing work and obtain references to be creative in finding original ideas that are adaptive to changes that occur in the surrounding environment, especially in learning. This is in line with what was conveyed by Johnson and Johnson (2009), " collaborative learning helps students develop a variety of social skills, including communication, teamwork, and conflict resolution ". This activity can help these active students contribute to academic achievement and creativity development (Hattie, 2012). In the Problem-Based Project Learning activity, it is a learning strategy carried out at SMA B with the aim of placing students in a position to overcome real challenges through the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of a sustainable lifestyle, where students collaborate with the Waste Bank community and the handicraft community to process plastic waste. Through this activity, students not only learn about the importance of a sustainable environment, but also gain practical experience in solving real problems and presenting their work. According to Bell (2010) students are actively involved in the learning process that is relevant to real life, which improves their critical thinking skills as well as the ability to work together and communicate with others.

Furthermore, research by Thomas (2000) shows that problem-based learning by involving students in projects that collaborate with the local community, they not only learn theory, but also apply it in practical situations that require them to think creatively and provide solutions. In addition, Hmelo-Silver (2004) that problem-based learning supports the development of flexible knowledge, self-directed learning, effective collaboration skills, and intrinsic motivation. Furthermore, Strobel and van Barneveld (2009) in their meta-analysis of problem-based learning found that Learners involved in problem-based learning outperformed Learners in traditional instructional settings in terms of long-term retention, skill development, and learning satisfaction. Through collaboration with the Bank Sampah community and the handicraft community, Learners engage in authentic activities that not only teach them technical skills but also important social and cultural values. A collaborative approach to implementing Project-Based Learning by combining content and skills across subjects will prepare students to apply interdisciplinary learning where information is increasingly integrated ( Krajcik & Blumenfeld, 2006).

Information based on direct observation and interviews conducted with representatives of the curriculum development team at SMA C, that the implementation of the curriculum with the aim of developing students' social skills is carried out with a problem-based project implementation strategy and collaborative learning implementation with various stakeholders. (Obs3, GS3, TPK3,). This shows that this approach is effective in developing students' social skills. According to Bell (2010), a learning strategy involving students in real projects that require collaboration and problem solving, thereby improving communication, cooperation , and critical thinking skills. With this activity, students not only learn about the environment, but are also involved in practical activities that require problem-solving and collaboration skills (Beichner et al . (2014). In line with Hattie (2009) in his research, he stated that " learning strategies involving collaboration and real-world projects can increase student engagement and learning outcomes ", that through projects, students can find motivation in relevant real projects and give them control over the learning process.

The results of the study show that collaboration with external stakeholders can provide a more contextual and meaningful learning experience. Students not only learn the theory of democracy, but also experience firsthand how the general election process is carried out. In line with the findings by Brown (2018) that when students engage with stakeholders in the real world, they not only gain practical knowledge but also develop important social skills such as communication, collaboration, and problem solving. Simulation-Based Projects are an increasingly popular learning method in modern schools. This method uses simulations to create a realistic learning environment, allowing students to apply knowledge and skills in contexts that approximate real-world situations. The use of simulations in educational projects has a variety of benefits, including improving conceptual understanding, practical skills, and student engagement in the learning process. Through debate activities and the delivery of vision and mission in the election of the chairman and vice chairman of the OSIS can serve as a platform for students to apply democratic principles. According to Barlow (2013), " engaging students in democratic practices through projects such as student government elections fosters their understanding of civic responsibility and participation ", that activities simulating democracy for students will provide opportunities for them to develop their confidence when speaking in public and presenting ideas. The Pancasila student profile strengthening project can also strengthen the social values needed in a pluralistic society. Based on research by Sutisna (2020),

implementing character education through collaborative projects helps students internalize the values of respect, empathy, and cooperation, encouraging students to understand and appreciate differences, which are important elements in social learning.

Findings in SMA D regarding strategies in project implementation, namely through activities with the theme of entrepreneurship implemented in schools, provide opportunities for students to collaborate in completing the nata the water melon project (DK4, DM4, Obs4, GS4, TPK4). By integrating various subjects in this project, it can facilitate students to be able to think comprehensively in completing the project and can develop creative thinking skills in students. The results of Hero and Linfords' (2019) research show that curriculum development with multidisciplinary innovation projects helps students gain an understanding of learning experiences related to resolvable conflicts and the unusual situations they face. The implementation of the cross-subject integration project activity curriculum has an impact on students' metacognitive abilities in examining and finding solutions to a problem, namely improving various learning skills, such as critical thinking, metacognition, problem solving, innovation and creativity, communication and collaboration, and information literacy (Unaizahroya et al , 2022).

Meanwhile, in SMA E, the implementation of Project activities is carried out with problem-based project activities, namely by raising the theme of plastic waste problems, and collaborative-based projects by forming collaboration between Students and Educators. Thematic projects that connect various fields of study on the theme of sustainable lifestyles , such as the "My Green School" program, have great potential in developing social skills and strategic thinking skills of Students. This program promotes student agency , allowing Students to take an active role in overcoming environmental problems. Learning through projects with a problem-based approach, not only improves students' understanding of scientific concepts, but also contributes to improving teamwork , leadership, and adaptability of Students (Kolodner et al, 2003). This is in line with research by Lindfors and Hilmola (2016) which shows that the integration of project themes related to issues that are currently problematic in the environment, allows students to engage in strategic thinking and develop practical solutions to current problems, as well as develop adaptation skills, and initiatives so that students become active and reflective learners who contribute to achieving group goals (Aisyah et al, 2015; Kopnina, 2014). Thus, the implementation of collaboration-based projects not only focuses on academic outcomes, but also on the development of social and interpersonal skills that are essential for students' future success.

Based on the results of the study of research findings on five categories of steps or forms of school curriculum implementation through project activities in high schools in Jambi Province, implemented to achieve the goal of developing students' social skills. The following is an explanation of the five project approaches applied:

1. Multidisciplinary Project: integrates various fields of study to complete a project. The goal is to develop a comprehensive and holistic understanding and connect knowledge from various disciplines in a real context. This activity is to form skills in students in terms of improving critical and analytical thinking skills, encouraging collaboration and communication between disciplines, and helping students see the relationship between various fields of study.
2. Problem Based Project: this activity focuses on solving real problems faced by students or communities. Students are invited to identify problems, develop hypotheses, conduct research, and find solutions to social problems . The benefits of this activity are to develop problem-solving and critical thinking skills, encourage student involvement in social and community issues, teach research skills and data analysis to students.

3. Collaboration-Based Projects: emphasizes cooperation between students in groups to achieve common goals. These projects teach teamwork skills , effective communication, and conflict management. The benefits of this activity for students can develop collaborative and teamwork skills , improve communication and conflict management skills, and encourage inclusion and intercultural understanding.

4. Simulation-Based Projects: using simulations to create realistic learning environments. Learners are involved in scenarios that approximate real-world situations, enabling them to. This enables learners to enhance their practical understanding of abstract concepts, develop critical thinking and decision-making skills, making learning more engaging and interactive.

5. Inquiry-based projects: a learning approach that engages students in an active inquiry process to find answers or solutions to real-world questions or problems. In these projects, students are encouraged to work collaboratively in groups, building for intensive interaction and constructive discussion. Through inquiry activities, students learn how to listen to others, share ideas, and provide constructive feedback.

This social skills measurement instrument that is aligned with the context of 21st century skills is a new breakthrough for educational units in Indonesia that not only carry out assessments that emphasize academic aspects, but also emphasize the social skills of students. This line assessment can be adapted by stakeholders in Indonesia and can be used as an intermediary. The design of the instrument dimensions by adopting the dimensions of social skills according to the theory of Gaspar, Tania, Cerqueira, Branquinho, & Matos (2018), as well as the dimensions of 21st century skills by Trilling and Fadel (2009) is presented in the table below.

Table 4.5. Dimensions of Social Skills Instruments in the Context of 21st Century Skills

| No | Dimensions | Indicator |
|---|---|---|
| 1 | Empathy | Ability to empathize with others<br>The ability to understand the views, feelings, and thoughts of others.<br>The ability to provide emotional support and assistance to others |
| 2 | Collaboration | Ability to engage and participate in collaborative tasks and projects<br>Ability to accept and take responsibility for dividing tasks within a team. |
| 3 | Effective Communication | The ability to use clear, structured, and easy-to-understand language when speaking with others.<br>The ability to ask questions or seek clarification when there is ambiguity or a need for better understanding.<br>The ability to respond positively to other people's ideas or input without judging or dismissing them. |
| 4 | Adaptive | The ability to respond or respond to the needs and conditions of the surrounding environment.<br>The ability to introspect and assess oneself, including strengths, weaknesses, and the impact of behavior on social interactions.<br>The ability to tolerate and respect diversity of cultures, values and backgrounds in social interactions.<br>The ability to adapt behavior and communication to suit different situations and audiences.<br>The ability to change emotional reactions according to changing situations |
| 5 | Self-control | The ability to recognize the emotions being felt. |

| | | |
|---|---|---|
| | | The ability to control emotional reactions and not let emotions control actions or decisions. |
| 6 | Creative and Innovative in Problem Solving | The ability to think creatively to find solutions to problems faced. The ability to conduct solution-oriented negotiations that benefit all parties involved. |

Source: (Research, 2024)

Measurements were carried out by distributing questionnaires online via Google Form , the distribution of which was assisted by the principal and his staff. The number of students and parallel levels who filled out the questionnaire was limited by the researcher, namely students who had received learning through the Pancasila student profile strengthening project using the simple random sampling technique , namely taking sample members from the population randomly without paying attention to the strata in the population (Sugiyono, 2023). Determining the number of samples with a known population, the formula used by Isaac and Michael (Sugiyono, 2023):

$$n = \frac{N}{1 + N(e)^2}$$

Information:
n = Number of samples required
N = Population size
e = Sampling error rate, with a value of 5%

Table 2. Number of Samples Required

| | **High School A** | **High School B** | **High School C** | **High School D** | **High School E** |
|---|---|---|---|---|---|
| Population Size | 302 | 122 | 188 | 205 | 201 |
| Number of samples required | 172 | 93 | 127 | 135 | 133 |

The processed data is the number of samples that fill out the instrument by considering the number of samples needed. Measuring the social skills of students using this instrument is a technique to complete the data in order to get a comprehensive conclusion even though it does not become a generalization because the researcher did not conduct a trial or experiment. The data from the measurement of social skills are then interpreted based on the categorization of levels in compiling the Social Skills scale by modifying the theory of compiling the categorization of attitude scales by Azwar (2012), namely:

a) High Category: Well Developed
b) Medium Category: Developing Fairly Well
c) Low category: Not Yet Developed

The overall categorization of Social Skills Achievement of Students in the Senior High Schools that were the subject of the research can be seen in the table below:

Table 2. Results of Social Skills Measurement of Students in High Schools Who Were the Subjects of the Research

| **No .** | **Component** | **Category** | **Definition** |
|---|---|---|---|
| 1 | Empathize | Currently | Developing Quite Well |
| 2 | Collaborative | Currently | Developing Quite Well |
| 3 | A adaptive | Currently | Developing Quite Well |
| 4 | Effective communication | Currently | Developing Quite Well |
| 5 | Self-control | Currently | Developing Quite Well |

| | | | |
|---|---|---|---|
| 6 | Creative and innovative in problem solving | Currently | Developing Quite Well |

Source: (Research Data, 2024)

The overall findings from this interview provide a comprehensive picture of how the high school curriculum in Jambi province is designed to develop students' social skills. This evaluation shows that despite some challenges, there are also many positive efforts being made to ensure that students can develop the social skills they need to succeed in the 21st century. By continuing to evaluate and improve curriculum design, it is hoped that the high school curriculum in Jambi province can continue to develop and provide a greater positive impact on students.

The distribution of the level of development of social skills of students in high schools in Jambi Province can be seen in the following table:

Table 3. Distribution of Results of Categorization of Social Skills of Students Overall in High Schools that are the Subject of Research

| Category | Frequency | Percentage |
|---|---|---|
| Tall | 87 | 13.18% |
| Currently | 513 | 77.73% |
| Low | 60 | 9.09% |
| **Total** | 660 | 100% |

Meanwhile, the distribution of the categorization of the dimensions of students' social skills based on the measurement results at high schools in Jambi Province which were the subjects of the research is presented in the table below:

Table 4. Dimensions of Categorization of Students' Social Skills Based on Measurement Results in High Schools as a Whole at the Research Location

| Research Subject | Component | Category | Definition |
|---|---|---|---|
| SMA A | Empathize | Currently | Developing Quite Well |
| | Collaborative | Currently | Developing Quite Well |
| | A adaptive | Currently | Developing Quite Well |
| | Effective communication | Currently | Developing Quite Well |
| | Self-control | Currently | Developing Quite Well |
| | Creative and innovative in problem solving | Currently | Developing Quite Well |
| SMA B | Empathize | Currently | Developing Quite Well |
| | Collaborative | Currently | Developing Quite Well |
| | A adaptive | Currently | Developing Quite Well |
| | Effective communication | Currently | Developing Quite Well |
| | Self-control | Currently | Developing Quite Well |
| | Creative and innovative in problem solving | Currently | Developing Quite Well |
| SMA C | Empathize | Currently | Developing Quite Well |
| | Collaborative | Currently | Developing Quite Well |
| | A adaptive | Currently | Developing Quite Well |
| | Effective communication | Currently | Developing Quite Well |
| | Self-control | Currently | Developing Quite Well |
| | Creative and innovative in problem solving | Currently | Developing Quite Well |
| SMA D | Empathize | Currently | Developing Quite Well |
| | Collaborative | Currently | Developing Quite Well |
| | A adaptive | Currently | Developing Quite Well |
| | Effective communication | Currently | Developing Quite Well |
| | Self-control | Currently | Developing Quite Well |
| | Creative and innovative in problem solving | Currently | Developing Quite Well |

| | | | |
|---|---|---|---|
| SMA E | Empathize | Currently | Developing Quite Well |
| | Collaborative | Currently | Developing Quite Well |
| | A adaptive | Currently | Developing Quite Well |
| | Effective communication | Currently | Developing Quite Well |
| | Self-control | Currently | Developing Quite Well |
| | Creative and innovative in problem solving | Currently | Developing Quite Well |

Based on the distribution table of social skills categorization above, it can be explained that the high category is 13.18 % , the medium category is 77.73%, and the low category is 9.09%. Based on these data, students who have the ability to empathize, communicate effectively, collaborate, adapt, self-control, and be creative and innovative in problem solving have developed well, which is 13.18%, which is 87 students. Meanwhile, students who have the ability to empathize, communicate effectively, collaborate, adapt, self-control, and be creative and innovative in problem solving have developed quite well, which is 77.73%, which is 513 students. And it was found that 60 students had the ability to empathize, communicate effectively, collaborate, adapt, self-control, and be creative and innovative in problem solving had not developed. This shows that the curriculum implemented in public high schools in Jambi Province through the implementation of the Pancasila student profile strengthening project is quite effective in developing basic social skills, but there is still room for improvement.

Referring to the findings and discussions in the previous study, it can be assumed that the implementation of the Pancasila student profile strengthening project as an implementation of the high school curriculum with the aim of developing students' social skills requires improvements or enhancements in the design and implementation stages of assessment or assessment of the results of the project implementation. The absence of a follow-up or feedback stage in assessing students' learning outcomes consistently in the aspect of social skills has an impact on the failure to develop students' social skills optimally. This is in line with research by Durlak et al . (2011) which shows that programs that focus on social and emotional aspects that are well integrated into the school curriculum can improve students' social skills. Follow-up on assessment results is a form of school culture that supports positive interactions between educators and students, which are very important for the development of social skills (Jennings & Greenberg, 2009). Based on the results of the interview, information was obtained that there was no special training to better understand what skills are actually needed in the 21st century. In fact, educators play a very important role in developing students' social skills through role models, coaching, and direct intervention (Roffey (2012).

Based on the study of research findings and discussions, the researcher conducted a curriculum evaluation using criteria that had been designed using fidelity criteria in research using an illuminative evaluation model, which can be explained as follows:

Table 5. Results of High School Curriculum Evaluation Through Projects in Developing Social Skills

| **Dimensions** | **In Instructional Systems** | **In the Learning Environment** | **Evaluation Results** |
|---|---|---|---|
| Learning Facilities on the project | Learning facilities that accommodate the characteristics and needs of students by considering gender, cultural diversity, language, religion, and beliefs; paying attention to the need for Appropriate | Availability of facilities and infrastructure that support learning that can facilitate the development of students' social skills. | Available |

| | | | |
|---|---|---|---|
| | Accommodation for Students ;. using resources available in the environment around the educational unit; security, health, and safety; and being friendly to environmental sustainability. | | |
| Learning atmosphere on the project | The learning atmosphere supports learning that provides opportunities for students to apply material to real problems or contexts; encourages interaction and active participation; and optimizes the use of resources available in the Education Unit environment and/or in the community; positive interactions and students feel comfortable. | Availability of an atmosphere that facilitates the development of students' social skills | Available |
| Activity Learners | Students are active in activities organized by the school that can facilitate the development of communication skills, collaboration, creative thinking and finding solutions. | Availability of various activities that can support the development of students' social skills | Available |

The results of this evaluation show that the design and implementation of the curriculum through the Pancasila student profile strengthening project activities that have been carried out have successfully contributed to the development of student skills. This study highlights that the curriculum design documents and modules of the Pancasila student strengthening profile project have been well prepared and in accordance with the principles of modern education that emphasize 21st century skills, including aspects of social skills. These documents not only serve as theoretical guides but have also been implemented effectively in learning practices in school environments.

The implementation of this curriculum also shows strong suitability to real conditions in the learning environment. Field observations show that educators have been able to adapt the project module well, create an interactive learning atmosphere and support active participation of students. For example, in collaborative projects designed to strengthen the profile of Pancasila students, students not only learn theoretically but also engage in practical activities that hone their social skills. Furthermore, the results of measuring students' social skills show that they have developed quite well. The social skills measurement instrument developed by researchers was used to measure the dimensions of empathy, communication skills, collaboration, adaptability, self-control, and creativity and innovation in finding solutions.

## Recommendations:

The implementation of project-based co-curricular learning as an implementation of the curriculum in Senior High Schools in developing students' social skills is carried out through: selecting project themes, project contextualization, project implementation strategies, through several approaches, namely: (1) multidisciplinary-based, (2) collaboration-based, (3) inquiry-based, and (4) simulation-based. Assessment or evaluation of the project includes: (1) performance assessment, including: planning, implementation, and final results: Assessing the products or work results of students, as well as their effectiveness and performance throughout the project; (2) direct observation, including: attitude rubrics , guiding questions, student self-reflection; (3) Portfolio, including: planning documents and project results. However, there were findings in the assessment process carried out by the high school that was the location of the research, that

the educational unit as a whole did not carry out feedback techniques as a pattern for providing monitoring and follow-up on project implementation with the aim of developing the social skills of students.

The results (output) of students' social skills show that there are 5 dimensions or aspects that emerge based on studies of instructional systems and research in the learning environment, namely the dimensions: empathy, effective communication, collaboration, adaptive, and creative and innovative. in problem solving. While the self-control dimension does not emerge from the findings. However, through the process of measuring the social skills of students using instruments, the six dimensions of social skills emerged and had a moderate category in each dimension. Based on various in-depth studies by researchers based on findings and supporting references, that project activities as an implementation of the curriculum in Senior High Schools applied in Senior High Schools in Jambi Province have succeeded in designing an instructional system and creating a learning environment that supports the development of social skills in students, to answer the challenges of 21st century learning, and prepare them to actively participate in the global community.

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