

Implementing Pancasila Student Profiles in Elementary Schools

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Abstract

The profile of Pancasila students is part of the Ministry of Education and Culture's vision and mission, which is very important to do in educational institutions, to grow and develop students as Pancasila students, who show the value of faith, fear of God Almighty and have noble character, critical thinking, global diversity, mutual cooperation, independent, and creative. The role of Pancasila students here is very important to shape the personality of students, must develop their intelligence after graduation, and cultivate their attitude and intellect. Pancasila is the basic ideology of the Indonesian state, its name is composed of Sanskrit: Panca means five, and sila means principle or principle. The profile of Pancasila students is the main goal carried out by educational development, The purpose of education is to produce superior and intelligent generations who have noble character. Education can drive change to be better than the previous generation. It is also through education that the Indonesian people are able to give birth to a generation that is creative, innovative, problem solving and productive to build the nation. The purpose of this research is to describe various implementations with patterns of strategies and methods applied by teachers in realizing the profile of Pancasila students. The role of the teacher here is to shape the character of students, whose role here is not only the teacher but also the family and social environment. This type of research uses the method of literature review, the theory or basis of this discussion is obtained from the results of obtaining information from many parties such as books, journals and articles.

Keywords: Pancasila Student Profile, Character, Pancasila Values, Implementation, Elementary School.



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INTRODUCTION

Changing times cause changes in values and norms. The exception is Indonesia, which is famous for its eastern customs. For example Connection to the Internet and devices (gadgets) that provide access to communication between them People move forward without being bound by distance limitations. In relation to time, the acquired tendency of modern children is Information can be practical. This makes their way of thinking more unique, global in nature and sometimes goes beyond the norms and decency of the environment where they are fixed. An example is the inclusion of Western culture which means the opposite. Incorporating Indonesian eastern customs such as clothing and language style, manners, lifestyle, etc. the passage of time, or the beginning of the uncontrolled era of globalization. This causes changes in attitudes and behavior of children. Growing bad character in children. personality is a way of thinking and acting that distinguishes each individual to live and work together, both in the family, society, nation and state (Widodo, 2013). In the era of Industry 4.0, it is undeniable that technology continues to progress. This technological sophistication has penetrated various regions of the world both politically and economically. Social, cultural and comprehensive education. to welcome Industry 4.0: The Indonesian people must wisely take advantage of the positive sides and get rid of the negative aspects. This must also be done by the younger generation of Indonesian citizens. Live this 4.0 era to the fullest and don't go with the flow. It affects many aspects of life. in the best possible way

The goal that is practiced by the younger generation of the Indonesian nation is to stick to it. Stand firmly on the basis of our country - Pancasila and the values it contains. First. These Pancasila values have actually been taught from an early age. However, it is not certain whether they are taken correctly and can be implemented properly. Hopefully the existence of the Pancasila student profile will run smoothly and, have noble character and have the quality to compete domestically and internationally, collaborate with anyone anywhere, be independent in doing assignments, think critically, and have creative ideas developed. Of course, to achieve this goal, collaboration with students from all over Indonesia must be carried out properly.

One of the efforts to improve the quality of education is the emergence of the idea of the importance of character education in the world of education in Indonesia. Character education can be interpreted as value education, character education, moral education, character education (Arifudin, 2022). In other words, character education is an essential part of the education process, interpreted as a system of instilling character values in school members which includes components of knowledge, awareness or will and action to carry out these values, both towards God Almighty, oneself, fellow, environment and nationality so that they become human beings with dignity. As well, An educator is said to have character if he has values and beliefs that are based on the nature and goals of education and are used as moral strength in carrying out his duties as an educator. Character education itself was originally aimed at producing good human beings. Interesting personality, ethical, honest, smart, caring and tough (Fardiansyah, 2022). From the background that the researcher has described above, the purpose of this research is to find out the application of character education in elementary schools through a program to strengthen the Pancasila student profile, and the benefits of this research are so that readers know how to implement character education in elementary schools through a profile strengthening program. Pancasila student. Character education itself was originally aimed at producing good human beings. Interesting personality, ethical, honest, smart, caring and tough (Fardiansyah, 2022). From the background that the researcher has described above, the purpose of this research is to find out the application of character education in elementary schools through a program to strengthen the Pancasila student profile, and the benefits of this research are so that readers know how to implement character education in elementary schools through a profile strengthening program. Pancasila student. Character education itself was originally aimed at producing good human beings. Interesting personality, ethical, honest, smart, caring and tough (Fardiansyah, 2022). From the background that the researcher has described above, the purpose of this research is to find out the application of character education in elementary schools through a program to strengthen the Pancasila student profile, and the benefits of this research are so that readers know how to implement character education in elementary schools through a profile strengthening program. Pancasila student.

RESEARCH METHODS

This study uses a literature review. Literature is a research activity carried out by collecting library data sources related to a topic and aims to explain the profile of basic Pancasila students in accordance with the results that have been obtained. Literature study data collected based on data from search results of database literature studies that are on Google Scholar as a comparison which are then grouped based on the relevance of the questions and the purpose of this article, then a summary of the results is made. The data collection method is carried out by searching for literature sources in databases that provide national and international journals which are accessed on various websites with the time range of articles to be reviewed, namely in 2020-2023,

RESEARCH RESULTS AND DISCUSSION

Pancasila Student Profile

Pancasila Student Profile in accordance with the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research, and Technology) as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, that "Pancasila students" is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics, namely: having faith and piety to God Almighty, and having noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative.

The Minister of Education and Culture of Indonesia (Mendikbud) has a concept that is 'Freedom to Learn' which is a problem solver for the education system in Indonesia. Merdeka Learning aims to instill students who are brave, independent, think critically, are polite, civilized and have noble character. The concept of Freedom of Learning educators tend to be active which is called the Driving Teacher. The system from Merdeka Learning has revamped teaching activities that are usually fixed in the classroom, now you can experience new things outside the classroom as a learning strategy used by the Driving Teacher. Students are more active in exploring new information that can improve the quality of their own learning outcomes. Improving the quality of students accompanied by educators in accordance with the concept of Freedom to Learn, teachers are required to take the initiative as a provider of material and examples for students. According to the Ministry of Education and Culture, learning will never occur if in the process there is no translation process of the basic competencies and the existing curriculum by teachers in competencies at any level.

Forming Character

The Pancasila Student Profile makes strengthening the focus especially on grade 4 students with 3 strategies; differentiated learning, learning by project (P5) and habituation. Differentiated learning is an attempt to adjust the learning process in the classroom to meet the learning needs of each individual. Learning in the independent learning curriculum contains the term KOSP (education unit operational curriculum) which is used as the basis for learning at school and then translated into CP (Learning Outcomes), TP (Learning Objectives), and ATP (Learning Goals flow). In the learning process in the independent learning curriculum it is not adjusted to the class but rather phases where there are 3 phases (phase A, phase B, phase C). Phase A is used for grades 1 and 2, phase B for grades 3 and 4, while phase C is used for grades 5 and 6. Learning in each phase does not have to be forced but is carried out flexibly according to the learning outcomes. In addition to differentiated learning in the application of the Pancasila student profile, there is project learning that refers to project themes in the independent curriculum. This project can strengthen the character of students and hone the abilities of students with character such as having religious values, environmental care values, responsibility values, honest values, tolerance values and character values that are used daily. One of the targets that will be achieved to realize the profile of Pancasila students is to form a Pancasilaist millennial generation. Learning in each phase does not have to be forced but carried out flexibly in accordance with the learning outcomes. In addition to differentiated learning in the application of the Pancasila student profile, there is project learning that refers to project themes in the independent curriculum. This project can strengthen the character of students and hone the abilities of students with character such as having religious values, environmental care values, responsibility values, honest values, tolerance values and character values that are used daily. One of the targets that will be achieved to realize the profile of Pancasila students is to form a Pancasilaist millennial generation. Learning in each phase does

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The Values Contained in Pancasila

The values contained in Pancasila form the basis of the nation's philosophy, and the principles of Pancasila are a value system, therefore the Pancasila principles are essentially one unit. (Asmaroini, AP 2016). Pancasila has a series of values, namely divinity, humanity, unity, democracy and justice. The basic values of Pancasila such as divinity, humanity, unity, democracy and justice are universal and objective, meaning that these values can be used and recognized by other countries. Pancasila is subjective, meaning that the values of Pancasila are carriers and supporters of the values of Pancasila itself, namely the Indonesian people, state and state.

According to Hidayanti, L., & Natajaya, IN (2019). Pancasila is the foundation of the nation's philosophy, the Pancasila precepts are a value system, so that the Pancasila precepts are essentially one unit. Although each commandment contains values that are different from each other, all of them are systematically united, but their relationship with the other orders cannot be separated. The values of Pancasila are also the way of life for the Indonesian nation. Pancasila is also a value that is in accordance with the conscience of the Indonesian people, because it is rooted in the personality of the nation. These Pancasila values are the basis and basic motivation for all good deeds in everyday life and as a nation. In national life, Pancasila values must be seen in the current Indonesian laws and regulations because Pancasila is able to become a guideline for all people in regulations to act in accordance with laws and regulations that adapt to Pancasila. The values contained in each of the Pancasila precepts are as follows:

1. Belief in the one and only God. In the precepts of Belief in One Almighty God, it contains the value that the nation that was founded is the embodiment of human goals as creatures created by God Almighty. Therefore, all matters relating to the implementation and administration of the state, even state morality, the morality of state administrators, state politics, state government, state laws and regulations, and the human rights of free citizens must be fulfilled by the values of the Supreme God. One. (Muchtar, M., Mahanani, P., & Rosyadi, MI 2017).

2. Just and civilized humanity. This precept contains state values that must maintain human dignity as civilized beings (Handitya, B. 2019). The second precept of Pancasila contains the values of moral concepts and awareness of human behavior based on norms and culture towards oneself, towards fellow human beings, and towards the environment.
3. The unity of Indonesia. Monodualist human nature, namely as individual beings and as social beings. Therefore, humans have differences individually, ethnically, racially, groups, classes, and religions. The consequences of this country are diverse, but the unity is carried out under the motto "Unity in Diversity".
4. Democracy Led by Wisdom Wisdom in Deliberation/Representation. The people are the main supporters of the state. The state is of the people, by the people, and for the people, so that the people are the origin of state power. The fourth precept contains democratic values that must be applied in the life of the state.
5. Social justice for all the people of Indonesia. The consequences of the value of justice that must be realized are: 1) distributive justice (the relationship of justice between the State and its citizens), legal justice (fairness between citizens and the state), and (3) commutative justice (the relationship of justice between one citizen and another).

The value of Pancasila is to shape, direct, control, control and determine one's behavior so that it can be measured by humans in the life of the nation and state. The role of Pancasila here is very important to shape the personality of students, they must develop their intelligence after graduation, and cultivate their attitude and intellect. Pancasila is the basic ideology of the Indonesian state, its name is composed of Sankskrit: Panca means five, and sila means principle or principle. Apart from being given Pancasila values in Citizenship Education, they are also applied to all other subjects (2013 revision). This is achieved by instilling the value of the role that will be applied to each lesson that has been developed in the previously prepared lesson plans.

The character values contained in Pancasila values can easily be applied to the basic abilities that will be obtained in each lesson. In addition, children's character values from current issues from outside society can be analyzed from the perspective of Pancasila. Thus students will be accustomed to responding and acting in accordance with the roles contained in Pancasila. In this way students can continue to follow, but still maintain the values of Pancasila.

Implementation of the Pancasila Student Profile

The implementation of Pancasila student profiles for elementary school (SD) students can be done in several ways, including:

1. Train students to think critically: Training and familiarizing students to think critically at school is an example of implementing the Pancasila Student Profile. This can be done by giving assignments or projects that require critical and analytical thinking.
2. Using the teacher's example: Teachers can become agents of change in implementing the Pancasila student profile. Teachers can set an example in behavior and actions that reflect Pancasila values.
3. Using the Pancasila student profile strengthening project: The Pancasila student profile strengthening project can be carried out in elementary schools by starting from understanding the Pancasila student profile strengthening project, preparing the school ecosystem, designing a Pancasila student profile strengthening project, managing the Pancasila student profile strengthening project, processing assessments, and reporting results project to strengthen the profile of Pancasila students.

4. Applying the critical reasoning dimension: Implementation of the Pancasila student profile of the critical reasoning dimension can be carried out in the learning process in elementary schools. This can help shape the character of students who are critical and analytical.
5. Implementing the dimensions of faith and piety to God Almighty: Implementation of the Pancasila student profile with dimensions of faith and fear of God Almighty can be carried out in elementary schools by encouraging students to worship and respect their religion.

By implementing the Pancasila student profile for elementary school students, it is hoped that students will be able to form characters that are based on Pancasila values and can become generations of quality and noble character. Implementation of Pancasila student profiles in elementary school students can also help improve the quality of education, build a sense of nationalism, help students develop social and leadership skills, and help students become better individuals and able to interact well with others.

Benefits of Implementing Pancasila Student Profiles

Implementation of the Pancasila Student Profile for elementary students has important benefits in shaping student character and improving the quality of education. Following are some of the benefits of implementing the Pancasila Student Profile for elementary school students:

1. Forming good character: Implementation of the Pancasila Student Profile can help shape good and noble student character. This can help students become a generation of quality and able to contribute positively to society.
2. Improving the quality of education: Implementation of the Pancasila Student Profile can help improve the quality of education in SD. This is because students not only learn about academic material, but also about values that are important in life.
3. Building a sense of nationalism: Implementation of the Pancasila Student Profile can help build a sense of nationalism in students. This can help students appreciate and love their homeland and uphold national values.
4. Helping students develop social skills: Implementation of the Pancasila Student Profile can help students develop social skills such as cooperation, tolerance, and respect for differences. This can help students become better individuals and able to interact well with others.
5. Helping students develop leadership skills: Implementation of the Pancasila Student Profile can help students develop leadership skills. This can help students become good leaders and be able to lead wisely.

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CONCLUSION

Based on the explanation above, the Pancasila Student Profile is rooted in the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research and Technology) as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture 2020-2024, that "Pancasila Students" is the embodiment of Indonesian students as lifelong students who have

global competence and behave according to Pancasila values. The Pancasila Student Profile has a goal namely shape students' personalities, develop their intelligence after graduation, and cultivate their attitude and intellect. Pancasila is the basic ideology of the Indonesian state, its name is composed of Sanskrit: Panca means five, and sila means principle or principles. The profile of Pancasila students is the main goal carried out by educational developers, the purpose of education is to produce a superior and intelligent generation and have noble morals.

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