



Study of The Impact of Implementing The Pancasila Student Profile Through Morning Culture At SDN Plebengan

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ABSTRACT

The aim of this research is (1) to describe the implementation of the Pancasila Student profile through morning culture at SDN Plebengan. (2) Identifying the impact of implementing the Pancasila Student profile through morning culture at SDN Plebengan. This research is descriptive research using a qualitative approach. Data collection techniques were carried out using interviews, observation, and documentation. The results of the study show that (1) The description of the application of Pancasila Student profiles through morning culture at SDN Plebengan, includes lining up before entering class, shaking hands and greeting, praying before starting activities, singing Indonesia Raya songs, national obligatory songs and regional songs, vocalizing yells -school chants, memorizing short letters in the Qur'an, and literacy (2) Application of Pancasila Student Profiles through morning culture at SDN Plebengan has a significant impact on students, namely being able to develop strong character, increasing awareness of Pancasila values, supports strengthening national identity, improving social behavior and ethics, and developing social and leadership skills.

Keywords: Pancasila Student Profile, Morning Culture

1. INTRODUCTION

Education is a necessity for every human being. Education is one of the most important things in human life because education has a broad and sustainable impact on development, increasing knowledge, character, and the quality of a person's life. Education is the key to progress for a nation, meaning that a high level of education in a nation can be the key to progress in various sectors, including the economy, science, technology, and culture. Therefore education has a crucial role in shaping individuals, society, and even the country as a whole. Education is an important and decisive factor in the life of culture, nation, and state.

In practice, education in many countries including Indonesia still faces various problems and challenges. One of the problems facing the world of education at this time is the problem of character crisis. At present the condition of education in Indonesia is indeed a serious concern because it is facing a crisis of character. This crisis includes low morality, ethics, discipline, and a tendency to have a low sense of responsibility and concern for fellow students. Increasing acts of violence

in schools, including bullying or bullying, physical violence show a lack of strong character in students and a lack of understanding of positive values such as justice, equality, and empathy.

The occurrence of a character crisis in education in Indonesia is a phenomenon that has received increasing attention in recent years. This can be seen from various indicators such as the decreasing level of discipline, ethics, responsibility, respect, and morality among students. This situation makes character education an important focus that must be addressed immediately because character education can help students develop moral values, ethics, and positive attitudes. To overcome this character crisis, it is necessary to make comprehensive efforts from various parties, including the government, schools, families, and the community. Character education must be strengthened by integrating positive values in the curriculum, as well as involving students in activities that build character.

Overcoming the character crisis is an ongoing effort and involves many stakeholders, including schools, teachers, parents, and the community. Efforts to overcome the character crisis among students in

Indonesia involve various steps, and one of them is through the Pancasila Student Profile in the Merdeka curriculum. The Merdeka Curriculum and Pancasila Student Profile are tools that can help strengthen students' character education and form a young generation that has strong, moral, and responsible character.

The Pancasila Student Profile which is integrated through school culture exists as a pillar of character education for students in Indonesia with the main objective to build a strong character, based on Pancasila values as the moral and ethical basis. Pancasila Student Profile is one of the important instruments in character education in Indonesia which can help students understand, internalize, and practice moral and ethical values that are in accordance with Pancasila values as the foundation of the country.

One of the benchmarks for education can be said to be functioning well if it can shape the character and civilization of the nation. Education that functions well can produce students who are intelligent, capable, creative and have character. Wiyani [1] believes that character education is an effort to educate children so they can make wise decisions and practice them in everyday life, so that they can make a positive contribution to their society.

Lickona [2] defines character education as education that focuses on the formation of personality through knowledge of morals (moral behavior) which can be seen in a person's real actions, namely good, honest, responsible behavior, respecting the rights of others, and hard work. Furthermore, Saripudin and Komalasari [3] argue that character education is a habit, so the formation of a person's character requires communities of character consisting of family, schools, religious institutions, media, government and various parties who influence the values of the younger generation. .

Zubaedi [4] believes that the objectives of character education are generally divided into three, namely, first, education functions in forming and developing students' potential to think well, have a good heart and behave well in accordance with the Pancasila philosophy of life. Second, education functions to improve and strengthen the role of the family, educational unit, community and government so that they can participate and be responsible in developing the potential of citizens and building the nation towards a developed nation. Thirdly, education functions to sort out one's own nation's culture and filter out the culture of other nations which is not in accordance with the cultural values and character of a dignified nation.

If the three goals of character education as described above can be achieved then a person can behave in accordance with the Pancasila philosophy, participate in society, and be responsible as a good citizen. Character education also aims to build student character. This is in

line with the opinion of Agus [5] who states that character education aims to form and develop students' thought patterns, attitudes and behavior so that they can become positive individuals, have good morals, have a noble spirit and be responsible.

From the explanations above, it can be concluded that the purpose of character education is to shape and develop students' potential so that they can behave well in accordance with the Pancasila philosophy, can participate in society and responsible as a good citizen. Therefore, in educating students to become students with good character, teachers must first understand the student's character through the exemplary method which can be used as an example for students to apply this good character, apart from that, teachers can also apply other methods through habituation that carried out sustainably.

This exemplary method which is applied continuously through habituation is called school culture.

Triatna [6] states that school culture is a distinctive characteristic of a school that can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special unit of the school system. School culture aims to build a conducive school atmosphere through developing healthy communication and interaction between school principals and students, educators, education staff, parents of students, the community and the government. Anggarini [7], states that school culture plays an important role in instilling the value of character education in schools.

Meanwhile Langgulang [8] states that school culture refers to a system of values, beliefs and norms that are mutually accepted, and implemented with full awareness as natural behavior, which is formed by an environment that creates the same understanding among all elements and personnel. schools, including principals, teachers, staff, students and, if necessary, form the same community opinion as the school.

From the opinions above, it can be concluded that school culture is "a pattern of values, norms, attitudes, myths and habits that are formed over the long journey of a school, where the school is held together by the principal, teachers, employees and students. , as their basis for understanding and solving various problems at school. School culture is born as the thoughts, words, attitudes, actions and hearts of every school member which is reflected in the spirit, behavior and symbols and slogans unique to their identity.

Guided by the Master Design for Character Education designed by the Ministry of National Education (2010), the character education development strategy can be carried out through school culture transformation and habituation through self-development activities (extracurricular). This is in accordance with the opinion of Berkowitz [9] who believes that implementing

character education through transforming school culture and life is felt to be more effective than changing the curriculum by adding character education material to the curriculum content. Nathalia Yohana Johannes, et al. (2020) stated that in relation to developing school culture which is carried out in relation to self-development, the Ministry of National Education suggests four things, which include: 1. Through routine activities, 2. Spontaneous activities, 3. Exemplary, and 4. Through conditioning. Substantively, character consists of 3 (three) operative values, values in action, or behavioral displays that are related to each other. These three values are: knowledge about morals (moral knowing, cognitive aspects); feelings based on morals (moral feeling, affective aspect); and morally based behavior (moral action, psychomotor aspects

Talking about integrated character education in the Pancasila Student Profile, SDN Plebengan has taken significant steps by implementing the Merdeka Curriculum and implementing the Pancasila Student Profile through morning culture. This action reflects the school's commitment to providing education that is more relevant, character-oriented, and in accordance with the values of Pancasila as the basis of the country. The implementation of the Pancasila Student Profile through morning culture at SDN Plebengan is a positive step in providing character education for students. The implementation of the Pancasila Student Profile through morning culture at SDN Plebengan is a concrete effort to strengthen Pancasila values and shape the character of students who are in accordance with the dimensions of the Pancasila student profile who faithful, devoted to God Almighty, and noble morals, are globally diverse, independent, work together, reason critically, and be creative. The implementation of the Merdeka Curriculum and Pancasila Student Profile through morning culture at SDN Plebengan is expected to provide positive results in forming the character of students and helping them become moral, ethical, and quality individuals.

The school culture which is usually called morning culture at SDN Plebengan is reflected in the school's vision, namely "Creating people with noble character, intelligence, health, achievement, national character, and culture." The school's vision is not only written but has actually been implemented. by students and school residents at SDN Plebengan. The morning culture that is routinely carried out by students includes lining up before entering class, shaking hands and saying hello, praying before starting activities, singing the song Indonesia Raya, the national obligation song and regional songs, singing school chants, memorizing short letters in Al Qur'an, and literacy

This morning culture has become a habit in the morning at SDN Plebengan. As with the explanation above, the character formation of the Pancasila student profile through morning culture at SDN Plebengan is

based on the values of the nation's character, namely in particularly the values contained in the dimensions of the Pancasila Student Profile, namely faith, piety to God Almighty, and noble character, global diversity, independence, mutual cooperation, critical thinking, and creative. From these values, several programs called morning culture were formed at SDN Plebengan. The results of managing these morning cultural activities in 2023 SDN Plebengan won the very good title because it implemented a Child-Friendly School.

Research on school culture has also been carried out by several previous researchers, including Efendi in his thesis entitled School Culture in Forming Student Character at SMP IT Alam Nurul Islam Yogyakarta, the thesis discusses how school culture shapes student character and how the success of school culture shapes student character and the results obtained are able to shape student character through the habits that have been carried out by the school.

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The values contained in the dimensions of the Pancasila Student Profile are faith, devotion to God Almighty, noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. From these values, several programs were formed called the morning culture at SDN Plebengan. As a result of managing these morning cultural activities, in 2023 SDN Plebengan succeeded in achieving an excellent title because it implemented a Child-Friendly School.

Muhammad Dachyang, et al. in their research entitled School Culture at SDN 2 Kampung Baru Majene, explained that starting from habituation carried out by a person/group was then formulated into the culture and called school culture Furthermore Riski Wijayanti in her paper on school culture discusses things that need to be developed to create a superior school culture and the results obtained are a good school culture that can improve school performance, both principals, teachers, students, employees and users other schools. Milatul Afdila in his thesis entitled Management of Religious Culture Development at Wikrama 1 Jepara Vocational School discusses how to plan, develop, and evaluate the results of religious culture at Wikrama 1 Jepara Vocational School and the results obtained in planning through several stages, in development through the implementation of values religious culture, and the results of the assessment are included in the achievement pursuit book.

Our research is different from that carried out by the four previous studies because what we examined was "A

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2. METHOD

This research is qualitative research with a descriptive-qualitative. In this descriptive approach, researchers collect data in the field in the form of interviews, observations, and documentation and then analyze more deeply by researchers obtain a conclusion that can be accepted by various groups revealing the description of the implementation of the Pancasila Student Profile through morning culture at SDN Plebengan, supporting and inhibiting factors in implementing Pancasila student profiles through morning culture at Plebengan Elementary School, and the impact of implementing Pancasila student profiles through morning culture at Plebengan Elementary School.

3. RESULTS AND DISCUSSION

Application of Pancasila Student Profiles through Morning Culture at SDN Plebengan From the results of a study on the application of morning culture at SDN Plebengan it was revealed that there is a morning culture that is usually carried out at SDN Plebengan. Morning culture at school is a collection of habits and routines carried out by students, teachers, and school staff in the morning before learning begins. Morning culture aims to shape students' good character and have a sense of nationalism and love for the Unitary State of the Republic of Indonesia.

Morning culture is a form of implementation of the Pancasila Student Profile which is held at SDN Plebengan. The implementation of morning culture can vary from one school to another, but a general description of the morning culture at SDN Plebengan includes lining up before entering class, shaking hands, praying, singing the national anthem Indonesia Raya, national and regional obligatory anthems, memorizing short surahs in the Koran, language and numeric literacy.

Lining up before entering class, shaking hands, and praying are morning cultural practices that are taught early on for students at SDN Plebengan. This practice has positive values in shaping student character such as discipline, respect for elders or more seniors, as well as togetherness. Singing the national anthem Indonesia Raya, national anthem, and regional songs can reopen students' sense of awareness and love for the country and culture of Indonesia. By memorizing short surahs in the Qur'an it is hoped that it can form good morals and become a guide in life. Meanwhile, language and numerical literacy aims to improve students' thinking skills, hone analytical and mathematical skills, and support their ability to express themselves both orally and in writing.

By implementing the Pancasila Student Profile through morning culture at SDN Plebengan it is hoped that it can form the character of quality students as the next generation of a nation who obey and love the Unitary State of the Republic of Indonesia.

Impact of Implementing the Pancasila Student Profile Through Morning Culture at SDN Plebengan

The implementation of the Pancasila Student Profile which is integrated through the morning culture in the Merdeka Curriculum at SDN Plebengan is a positive step and in line with the spirit of change in the world of education in Indonesia. The application of Pancasila Student Profiles through morning culture at SDN Plebengan is an effort to create education that is more holistic and in accordance with the demands of the times. This is expected to produce students who have strong character, and integrity, and can contribute positively to society and the country. The application of Pancasila student profiles through morning culture at SDN Plebengan has a significant impact on students, namely being able to develop strong character, increase awareness of Pancasila values, support strengthening national identity, improve behavior and social ethics, and develop social and leadership skills.

The application of Pancasila student profiles through the morning culture at SDN Plebengan which includes lining up before entering class, shaking hands, praying, singing the national anthem Indonesia Raya, national and regional anthems, memorizing short surahs in the Koran, language and numeric literacy have a positive impact on the students. Through the application of Pancasila Student Profiles through morning culture at SDN Plebengan, it is hoped that students can grow to become generations of noble character, patriotic spirit, broad-minded, and achievers in various fields.

The formation of strong character is achieved through activities such as lining up before entering class, saying hello, and shaking hands, so that with morning cultural activities students will be trained to be disciplined and respect existing cultural values. This will help in forming a strong and responsible character. By regularly singing the song Indonesia Raya, the national anthem, and regional songs, students will get to know and love the country better and feel proud to be part of the Indonesian nation. This will also help in cultivating an attitude of patriotism from an early age.

Developing skills through language and numerical literacy can train students to become accustomed to reading, writing, and calculating actively. This will help in improving their communication skills and understanding of language and mathematics. Increasing understanding of religion through memorizing short letters in the Qur'an is an activity that helps students understand religious teachings and strengthen their faith.

This will also help in forming good attitudes and implementing religious values.

From the explanation above, it can be seen that in general, the implementation of the Pancasila Student Profile through morning culture at SDN Plebengan has a significant impact on students, namely being able to develop strong character, increase awareness of Pancasila values, support the strengthening of national identity, improve behavior and ethics. social skills, and develop social and leadership skills.

4. CONCLUSION

The Conclusions From The Results Of Research Regarding The Study "The Impact Of Implementing Pancasila Student Profiles Through Morning Culture At Sdn Plebengan Are As Follows:

- a. An Overview Of The Application Of Pancasila Student Profiles Through Morning Culture At Sdn Plebengan, Including Lining Up Before Entering Class, Shaking Hands And Greetings, Praying Before Starting Activities, Singing The Indonesia Raya Anthem, National And Regional Anthems, Voicing School Yells, Memorizing Letters Short In The Qur'an, And Literacy.
- b. The Application Of Pancasila Student Profiles Through Morning Culture At Sdn Plebengan Has A Significant Impact On Students, namely being able to develop strong character, increase awareness of Pancasila values, support strengthening national identity, improve behavior and social ethics, and develop social and leadership skills.

AUTHORS' CONTRIBUTIONS

Asih Aswandari and lecturer Setyo Eko Admojo both put forward research ideas. Asih analyzes the problems that occur at school and creates the background. Setyo Eko Admojo contributed to the method used in the research. Both authors analyze the work done. Then they discussed the results and conclusions of the research.

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