



Pancasila Student Profile Based Learning in Elementary School

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Abstract. The purpose of this study was to describe learning through student profiles of Pancasila in elementary schools, using qualitative research methods and data collection techniques in the form of observational interviews and documentation. Where the research was conducted at Muhammadiyah 1 elementary school of Surakarta. The data analysis technique in this study uses data techniques carried out according to Miles and Huberman, the stages of data analysis are data collection, data reduction, data presentation, and drawing conclusions or verification. The results of the research on Pancasila student profile-based learning at Muhammadiyah 1 elementary school of Surakarta that Pancasila student profile-based learning has been applied at Muhammadiyah 1 Surakarta Elementary School in accordance with the steps and principles set by the Ministry of Culture and the Republic of Indonesia and the needs of students. Pancasila student profile-based learning can be applied in all subjects in elementary school by adjusting the required dimensions and emphasizing on students.

Keywords: Pancasila Student Profile · Based Learning · Elementary School

1 Introduction

Learning is a conscious effort to improve the abilities of students, not only that learning is an attempt to change the behaviour of students. To answer the challenges of the 21st century, every student is not only required to have cognitive abilities, but also to have quality characters. Various efforts have been made to improve the quality of character education through curriculum changes, development of learning models, learning strategies or extracurricular activities in schools as well as character education oriented to Higher Order Thinking Skills, values, discipline, religion, responsibility, and honesty are character values that are instilled in students [1]. Character education is needed in the world of education [2, 3]. Education aims to shape the character of students and morals [4].

The existence of these efforts is expected to be able to improve the character of students. However, it needs to be adapted to current needs. The Covid-19 pandemic that hit caused learning to be done online. So it needs adjustments in learning activities and the application of character education to students. Convenience that arises when learning online, then due to the sloping case of Covid-19, the government has issued a

policy for schools to re-implement offline learning. Many complaints are felt by teachers on the character of students after the application of online learning, a reduced sense of caring, independence occurs in students that online learning has an influence on the moral degradation of students, this is caused by the lack of respondents between students and educators, as well as the school environment [5].

The government through the independent learning curriculum program makes efforts to shape the character of students, especially during the current turmoil of the covid 19 pandemic, because the concept of independent learning initiated by Nadiem Makarim as the Indonesian minister of education and culture said that the concept of independent learning in which there is independence and independence for educational environment to determine for themselves the best way to be applied in the learning process. The Ministry of Education and Culture (Kemendikbud) through the Centre for Character Strengthening the Pancasila Student Profile which is part of the independent learning curriculum seeks to continuously print the nation's successors in accordance with the Pancasila Student Profile [5].

The application or implementation of the Pancasila student profile can be carried out through policies determined by schools and curriculum. The implementation can be integrated into a subject as well as in teaching and learning activities. The implementation of the Pancasila student profile carried out through the curriculum is carried out during classroom learning through intracurricular activities, namely subjects such as language, religion, cultural arts, social studies, science, and other subjects related to the application of character values on student profiles. Pancasila. From the explanation above, this research was carried out to describe learning based on the Pancasila student profile which was carried out as a form of school efforts to answer the problems of moral degradation that occurred at this time [6].

2 Method

The research method used in this research is this research is qualitative research. As a research step that can produce descriptive data from people and observed behaviour in the form of words or writing [7]. This research is located in Muhammadiyah 1 elementary school of Surakarta. In this study, the researcher explained the learning process based on the Pancasila student profile at the school. Data collection techniques carried out by researchers in this study were observational interviews and documentation. The validity of the data using technical triangulation and source triangulation. Triangulation in this study was carried out by testing the validity of the data sources resulting from interviews conducted by researchers with teachers, observations, and documentation at Muhammadiyah 1 elementary school of Surakarta. This data source produces data that is used by researchers as a source of data used by researchers in this study. The data analysis technique in this study uses data techniques that are carried out according to Miles and Huberman, the stages of data analysis are data collection, data reduction, data presentation, and drawing conclusions or verification.

3 Results and Discussion

3.1 Pancasila Student Profile

Indonesian students are lifelong students who are competent, have character, and behave according to the values of Pancasila. The Pancasila student profile is designed to shape students generated from the education system in Indonesia. To achieve this, the Pancasila student profile has a competency formulation that complements the focus in achieving Graduate Competency Standards at every level of education in the application or cultivation of characters that are in accordance with Pancasila values. Pancasila students are one of the realizations of lifelong learning for students in Indonesia who are able to have global competencies and behave which is guided by the values of Pancasila as the basis of the Indonesian state [8]. There are six formulations of competency profiles for Pancasila students as follows: (1) Faith, fear of God Almighty and have noble character. Students who believe, fear God Almighty, and have noble character are students who have good relations with God Almighty who carry out their obligations and prohibitions. Students not only understand the religious knowledge that is believed but that understanding is also realized in everyday life. In addition, Pancasila students also understand morality, social justice, social justice, humanity, and love of nature. There are five elements of these competencies (a) religious morals (b) personal morals (c) morals to humans (d) morality to nature (e) national character, (2) global diversity, students in global diversity are expected to be able to maintain the nation's culture, local culture and identity as children of the nation. As well as having openness to other cultures as an effort to create mutual respect and not closing the opportunity for students to form a positive noble culture that is not contrary to the noble culture of the nation. Global diversity is a sense of respect for diversity and tolerance for differences. Elements of global diversity are understanding and respect for cultures, and the ability to communicate across cultures when interacting with others, and reflection and responsibility for the experience of diversity. (3) Working together Students in Mutual cooperation competence are students who have the ability to work together.

These competencies are sincerity and sincerity in working together in carrying out joint activities. Pancasila students understand how to collaborate, cooperate with friends and their environment. There are three elements of mutual cooperation competence: (a) Collaboration; (b) Concern; and (c) share. (4) Independent Students in independent competence are students who have an attitude of responsibility for the process and learning outcomes. The main element of independent competence is that students understand their abilities and the conditions they are experiencing and are able to manage self-regulation. (5) Critical reasoning Students with critical reasoning can objectively be able to process information qualitatively, quantitatively, analyze information, provide evaluations and draw conclusions. There are several elements of critical reasoning competence, namely obtaining and processing information or ideas, conducting analysis, evaluating by reasoning, reflecting on thoughts and thought processes, and making decisions. (6) Creative. Students who have creativity are students who can modify and make new things, have meaning, have useful values, and are influential. The following are the elements contained in creative competence, namely that students are able to create original ideas and create original works and actions.

3.2 Principles of Learning Pancasila Student Profile

There is a need for principles, to achieve Pancasila student profile learning. (1) Learning is designed by considering the current level of achievement of students, adjusted to the needs of learning, development and reflecting the character of students. (2) In principle, learning planning and its implementation are designed to build the learning capacity and capacity of students with the aim of becoming lifelong learners. (3) Learning is designed to support the development of cognitive and character possessed by students in a sustainable and holistic manner. (4) Relevance is also a principle that must be applied in learning that is structured according to the scope of life and culture of the students, besides that it also requires the involvement of parents and communities who act as partners. (5) Learning is oriented towards a sustainable future [9].

3.3 Learning Based on the Pancasila Student Profile

One of the efforts made in implementing the Pancasila student profile is through classroom learning. One of the schools that has implemented this learning as part of the Merdeka Learning curriculum is Muhammadiyah 1 elementary school of Surakarta. However, its implementation is carried out in stages. Class I and class IV are classes that are tested in the application of the independent learning curriculum which includes the profile of Pancasila students. The systematics of making Teaching Modules in Pancasila student profile-based learning at Muhammadiyah 1 elementary school of Surakarta consists of: Teacher tutors, school identity, domain, elements, time allocation, initial competencies, Pancasila student profiles, infrastructure, learning targets, learning models, learning objectives, human values, lighter questions, learning activities, assessment, enrichment and remedial. The components of the Pancasila student profile that are included in this Teaching Module refer to the components determined by the Ministry of Education and Culture. There are four components of the Pancasila student profile that are included in the teaching module according to the student's needs, namely independent, critical and creative reasoning in the domain or IPAS subject. Based on its application to the preliminary activity, the teacher helps students to prepare psychologically by praying and interacting with students, making attendance and asking for news and providing motivational advice to students, besides that, students and teachers sing the Indonesia Raya anthem as a form of inculcating character values. Providing motivation, asking for news are activities carried out by teachers and also emphasizing learning activities that support the psychological well-being of students. In the core activity, students are given an initial narrative about the theme of learning in the form of objects. Then students do question and answer with the teacher about the forms of objects. Students and teachers discuss the objectives of learning together. Students are asked by the teacher why tea which was originally a liquid can turn into a solid. After students answer, students get an explanation that solid and liquid objects are a different form. Students play Treasure Hunt games to group liquid and solid objects around students. Then students are asked by the teacher to describe situations in which there are objects, inside or outside the room. Students are free to explore. Students discuss with colleagues about the forms of objects found. Then students get additional explanations from the teacher regarding the shape of objects obtained by students. The form of assessment or assessment used by

the teacher in the learning is in the diagnostic assessment of the teacher using observation techniques by paying attention to student activity during Blended Learning and student knowledge related to the material presented by the teacher. Then in the formative assessment, the teacher uses a written technique through short answers given by the teacher to students. Students also get enrichment and remedial by the teacher in the form of orders to work on jump numbers and picture pattern questions. There needs to be a principle, to achieve the learning profile of Pancasila students. First, learning is designed by considering the current level of achievement of students, adapted to learning needs, development and reflecting the character of students. Based on the data collection conducted by the researcher, the researcher considered that the teacher tried to make a design to support the formation of the welfare of the students through the cultivation of religious character which was applied through prayer activities at the beginning of the lesson. In addition, the learning based on the Pancasila student profile that is carried out in the classroom is made by the teacher so that students have a strong growth mindset, by continuously trying to master the material, this is shown when the teacher gives questions to students to sort the theme. The form of objects and students are asked to find their own liquid objects through the game Treasure Hunt. The Treasure Hunt game is also an effort made by the teacher to create fun and meaningful learning. This is one way to create learning motivation and improve students' academic achievement. In principle, learning planning and its implementation are designed to build the learning capacity and capacity of students with the aim of becoming lifelong learners. Teachers combine materials, media, learning techniques to encourage students to manage their learning independently. This is shown when students play Treasure Hunt games, with these games students are encouraged to manage their learning independently. Indirectly, students also have a responsibility to always try, approach and learn strategies in order to achieve their goals so that it can realize the profile of independent Pancasila students. The use of these game techniques makes students feel more ownership of the learning process while the teacher acts as a facilitator. Learning is designed to support the cognitive and character development of students in a sustainable and holistic manner. The balance of competence and character is also applied in these learning activities, it can be seen from the results of research that through activities at the beginning of learning there is an inculcation of the character of faith and piety to God Almighty and has noble character by answering greetings, and praying together. Furthermore, planting the character profile of Pancasila students to balance cognitive abilities in students is critical reasoning through observations made by students by grouping objects in liquid or solid form. And students are asked to make pictures with situations where there are liquids and solids. Next, students explain the results of the command with relevant reasons. The activity of making pictures with situations where there are liquid and solid objects is a form of planting the character profile of Pancasila students in creative components. In these activities students are able to come up with new imaginative ideas that have meaning as expressions of their thoughts and feelings, besides that students are encouraged to explore and express thoughts with their interests or preferences in a work, and action. Relevance is also a principle that must be applied in learning that is structured according to the scope of life and culture of the students, besides that it also requires the involvement of parents and the community who act as partners. This principle has been

applied to Pancasila student-based learning. This can be seen that students who have not been able to achieve learning outcomes will be accompanied by teachers regardless of the background of students so as to create trust between parents and schools. Oriented to a sustainable future. Based on this principle, Pancasila student profile-based learning uses technological developments in the form of projectors, PPT, laptops, to improve the quality of learning and assessment.

4 Conclusion

From the results and discussion, it can be concluded that Pancasila student profile-based learning has been applied in Muhammadiyah 1 elementary school of surakarta according to the principles set by the Ministry of Culture and the Republic of Indonesia. Learning based on the profile of Pancasila students at Muhammadiyah 1 elementary school of surakarta, carried out through learning activities in the classroom. With the stages of assessing what character is needed by students. Then (1) first of the dimensions have faith, fear God Almighty, and have a noble character. The Pancasila student profile in making teaching modules as a dimension that will be emphasized to students according to their needs. In the first dimension, the teacher emphasizes on learning Islamic Religious Education, Islamic History, Worship, and activities of reading prayers, answering greetings at the beginning and at the end of learning activities. (2) The second is global diversity, which teachers emphasize in all subjects. The third is mutual cooperation, the teacher emphasizes on the subjects of civic education, dance, physical education, sports and health. (3) The third is mutual cooperation, the teacher emphasizes on the subjects of civic education, dance, physical education, sports and health. (4) The fourth is the independent dimension, which is applied by the teacher through learning mathematics, Indonesian, learning science and citizenship education. (5) The fifth dimension is critical reasoning, in mathematics and science learning. (6) The sixth is the creative dimension that is applied in science learning, arts fine.

Authors' Contributions

The first author acts as a researcher and data management process. The second and third authors play a role as reviewing data management, data analysis on articles.

Acknowledgments. The author is grateful to those who have helped carry out the research that the author has done. To the partner researchers of Muhammadiyah 1 elementary school of Surakarta, namely the Principal, Curriculum Section, Teachers, and Students who have provided a place, taking the time the research be smoothly.

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