

Reinforcement of the Pancasila Learner Profile Character in South Kalimantan Elementary Schools

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Abstract. The strategy of forming a Pancasila Learner Profile is a way to shape or build students' character by the values of Pancasila. This study aimed to determine and describe the teacher's strategy in forming the Pancasila Learner Profile in class IV Elementary School in 2023. This research was qualitative descriptive research. The subjects of this study were two teachers and six grade IV students. Data collection techniques were carried out through interviews, observation, and documentation. Data analysis techniques were conducted by data reduction (data reduction), data presentation (data display), and data conclusion (verification). Data validity testing utilized source triangulation. The results showed that teachers used the strategy of forming the Pancasila Student Profile in the form of regulations and implementation of habituation. Regulations are carried out in the form of class clean-up duty, ceremonial activities, wearing *Sasirangan* uniforms and eating together on Thursday morning. Habituation was divided into two: routine habituation and spontaneous habituation. Routine habituation carried out in the form of collecting garbage every morning, reciting prayers before and after learning, performing Zuhur prayers, Friday Taqwa, performing Dhuha prayers, reciting Asmaul Husna, respecting parents, handshaking by blessing the teacher's hand, using recycled goods, doing community service, actively asking questions, and working in groups, whereas for spontaneous habituation that was carried out, including: Disposing of garbage properly, picking up garbage, behaving honestly, making friends with anyone, helping others, and contributing to social funds.

Keywords: Teacher Strategy; Character; Pancasila Learner Profile

1. Introduction

Character education is an essential foundation of the nation and needs to be instilled early in children, especially in this era of globalization. The decline of Pancasila education affects the character of students, especially students who are still in elementary school, because elementary school is the first place where character education is instilled, and when its application decreases, there are many problems related to character values caused by students. Character education in its application requires a specific strategy to be implemented properly. Nurzakayah (2017: 56) argues that the teacher's strategy in shaping students' character is crucial. Teachers are also motivators, facilitators, models, role models, encouragers of learner creativity, mentors, directors, and educators to shape students' character, mind, and personality. Character is synonymous with morals, which are the values of human behaviour to relate to God, oneself, and fellow humans in the context of the school setting and cultural and traditional customs. Strengthening character education is carried out through habituation and exemplary behaviour by teachers to students. From this statement, teachers are essential in shaping students' character through habituation and exemplary behaviour.

The implementation and reinforcement of character education in elementary schools can be done through the Pancasila Student Profile program. The Pancasila Student Profile contains six profiles virtuous, independent, cooperative, taking part in global diversity, critical reasoning, and a creative attitude. The Pancasila Student Profile is a view of students who, in their daily lives, apply and practice the values of Pancasila. The role of the government is vital, so the government created a character-strengthening program with the Pancasila Student Profile with six-character applications to form a better

generation. "The Pancasila Student Profile will be said to be successful if it meets six criteria, namely: 1) Faithful, Religious and virtuous, 2) Independent, 3) Teamwork, 4) Embrace Global Diversity, 5) Critical Reasoning, 6) Creative" (Tululi, 2022). Based on the above background, the researcher is interested in conducting a study entitled Teacher's Strategy in Shaping the Profile of Pancasila Students in Class IV Elementary School.

2. Method

This research was conducted using a descriptive qualitative method. The purpose is to describe the teacher's strategy in forming the profile of Pancasila learners in class IV elementary school. The research was conducted from June to July 2023 in one of the State Elementary Schools in Marabahan, Kec. Marabahan, Barito Kuala Regency. Primary data sources were obtained through structured interviews with two fourth-grade teachers and six students. Passive participatory observation and documentation in the form of photographs during the research were used as secondary data sources.

The data collected was then analyzed in steps that included data reduction, data presentation, and verification or drawing conclusions. Data validity is proven by triangulating sources, consisting of interviews with two homeroom teachers and six students.

3. Result and Discussion

3.1. Result

The results obtained from data collection show that teachers use the strategy of regulations and habituation, which can be grouped into three school activities: regulations, routine habituation, and spontaneous habituation. Regulations are rules set by the school and applied by teachers in the classroom, which include the implementation of scheduled cleaning duty, participation in the flag ceremony on Monday, the use of Sasirangan uniforms on Thursday, and eating together on Thursday morning.

The routine habituation contains scheduled activities at certain times. This routine habituation includes activities such as collecting garbage in the morning with school members, shaking hands with teachers, reading prayers before and after the implementation of learning activities, reading Asmaul Husna before class starts, praying Zuhur, praying Dhuha, carrying out Islamic activities called *Jumat takwa* every Friday, give respect to elders, recycle waste goods, carry out community service, get students to be more active in asking questions and apply group work in assignments.

The third is spontaneous habituation, which consists of throwing garbage in bins, not hesitating to pick up trash nearby, practising honesty, being willing to make friends indiscriminately, not being slow when someone needs help, and donating for social reasons. The following is a table grouping the forms of activities based on the elements of the Pancasila student profile.

Table 1. Activity Forms and Elements of the Pancasila Student Profile

No.	Elements of the Pancasila Student Profile	Activities
1.	Faithful, Religious and virtuous.	<ol style="list-style-type: none"> 1. Performing Zuhur prayer in the congregation 2. Performing Dhuha prayer 3. Jumat Takwa (Friday piety) 4. Reciting prayers before and after learning 5. Reciting Asmaul Husna 6. Shaking hands by blessing the teacher's hand 7. Respecting parents 8. Behaving honestly 9. Contributing to a social fund 10. Helping each other 11. Disposing of garbage properly 12. Collecting litter when seeing it
2.	Independent	<ol style="list-style-type: none"> 1. Having Class clean-up duty 2. Having breakfast together on Thursday

3.	Mutual aid	1. Doing Community service 2. Picking up litter in the morning 3. Having Group work
4.	Possess a sense of Global Diversity.	1. Making friends with anyone 2. Wearing Sasirangan uniform 3. Participating in the flag ceremony 4. Having breakfast together on Thursday
5.	Thinking Critically	1. Actively making questions
6.	Creative	2. Recycling waste goods

Furthermore, the strategies applied to the six characters of the Pancasila Student Profile are shown in the following table.

Table 2. Strategy for Establishing Pancasila Learner Profile

No.	Elements of the Pancasila Student Profile	Activities	Strategy for Establishing Pancasila Learner Profile		
			Regulations	Routine Habituation	Spontaneous Habituation
1.	Faithful, Religious and virtuous.	1. Performing Zuhur prayer in the congregation		√	
		2. Performing Dhuha prayer		√	
		3. Jumat Takwa (Friday piety)		√	
		4. Reciting prayers before and after learning		√	
		5. Reciting Asmaul Husna		√	
		6. Shaking hands by blissing the teacher's hand		√	
		7. Respecting parents			√
		8. Behaving honestly			√
		9. Contributing to a social fund			√
		10. Helping each other			√
		11. Disposing of garbage properly			√
		12. Collecting litter when seeing it		√	
2.	Independent	1. Having Class clean-up duty	√		
		2. Having breakfast together on Thursday	√		
3.		1. Doing Community service		√	

	<i>Bergotong-royong / Mutual aid</i>	2. Picking up litter in the morning		√	
		3. Having Group work		√	
4.	Possess a sense of Global Diversity.	1. Making friends with anyone			√
		2. Wearing Sasirangan uniform	√		
		3. Participating in the flag ceremony	√		
		4. Having breakfast together on Thursday	√		
5.	Thinking Critically	1. Actively making questions		√	
6.	Creative	1. Recycling waste goods		√	

3.2. Discussion

Based on the results of the research above, the establishment of the Pancasila Student Profile is formed with two strategies, which are regulation and habituation. The habituation strategy is then divided into two parts: routine habituation and spontaneous habituation. Regulations in this context are school provisions governing activities that must and do not have to or may not be carried out. Meanwhile, habituation is an activity done repeatedly on purpose to become a habit that becomes part of everyday life. In other words, habituation is common and often done continuously, so it is expected to become a habit (Febria, Hilmiati 70-78: 2020). Habituation in this study refers to routine habituation and spontaneous habituation. Where routine habituation is a scheduled activity that forms the character and habits of students (Gularso & Fironi, 2015). The two strategies implemented in this elementary school are divided into each dimension of the Pancasila Student Profile, including:

3.2.1. Faithful, Religious and virtuous

Faithful, religious and virtuous are the central identity in the Pancasila Student Profile. For this reason, efforts to build student character are directed at religious activities such as establishing Dzuhur prayers in congregation, praying when starting and ending learning, performing Dhuha prayers, reciting Asmaul Husna every morning before class time, and Friday Taqwa. There are also efforts to build morality for students through activities such as helping hands, contributing to social funds, upholding honesty, and respecting parents. These activities aim to produce religious obedience and foster good manners and habits in students' daily lives.

3.2.2. Independent

The importance of independence for students can be seen in their ability to solve problems and not rely on others. The attitude of independence in elementary school students in this study is reflected in students' awareness of classroom cleanliness. This awareness causes them to complete classroom duty and remember their turn voluntarily. This independence is also reflected in eating breakfast together on Thursdays. In this activity, learners can eat quietly and immediately clean up their tableware when finished without needing immediate direction from the teacher.

3.2.3. Bergotong-royong / Mutual aid

Mutual aid is a form of togetherness in completing a job to make it easier. The students at the elementary school in this study were also taught gotong-royong. Togetherness in this cooperation can be seen in implementing community service, picking up trash every morning, completing tasks with group work, and finishing classroom duty. The above activities are the practice of Pancasila values that

have been rooted and accustomed to students' practice. The attitude of cooperation shown by students is by the Dimensions and Sub Elements of the Pancasila Student Profile, where Pancasila students must have the ability to work together, namely being able to do activities together and voluntarily so that the activities carried out can run smoothly, efficiently and lightly.

3.2.4. Possess a sense of Global Diversity.

Awareness of diversity, culture, ethnicity, language, race, social identity, and social class is a form of global diversity that we must have. This form of awareness of diversity is illustrated when students can respect each other among friends and each other. The awareness also creates an understanding that diversity is a cultural heritage that must always be respected. Elementary school students in this study highly appreciate preserving the nation's culture in this regard, practising mutual respect, and making friends without discriminating against each other. They also show a high attitude of love for the country when participating in the flag ceremony, which is scheduled on Monday morning, and wearing sasirangan uniforms on Thursdays, a form of cultural respect.

The above attitudes are based on the Pancasila Student Profile Development Study, which implies that students who uphold cultural values, mature in their identity, are able to represent the noble culture of their nation, have strong insight and understanding, and are open to various regional, national, and global cultures are Indonesian students with global diversity.

3.2.5. Thinking Critically

Critical reasoning means being able to understand and see things from various perspectives. This attitude is essential to be nurtured in the development of students. In the elementary school where this research was conducted, students are accustomed to actively asking questions in their learning process. The activity of asking questions fosters the ability to explore information effectively and deeply so that the knowledge gained becomes more comprehensive. Asking questions also makes students more courageous in expressing their opinions. In this case, the Pancasila Student Profile Study formulates that students with critical reasoning can objectively process qualitative and quantitative information, build links between various information, analyze information, evaluate and conclude.

3.2.6. Creative

The last dimension in the Pancasila Learner Profile is creative. Creative students are students who are able to produce ideas and original work. In this study, the creativity of fourth-grade elementary school students is shown in making puppet crafts made from used cardboard, which are then used as learning media in the classroom. Creative Attitudes in the Dimensions, Elements, and Sub-Elements of the Pancasila Learner Profile in the Merdeka Curriculum are the ability to modify and produce something original, meaningful, useful, and impactful.

4. Conclusion

Based on the research and data analysis presented above, it can be concluded that the Pancasila Student Profile Establishment Strategy at Elementary Schools in this study contains 2 (two). First, the rules include class cleanliness duties, ceremonial activities, wearing Sasirangan uniforms, and eating together on Thursday mornings. Second, habituation is in the form of routine and spontaneous habituation. Routine habituation itself takes the form of picking up litter every morning, reciting prayers before and after learning, performing zuhr prayers, Friday Taqwa, performing Dhuha prayers, reciting Asmaul Husna, respecting parents, shaking hands by blessing the teacher's hand, utilizing used goods, doing community service, actively asking questions, and performing group work. At the same time, spontaneous habituation takes the form of practising throwing garbage in the right place, picking up litter, behaving honestly, making friends with anyone, helping, and contributing to social funds.

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