

The Implementation of Pancasila Student Profile in Three-Language Elementary School

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Abstract: The Pancasila Understudy Profile is of the character advancement that must be had by understudies to attain great character. The reason for this inquiry to conceptually depict how the values of the Pancasila understudy profile are actualized in rudimentary schools. The approach utilized in this consideration is expressive subjective which is valuable for an in-depth understanding of the application of Pancasila understudy profile values. The procedure utilized is perception, interviews, and documentation. The comes about found are in applying the values of the Pancasila understudy profile comprising of Confidence, Fear of God All-powerful and Respectable Ethics, Worldwide Differing qualities, Autonomy, Shared Participation, Basic Thinking, and Imaginative, where this incredibly bolsters the improvement of the character of understudies in at the minute.

Keywords: *Implementation, Pancasila Student Profile, Student Characteristics*

INTRODUCTION

Education is a way to develop students' self-potential so that they can progress even better to realize their desired goals (Krismawati et al., 2020). Education ideally, should be able to bring people to a preferable level of understanding, character, and behavior. Indonesian education aims to create a generation with broad insight (knowledge) by optimizing the potential of each student to educate individuals who have characteristics such as noble character, faith, independence, creativity, physical and spiritual health, responsibility, and democracy (Mustoip, 2018).

Character education can be interpreted as character education, value education, and moral education (Arifudin, 2022). In Other word, character education is an integral part of the educational mechanism and is interpreted as a system for instilling personality values in school children, as elements of awareness, knowledge, or will and behavior in to realize and achieve these values in God, the surrounding environment, oneself or the nation to form a perfect human being. to realize and achieve these values in God, the surrounding environment, oneself, or the nation to form a perfect human being. The Character education needs to be implemented in educational institutions, because the behavior of different children has begun to deviate from the norms and values that apply to the general public. The Character should continue to be built in children so that they can become the next generation of a higher and more civilized nation and advance their country and nation (Sofiyatunningtiyas et al., 2020).

Since 2010, the government through the Ministry of Education and Culture has initiated the implementation of character education at all levels of education, both elementary and tertiary institutions. This program was not made in vain because previously it was not considered successful in the education sector to build the nation's generation into individuals of value and character. Characters that are ingrained in Indonesia cannot be avoided without an education that can uphold the values of a good national personality (Lubis and Nasution, 2017). Until now, Indonesian education has made every effort to instill the ideals of the Pancasila character in students through various disciplines such as Pancasila pedagogy, Pancasila moral education, character education, citizenship education, Pancasila education, and citizenship, although students still do not understand the Pancasila character (Nurhayati et al. 2022).

The Pancasila Student Profile aims to respond to a big question: what kind of students does an Indonesian education system want to produce? In this regard, the Pancasila student profile has a competency design as a complementary focus on cultivating character according to Pancasila values to achieve graduate competency standards in all lines of education units. The Pancasila Student Profile is the personality and skills that are formed in the daily life and life of each student through educational

standards, projects that raise the profile of Pancasila students, learning in the curriculum, and extracurricular activities (Satria et al., 2022). It is hoped that Indonesian students can become democratic citizens and productive human beings. The profile of Pancasila students listed in the independent curriculum is very helpful in developing the personality and learning capabilities of the students themselves. Philosophically, character education is needed and must be given to achieve the goals of national education (Mujiwati et al., 2022).

Indonesia is a country with great cultural diversity, which is reflected in the many different races and religions. Indonesian people believe in various beliefs and religions in the form of Islam, Protestant Christianity, Catholicism, Buddhism, Hinduism, Confucianism and various other beliefs. Therefore, Indonesian citizen needs to have a sense of oneness and unity. As citizens of Indonesia, we should be able to live by the motto "Unity in Diversity", which is different but still one. Diversity should build audiences, especially Indonesian students, tolerance, and mutual respect and appreciation to maintain diversity (Bachrudin and Kasriman, 2022).

The public needs to develop an attitude of tolerance from an early age, which is embedded in primary, secondary, and tertiary education. At the basic education level, an attitude of tolerance must be cultivated which is the basis for encouraging the coexistence of the younger generation in a multi-cultural environment. Tolerance can be taught to elementary school students through intramural, extracurricular, and co-curricular activities (Purnama, 2021).

Putera Harapan 3 Language Elementary School is a national school located in Purwokerto. Putera Harapan 3 Language Elementary School accepts students from various ethnic, religious, ethnic and cultural backgrounds. Based on data from school principals, the total number of students in the Putera Harapan 3 Language Elementary School as of July 2022 is 253 students, who are composed of various beliefs. Most of the Putera Harapan Language 3 Elementary School adhere to Christianity 30%, Catholicism 30%, Islam 10%, Confucianism 15%, and Buddhism 15%. The diversity found in the Putera Harapan 3 Language Elementary School is the basis for the school

to be a unique feature of the school. The large number of students from different religious, ethnic, and ethnic backgrounds trains students to respect each other for any differences that exist.

As an SPK (Cooperation Education School) or known as an International School, Putera Harapan 3 Language Elementary School collaborates with 2 Foreign Education Institutions (LPA) and also uses the mandatory national curriculum set by the government. The curriculum used is the National Curriculum, the Pearson Edexcel Curriculum, and the Mandarin Language Curriculum. Elementary Schools 3 Languages continue to use the national curriculum by directives from the government. Before the Merdeka curriculum, 3 Language Elementary Schools continued to use the national language in learning and in educating their students.

Based on this background, this research is interesting to examine to find out how character education, planting Pancasila student profiles is carried out by teachers to students in schools that instill 3 curricula in learning, and 3 languages in the school environment but still Pancasila.

RESEARCH METHODS

The following research uses a qualitative approach and descriptive method. Qualitative research collects its data from a natural setting and aims to describe the events experienced where a writer is a key tool (Setiawan, Albi Anggito, 2018). The descriptive used in qualitative research aims to explain the phenomena that occur based on the results of in-depth interviews and observations. Researchers will examine the data based on the results of observations, interviews, and documentation.

RESULTS AND DISCUSSION

1. Implementation of Pancasila Student Profiles in Putera Harapan 3 Language Elementary School.

the implementation of the dimensions of the Pancasila student profile at Putera Harapan Elementary School was carried out through several activities carried out at the school.

a. The Dimensions of Faith, Devotion to the God, and Noble Moral Acquisition

These dimensions are the initial parts that must be applied by schools to students. It educates students to have faith in God Almighty. Based on the results of interviews conducted with teachers at the school, these dimensions are integrated through activities that are carried out every Friday and outside of class hours. The activity called student religious practice which is carried out by the school to students outside of class hours. This activity aims to make students familiar with their respective religions and rituals because these religious activities are carried out by the religion of each student adhere to. Based on the results of interviews with teachers and students, activities were given from low-grade students to high-grade students. According to Ms. Esti the interviewee, the forms of religious activities carried out by the school are as follows:

- 1) Islam, based on the results of an interview with Ms. Esti, the religious activities given to Muslim students include memorizing short Quranic verses, listening to the stories of the Prophet taught by Muslim teachers, and Friday prayers for the male students.



Figure 1. Friday Prayer

- 2) Buddhism, based on the results of interviews with teachers at SD 3 Putera Harapan Language, activities carried out on Buddhism are Meditation. Buddhist students carry out meditation together with religious leaders.



Figure 2. Meditation

- 3) Christianity, from the results of the interviews obtained for Christian students every Friday a religious activity called biblical study is held. Students are guided by religious instructure to carry out joint reading activities.



Figure 3. Bible Reading

- 4) Catholicism, based on the results of interviews with students who are Catholics, the religious activities they carry out are bible reading. Students carry out the recitation together with guidance.



Figure 4. Bible Reading

- 5) Confucianism, from the results of interviews with Confucian students, Meditation activities are held every Friday with Buddhist student.



Figure 5. Meditation

b. The Global Diversity Dimension

The dimension of global diversity is given by schools to students so that students can get to know the cultures in their country. Routine activities carried out by the school for students based on interviews with Ms. Esti are related to global diversity, namely by holding holiday celebrations. Celebrations of holidays that are often carried out by schools are Chinese New Year, Christmas, and Eid al-Fitr celebration. She confirmed that Chinese New Year celebrations were carried out by gathering all students in the schoolyard to watch performances such as the lion dance. Christmas celebrations are held by the school for all students by exchanging gifts between students. Eid al-Fitr celebrations are carried out with halal bihalal activities by teachers and all students. All the activities of the celebration

of the holiday were attended by all teachers and students from various religions.



Figure 6. Chinese New Year



Figure 7. Eid Al-Fitr

c. The Collaborative Dimension

The cooperation dimension given by the school to students aims to train students to help each other. Routine activities are carried out by students based on interviews with the teacher, namely by having class pickets which are carried out every hour after school. Class pickets are held from class III to class VI. Picket classes educate students to practice cooperation among themselves. Every day each student sweeps, turns off the air conditioner, tidies up the chairs, and so on.

d. The Independence Dimension

From the results of the interviews, it was instilled by the school by having the young students practice eating by themselves and doing independent assignments in class. Self-mealing activities are carried out every break where all students have lunch in class and outside the classroom together without the help of their respective teachers.



Figure 8. Self-meal During Lunch

e. The Critical Thinking Dimension

The dimension of critical reasoning that schools instill in their students from the result of interviews with informants, namely in learning activities by giving group assignments to each group that has been distributed, then each group discusses the problem or assignment given and presented in front of the class. Each student is allowed to give each other their arguments. Based on the results of interviews with teachers, these activities are routinely carried out to form or training students' critical thinking so that students dare to solve problems and dare to argue in front of the class.



Figure 9. Having Presentation

f. The Creative Dimension

The creative dimension that is always instilled in schools from the results of interviews with informants is by giving project assignments to their students. Examples of project assignments given are science, and art. Project assignments are given only in high grades where students can think creatively in doing so.

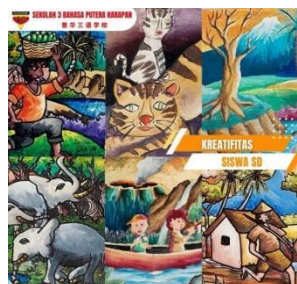


Figure 10. Student Creativity

2. Supporting and Inhibiting Factors in the Implementation of Pancasila Student Profiles in Putera Harapan 3 Language Elementary School.

a. Supporting Factors

Supporting factors in implementing Pancasila student profiles are from within and outside the school. Factors from it, namely from the Principal, Teachers, Facilities and Infrastructure that support the existence of activities or the implementation of Pancasila student profile values instilled in students. Without the support of the Principal, Teachers, Facilities and Infrastructure the implementation of the Pancasila student profile will not go well. While external factors, namely from parents. Parents who provide support to students so they can participate in activities that are instilled by the school in students. Without parental support, students will find it difficult to participate in the activities provided by the school in instilling Pancasila student profile values.

b. Inhibiting Factor

The inhibiting factor in the implementation of the Pancasila student profile implementation is within the students. Students who are less active in carrying out activities make it a little difficult to inculcate the values of the Pancasila student profile. However, the school provides a solution by requiring the activities given to students so that students remain active in participating in these activities, considering that these activities are very important to be instilled in students to shape the character of students so that they continue to instill Pancasila values in their lives.

Based on the data above, the results of research regarding the implementation of the Pancasila Student Profile in Putera Harapan 3 Language Elementary School were obtained. The following is a discussion of the implementation of the Pancasila Student Profile obtained from the following activities:

1. Implementation of Pancasila Student Profiles in Putera Harapan 3 Language Elementary School

In applying the values of the 6 dimensions of the Pancasila Student Profile, it is necessary to have the role of the educator or teacher. In line with the opinion (Mega Putri et al., 2023) that to form these 6 dimensions within each student, there needs to be a role or guidance from a teacher in every learning process faced by students in everyday life. In this case, teachers are required to be able to educate the character of each student so that they have good morals that can be applied in their daily lives.

a. Having faith, devotion to God Almighty, and having noble character

Indonesian students are students who believe in God Almighty. Indonesian students believe in the existence of God. That is the reason they go through a relationship with love and responsibility. Indonesian students always deepen and apply their knowledge of religious teachings in depth in their daily lives (Irawati et al., 2022).

The dimensions of faith, piety to God Almighty, and noble character based on the results of research at the Putera Harapan 3 Language Elementary School are reflected in the religious activities carried out outside of the main curriculum. Based on the result of an interview with the teachers, the results obtained that this activity was carried out every Friday by gathering students according to their respective religions and beliefs and giving religious activities according to their beliefs with the assistance of their respective teachers. The activity aims to enable students to deepen the teachings of their respective religions even in environments of various religions. This is supported by (Irawati et al., 2022) that Indonesian students deepen their understanding of religious teachings and apply them in everyday life. Indonesian students are ideally always noble and act like younger siblings in society. They have to prioritize similarities over

differences and respect the differences that exist. Indonesian students respond wisely to the diversity of differences.

b. The Global Diversity Dimension

Global Diversity is a sense of mutual respect and respect for diversity and differences. This means that we can appreciate the diversity and differences that exist without feeling coerced or feeling judged or judging or feeling ethnocentrism (Safitri et al., 2022). So, the global diversity dimension trains the character of students to respect and appreciate the differences that exist.

The dimension of global diversity is reflected in the celebration of religious holidays. Religious holiday celebrations were held at 3 Language Elementary Schools, namely Chinese New Year celebrations, Christmas celebrations, and Eid al-Fitr celebrations. This is in line with the opinion (Irawati et al., 2022) that global diversity encourages Indonesian students to maintain a nationalist attitude, maintain noble culture, and have an open mind and interact with other cultures globally. This interaction is carried out with full respect and equality for the sake of happiness in life in the future.

c. The Cooperativism Dimension

Indonesian students have a sense of cooperation, namely a sense of carrying out an activity together so that the activities carried out become easier and of course lighter (Irawati et al., 2022). This dimension is reflected in the class picket activities which are carried out every day but alternately. Each student cleans the class together so that the classroom environment remains clean and educates student character. In line with the opinion (Sitompul et al., 2022) that instilling an attitude of cooperation in students is very important because by working together children will learn to build a good relationship, participate positively in solving a problem, contribute

in a group, and help each other. The keys to the cooperation dimension are collaboration, caring, and a sense of sharing.

d. The Independence Dimension

Indonesian students are independent students, they are supposed to be responsible for their learning processes and outcomes (Ismail et al., 2021). The independent dimension is reflected in the existence of activities during lunch time where students carry out these activities independently without any help from the teacher. Another activity that is given is the assignment of independent tasks that must be done by students. This is supported by the opinion (Irawati et al., 2022) that Indonesian students have a learning drive that comes from within themselves. This will motivate him to continue to excel and do his best according to his abilities.

e. The Critical Reasoning Dimension

Indonesian students who think critically have the capability to read, calculate and use information technology. Thus, students can identify and solve problems. By using critical thinking, students can make good decisions to solve the various problems they face (Irawati et al., 2022). The critical reasoning dimension is reflected in learning where the teacher gives group assignments to students to work on and present together, then students argue with each other in front of the class. This activity trains students to learn to solve a problem and practice the courage to argue in front of the class. In line with the opinion (Ismail, Suhana, and Zakiah, 2021) that the elements of critical thinking include collecting and processing information and ideas, analyzing and evaluating thoughts, reflecting on ideas and thinking processes, and making decisions.

f. The Creative Dimension

Indonesian students are creative students. They are supposed to be able to think creatively to come up with new ideas, and try new things using their imagination (Irawati et al., 2022). The creative dimension is reflected in learning where students are given art and science project assignments with very interesting results. (Kahfi, 2022) states that creativity is a student's ability to produce something original, meaningful, and useful. This ability can be realized in the ability to produce ideas, work, and real action.

2. Supporting and Inhibiting Factors in the Implementation of Pancasila Student Profiles in Putera Harapan 3 Language Elementary School.

a. Supporting Factor

Supporting factors for the implementation of Pancasila student profiles in the Putera Harapan 3 Language Elementary School are from within and outside the school. Internal factors, namely from the Principal, Teachers, Supporting Facilities, and Infrastructure. While external factors, namely from the parents. In line with the opinion (Maharani et al., 2023) that teachers and schools actively participate in curriculum development, and the collaboration of school principal, teachers, students, and parents must be carried out based on the shared enthusiasm of all parties in the school to help optimize the process of running the Pancasila Student Profile.

b. Inhibiting Factor

The inhibiting factor in implementing the Pancasila student profile is that it comes from within the students. Students who are less active in carrying out activities make it a little difficult to inculcate the values of the Pancasila student profile. In line with the opinion (Maharani et al., 2023) that the characters of students are different, where each student has different characters and personalities. Some students are lazy, lack of listening, lack of discipline, and so on.

CONCLUSION

Based on the explanation above, the purpose of the Pancasila student profile is to educate the character of students so that they still have a Pancasila attitude to realize Pancasila students who have six main characteristics, namely faith, fear of God Almighty and noble character, global diversity, cooperation, independent, critical, and creative reasoning.

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