

PANCASILA STUDENT PROFILE'S IMPLEMENTATION IN BAHASA INDONESIA'S LEARNING PROCESS AT ELEMENTARY SCHOOL

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Abstract: : Lifelong education directs the development of character and behavior consistent with human values. This is in accordance with Indonesian government regulations for the implementation of the *Kurikulum Merdeka Belajar*, which is carried out through the Pancasila Student Profile Strengthening Project. The purpose of this study is to examine the critical role of teacher in implementing the Pancasila Student Profile, particularly in the Bahasa Indonesia learning process. Data for the study were gathered through observation, interviews, and related documents. The findings demonstrate that teachers play an important role in adopting the Pancasila Student Profile through forming study habits, selecting learning methods, and utilizing the library.

Keywords: Pancasila Student Profile, Bahasa Indonesia Learning Process, Elementary School

INTRODUCTION

Humans may shape their character and conduct in line with human ideals via education, allowing them to coexist with others education humans can guide their character and behavior in accordance with human values so that they can live side by side with other creatures. This means that education is critical for individuals to pursue throughout their lives. Education teaches individuals to think and be in control before acting in order to investigate their surroundings and interact with their fellow humans. According to Pancasila, Education is expected for Indonesian students to have good character, which is established in the Law of the Republic of Indonesia (RI) No. 20 of 2003 governing the National Education System, Article 1 paragraph 2 says: "*National education is defined as "education based on Pancasila and the Republic of Indonesia's 1945 Constitution, which is rooted in religious values, national culture, and responsive to changing times."* Furthermore, it is in line with Article 3 of Law No. 20 of 2003 on the Functions and Objectives of National Education, "*National education functions to*

develop capabilities and shape dignified national character and civilization in the framework of educating the life of the nation, with the goal of developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, and creative."

Education is able to transfer values, norms, and noble character to students, so that they become civilized human beings, who will become the pillars of life for the next generation, so that they become an advanced and civilized nation. The characteristics of Indonesian students must fully behave according to the norms of Pancasila, by practicing it in everyday life, to create students who think critically. Haryati, (2022: 3). The Pancasila Student Profile applies the quality of moral character that relies on Pancasila values as conveyed by Utari & Afendi, (2022). Indonesia is known as a country that has diverse cultures and Pancasila values as the foundation of the country. It is very important to instill an open attitude and global outlook to students in their daily lives, so that they are ready to become more experienced people without having to lose their cultural identity, said Dasmana et al. , (2022). Bahasa Indonesia learning process can provide room in which teachers encourage their students to build their characters (Ernawati & Andriani, 2023)

Research on strengthening character-cultured schools to support the creation of Pancasila Student Profiles in elementary schools conducted by Irawan et al., (2023) shows that activities that build Pancasila student profiles by applying positive habitual activities to students, which are related to the Merdeka Curriculum, need to be developed from an early age to create well-characterized students and with teachers participating in activities on the Merdeka Teaching Platform (PMM) teachers can obtain a variety of effective learning methods in accordance with the Merdeka Curriculum.

Strengthening Character Education in Indonesia in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 concerning Strengthening Character Education in Formal Education units. SCE as a movement in Indonesia that is responsible for Indonesian character education in implementing Pancasila values such as being religious, passionate, honest, disciplined

and other positive attitudes, this includes the National Movement for Mental Revolution (NMMR). Susilo et al., (2022)

The Independent Curriculum is a new policy made by the government and schools must implement the Independent Curriculum policy. The Independent Curriculum has three means in its implementation including, freedom to share, freedom to change and freedom to learn Angraeni & Yusuf, (2022). Independent learning is an idea that gives freedom to educators and students in determining a learning system that is more interesting and challenging so that it is not rigid. Learning material that is contextual in nature makes students understand the concept of learning activities and can achieve change, student independence in learning is very helpful in forming student character. Sutadi, (2023: 7).

Research into Understanding the Learning Models Design for Indonesian Teacher conducted by Irvy, (2020) concluded that the Indonesian language learning method prepared by the teacher is an important part of implementing successful learning, as a guideline that includes learning objectives, stages in learning activities, learning places and management. class. The use of appropriate learning methods to increase student motivation in class. Başar & Gürbüz, (2017) stated that learning Indonesian adapted to the P5 Project for Strengthening Pancasila Student Profiles must be familiarized with skills and inculcation in language because language learning in reading activities, there are three achievements that must be carried out by students including the existence of reading texts that can be read. identify the text, and understand the contents of the text.

Research on teacher readiness in implementing the Independent Learning Curriculum conducted by Ihsan, (2022) wrote that teachers must have readiness in dealing with the Merdeka curriculum which has several tasks that must be mastered including understanding the curriculum, lesson plans and how to implement them as well as sources of information obtained to load independent study. In addition, to support the implementation of independent curriculum activities, facilities and infrastructure are needed to provide appropriate learning places, for example the school library as a student literacy facility. The role of schools and educators strongly supports the success of innovative and creative learning. Provision of facilities and infrastructure as well as

adequate funding for academic and non-academic activities in order to realize the Pancasila Student Profile. Marinda et al., (2021: 44).

The education system is in accordance with government policies regarding the independent curriculum, education units can implement the independent curriculum in stages, starting from the 2022/2023 school year in elementary schools implemented in grades I and IV. In the independent curriculum the government provides three implementations including independent learning, independent change, independent sharing. This curriculum change makes it a challenge in education, especially for teachers and students of grades I and IV in learning innovation based on P5, namely the Pancasila Student Profile Strengthening Project in learning which aims to provide solutions based on five aspects, namely potential, empowerment, increased understanding and one's social role.

Based on this background, researchers are interested in exploring the implementation of the Pancasila Student Profile in Bahasa Indonesia learning process at a school in Susukan District, Banjarnegara Regency. The current research is intended to provide knowledge about how the implementation of the Pancasila Student Profile is implemented in the school. The government's decision in implementing the independent curriculum is based on the Pancasila Student Profile Strengthening Project. Teachers play an important role in implementing the implementation of character values for students based on Pancasila values, especially in learning Indonesian. Preliminary, the researchers tried to find information from the hoomroom teacher about what obstacles existed in Bahasa Indonesia learning process in the class whilst implementing the independent learning curriculum and wanted to find out how the teacher provided learning Bahasa Indonesia characterized by Pancasila Student Profile. Two research questions guide the current research as follows:

1. How do the class implementing of the Pancasila Student Profile in Bahasa Indonesia learning process?
2. What are the supporting and inhibiting factors as the class implementing Pancasila Student Profile throughout Bahasa Indonesia learning process?

RESEARCH METHODS

The method used in this study is descriptive qualitative methods. Mamik, (2015: 3) explains that qualitative research is carried out to understand a reality naturally or naturalistically and it is reported descriptively by the researcher which is arranged in the form of words and sentences strung by the researcher. This qualitative research was conducted from 15 May 2023 to 31 June 2023. Data are collection through direct observations, interviews and document analysis. These data collection techniques described below:

- 1) Observation Techniques, Mardawani, (2020:59) explains observation is an activity that is carried out directly on an object that is carefully examined and summarized in the form of a systematic record of the phenomena information obtained.
- 2) Interview Techniques, Interviews are activities that are often carried out in a search for sources of information in research to find out a phenomenon that is being studied. Rukajat Ajat, (2018:23)
- 3) Document Techniques, Gottschalk explained the meaning of documents in his book Iskandar, (2022: 131) that documents (documentation) are data or files as evidence from each search process in the form of writing, pictures, books, notes, transcripts and so on.

Furthermore, the researchers use two types of triangulation techniques and technical triangulation:

1. Triangulation of sources, Triangulation is used in research to obtain data from several sources, namely school principals, teachers and students.
2. Triangulation technique, Helaluddin & Wijaya, (2019: 95) explain that technical triangulation is a triangulation of the use of various techniques used to find data sources, including by combining observation, interviews and document analysis.

The data analysis used in this study was the Miles and Huberman data collection model. Suharyat, (2022) explained data analysis is the process of compiling data into patterns to be used as a description of data in research, data analysis used by researchers, namely: 1) Data collection, 2) data reduction, 3) Data presentation, 4) Conclusion or validation .

Direct non-participatory observation were conducted in the class for a month when the class learned Bahasa Indonesia. The researcher did semi-structure interview with the Principal and the homeroom teachers, with the students, the researchers had focus group interview. Related documents data obtained in the form of photos during interviews, observation, as well as lesson plans.

1. Implementation of the Pancasila Student Profile in Bahasa Indonesia Learning Process

a. Bahasa Indonesia Learning Plan

Learning planning is an initial activity that must be carried out before starting learning activities carried out by the teacher, learning planning is carried out by the teacher, namely preparing learning methods that are arranged according to the learning needs and characteristics of students. Based on this study, the dimensions of the Pancasila Student Profile are found in the teaching module document.

As said by the teacher:

"planning is done by the teacher before carrying out learning, I usually determine what learning model and media are suitable for the material that I will convey when teaching in class, I do not make my own teaching modules but I take them on the internet I choose which one is in accordance with student learning characteristics I"

b. Implementation of Bahasa Indonesia Learning Process

The research implementation regarding the Implementation of Pancasila Student Profiles in Indonesian Language Learning in a school at Susukan District, Banjarnegara Regency, was conducted by researchers based on data obtained through observation, interviews, and documentation. The researcher found the application of the Pancasila Student Profile in learning Indonesian, as explained below:

1.) Learning that Implements Pancasila Student Profile dimensions that are Religious Obedient to God and have noble character

Based on the data obtained from the observations, the researcher looked at the Pancasila Student Profile. Indonesian language learning activities that implement religion, obedience to God and noble character. Researchers saw the activities of students carrying out prayer activities before learning began and learning ended. This activity was directed by the Class IV teacher led by the class leader. Students are accustomed to praying by bowing their heads and raising their hands solemnly in their respective seats. Prayer before carrying out learning activities is the attitude of the Pancasila Student Profile which shows religious obedience to God and has noble character.

As stated by the teacher:

“To instill religious values, before students carry out learning activities, students pray before learning, recite the asmaul-husna, short letters and the teacher does apperception whether students carry out the morning prayer. In addition, I also gave assignments to grade 4 students to make study groups, each group was given questions about the rules in Islam, without my help the students already knew the rules in Islam, but when they presented, I was the the teacher directs and corrects the results of student discussions and provides examples, in my opinion activities like this are very effective so that students can think critically and religiously. ”

Implementation of Pancasila Student Profiles who are religious, obedient to God and have noble character, can be seen from the fourth grade students who can carry out the tasks of the teacher when given orders to form groups and answer questions about Islamic religious rules or norms that must be implemented and abandoned. From the information above, it shows that in applying religious attitudes, obedience to God and noble character, to students, teachers must provide examples of good actions and attitudes and always remind students. In addition, implementing appropriate learning methods greatly influences the success in applying the attitude of students who are religious and active in learning.

2) Implement the Pancasila Student Profile with a Global Diversity dimension

Based on observation, the data show that the students recognize and easily mention which religions co-exist in Indonesia, mentioning ethnic groups and regions of origin of these tribes, students also know attitudes and actions in religious tolerance .

Indonesian language learning activities when studying a short story text, the teacher divides students in class into 4 groups and each group is free to choose a group name with the name of the tribe in Indonesia, from this activity it will foster a sense of love for Indonesia's homeland which has a diversity of tribes, culture, religion and race. The character of global diversity is a feeling within a person in appreciating and respecting the differences that exist in Indonesia.

As stated the teacher:

"In P5 learning activities regarding global diversity, there are activities organized by the Ministry of Education, for each school to hold activities to watch films together that foster a sense of global diversity, besides that this

activity is also to inform students that Indonesia has cultural diversity, this is one of the activities that can add to the knowledge of students.

Furthermore, he stated:

"The way we teachers instill habits of love for the motherland to students, is for example by holding a flag ceremony on Mondays and national days to train and remind students of the services of fallen heroes In addition, the learning activities include singing the national anthem and regional songs"

The aforementioned explanation of the homeroom teacher demonstrates that with schools that always hold activities and apply the habit of loving the homeland, students will have a caring attitude towards the homeland by respecting the Indonesian people and social culture. With this students will have a sense of global diversity.

2. Factors supporting and inhibiting the implementation of the Pancasila Student Profile in Bahasa Indonesia Learning Process

Factors supporting and inhibiting the Implementation of the Pancasila Student Profile in Indonesian language learning in class IV SDN 1 Karangsalam. Support in every learning activity is a factor that must always be maintained to create meaningful learning for students. With the implementation of the Pancasila Student Profile Strengthening Project in the independent curriculum implemented in class IV, it provides a challenge for teachers to create learning that makes students with a global perspective have attitudes and characters in accordance with religious norms and Pancasila as the basis of the Indonesian State.

As said by the Principal:

"The supporters are the enthusiasm of fellow teachers in participating in education and training, determining appropriate learning methods for students, utilizing school library facilities as a place for student learning."

Furthermore, according to the teacher:

"The supporting factors include the readiness of teachers and students in learning and new material, even though the Pancasila Student Profile Strengthening Project, new regulations in the learning process, I am a grade IV teacher and my students are very enthusiastic about carrying out the learning process."

1) Supporting Factors

There are several supporting factors in the Implementation of the Pancasila Student Profile in Indonesian Language Learning:

a. Study Habits

Study habits are one of the supporting factors at this school in implementing the Pancasila Student Profile in the implementation of Indonesian language learning. Learning is carried out by students and teachers in doing everything to always improve and add insight into the Independent Curriculum and P5 (Project of Strengthening Pancasila Student Profiles).

The supporting factor is in the enthusiasm for learning from fellow teachers studying online provided by the government which is called PMM (Independence Teaching Platform) so that they can get the latest learning knowledge and innovations, school principals, and students in learning to apply the Independent Curriculum and P5 activities (Project Strengthening the Pancasila Student Profile) and the role of guardians, who have been given socialization regarding learning activities and concepts in the independent curriculum to always monitor and implement good habits when students are at home.

b. Selection of the Right Learning Method

The learning method is how educators or teachers convey their material to students and make the learning process fun, creative and the knowledge conveyed can be well received by students. Whilst learning Bahasa Indonesia, the homeroom teachers always apply a variety of learning methods including discussion learning methods, fourth grade students are always enthusiastic and carry out learning well, respond to questions from the teacher and listen to the opinions of friends from other groups. Presenting the results of discussions in front of the class makes students trained in expressing their opinions in public, and accepting opinions from other friends.

c. Library Utilization

The library is a learning facility and place for students and teachers while at school, in supporting the learning process and literacy activities, students make good use of school facilities by visiting the library. Especially grade IV students when learning Indonesian in reading and understanding the reading from the books they read. The results of observations, researchers saw the enthusiasm of fourth grade students in choosing reading books according to their reading interests, there were students who liked history books, comics, short stories, and science.

As said by the teacher:

"When teaching Indonesian, I usually use the library as a place for fourth grade students to study"



Library used to facilitate Bahasa Indonesia learning process

a. Inhibiting Factors

The inhibiting factors in the implementation of the Pancasila Student Profile in learning Indonesian are factors that must be continuously evaluated by the school, principals, teachers, students and parents. Obstacles to a learning process greatly affect the smoothness and success of learning.

The inhibiting factors for the implementation of Pancasila Student Profiles in Indonesian Language Learning in class IV are summarized by researchers among them:

a. Inexperienced teacher

There is a new program organized by the government regarding the latest curriculum or what is called the Independent Curriculum, there are the P5 and P5 programs (Project for Strengthening Pancasila Student Profiles) and Freedom to Learn for teachers and their students. In the teacher's experience when teaching the previous curriculum it was very different from the current curriculum, this made it an obstacle in the implementation of the Pancasila Student Profile.

b. School facility

The P5 Program (Project for Strengthening Pancasila Student Profiles) is a new program determined by the government for the implementation of education in Indonesia, implemented for the first time in the 2022/2023 school year in July, of course

schools still do not have and are very lacking in facilities and infrastructure to assist implementation activities Besides that, every learning activity requires funds, but school funds are limited to be used in the success of the Pancasila Student Profile Implementation program.

As said by Principal:

"The obstacle in our school is the lack of knowledge about P5 because indeed this is a new regulation in the 2022/2023 school year, which makes us fellow teachers have to continue to attend education and training, but this is not so much a fatal inhibiting factor it's just an obstacle we experienced. Furthermore, regarding funding that is less supportive in accommodating and developing the creativity of students"

Furthermore, according to the teacher:

"I, as a homeroom teacher teaching P5 in implementing the Merdeka curriculum to students, fully admit my lack of experience regarding P5 activities because this is new for us teachers, but I continue to equip myself by actively participating in teacher meetings and training with other teachers. Even though my knowledge is still basic, thank God I can carry out learning activities in the 2022/2023 academic year and students can also take part in learning with good results. Apart from that there are inhibiting factors from the lack of funds to carry out P5 activities, to overcome the lack of funds for the implementation of developing the potential of students, we teachers make contributions, so that activities continue to run well."

From this information it shows that the supporting and inhibiting factors in the Implementation of the Pancasila Student Profile are not all that become obstacles that will actually hinder the implementation of P5 activities (Student Profile Strengthening Project). Pancasila) in the Merdeka Curriculum because teachers as educators will definitely try their best to make learning activities run well and schools as places for student learning will definitely provide the best facilities, to develop students' interests and talents. The obstacles to implementation of the implementation of the Pancasila Student Profile namely, the lack of understanding and skills of teachers regarding the new P5 program in the Independent Curriculum and insufficient school funds to carry out activities in P5.

CONCLUSION

Based on the results of the research that has been conducted regarding the Implementation of Pancasila Student Profiles in Indonesian language learning in class IV SDN 1 Karangsalam, it is concluded that the implementation of learning is based on the Pancasila student profile dimensions of piety to God Almighty and noble character, and global diversity. From these two dimensions, it has been implemented quite successful in Bahasa Indonesia learning process, the students are eager to fully participate throughout the learning process and carry out the tasks given by the teacher. They are also able to distinguish between positive and negative attitudes. Supporting and inhibiting factors can be used as a reference to continue to be developed so that the implementation of the Pancasila student profile is better. The most important inhibiting factor found in the problem of limited school funding.

THANK-YOU NOTE

Alhamdulillah, all praise and thanks go to Allah SWT, the owner of heavens and earth for all His blessings and gifts that have given us smoothness and health. Various parties have supported researchers, including parents, Department Chair PGSD and Dean of FKIP UMP, as well as Principal and teachers of SDN 1 Karang Salam who have allowed researchers to conduct research. The author is very happy with the completion of writing this article, we hope this research can provide benefits to readers.

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