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Analysis Of Character Education As An Effort To Realize The Profile Of Pancasila Students In The 5.0 Era

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Abstract. The study was conducted to analyze the character education of fourth grade students in a public elementary school in Keboharan, Sidoarjo, in the 5.0 era, emphasizing an easy, fast, and digital media-centered lifestyle. The issues raised in this research are: how to instill discipline in students, how teachers introduce students to digital media, and how to regulate their use. The sample was taken using Purposive Sampling, where the researcher selected samples based on specific criteria among the respondents. In this research, the class teacher was the sample. The research method used was qualitative. The results divided character education into 4 indicators: time management, obedience to rules, discipline in completing tasks, and discipline in speaking. This was done in the elementary school by providing moral messages during lessons, leadership training for each student, and appreciation for what the students have achieved. In the 5.0 era, teachers teach and introduce students to digital media while also setting limits. The results also prove that character education is essential in the development and life of students, as well as discipline in using digital media among students.

Keywords – Character Education; student profile; 5.0

I. INTRODUCTION

Character education can be considered one of the needs in the field of education that must be possessed and developed by every individual in any group. Education is also a process that will give birth to a transition of knowledge from one individual to another, or can also be called from one generation to another, in which the entire process takes place throughout the lifespan of a human. Of many characters, one that must stick to oneself is discipline, with this, good character and ethics will emerge in a person. According to Law No. 20 of 2003 on the National Education System, "education is a conscious and planned effort as a manifestation of the learning environment and learning process, aimed at making students proactive in improving their potential to strengthen their religious spirituality, personality, self-control, needed skills, and noble character, being in society, nation, and patriotic" so education can be interpreted as a process of character formation that occurs due to habit[1]. Discipline has several objectives, first the corrective purpose is an effort to apply discipline to students who have been proven to violate regulations so that sanctions will be imposed gradually, with the aim of correcting student behavior. Second, the preventive purpose is an effort to encourage students to always obey the regulations in the school, with the aim of preventing students from violating regulations[2].

5.0 is an era after 4.0 where planning is done to expand access and relevance to support the realization of smart education through equalization, improvement, and utilization of technology to achieve quality education and help in developing the performance and skills of students, which are aligned with global competence standards to prepare the young generation for the real world of work and life. The 5.0 era focuses on interrelated factors such as being centered on humans, sustainability, and resilience. New breakthroughs in the 5.0 era are achieved by integrating between humans and technology, resulting in opportunities for development through creativity. Currently, a student's ability can be easily assessed with technology, but a student's competency (soft skills and hard skills) cannot be replaced by technology. Therefore, the presence of the Internet of Things, virtual or augmented reality, and artificial intelligence is necessary. The arrival of the 4.0 and 5.0 eras certainly have relevance to education, as both eras emphasize the aspect of ready to develop creativity[3].

Many deviant behaviors from norms are caused by a lack of discipline character, which is why the education of discipline character is very important, especially in the 5.0 era where everything can be done easily, quickly, and not far from digital media, thus the need for discipline and restriction in its usage. This can also be due to the lack of optimal support from three environments: family, lack of spiritual values, and social environment[4]. An intellectual intelligence possessed by someone will have no value, therefore character and morals are the fundamental things that complement each. Building character is not only done by setting a mission, but also requires a process that will be repeated throughout habit. Character is formed within a person, especially students, not only by knowing character values, but must also be accompanied by an activity that is continuously carried out, so that it will become a habit that will form character[5].

Regarding education in the 5.0 era, there is certainly a relationship with changes in learning arrangement, which is closely related to the rapid development of technology. Serpa (2018) argues that Society 5.0 encourages to "developing the potential of personal relationships with technology as a way to maximize the advancement of the quality of life for all people in the country through a smart society". Character education is also closely related to the Pancasila student profile, in the effort to produce Pancasila student profiles, it is very necessary to strengthen the implementation of discipline character education for students. According to Law Number 22 of 2020 regarding the planning strategy of the Ministry of Education and Culture in 2020-2024, states that it has established the Pancasila student profile as part of the manifestation of its vision and mission.

Students in Indonesia are the hope of the nation, the next generation of the nation who must possess good discipline character. If there is deviant behavior against valid norms and rules in the community, it can be said that there is a mistake in their character education, especially in terms of the discipline aspect of the students. Furthermore, the character education they received at school may not be effective. According to Lickona[6], in order to effectively form character education in students, schools can implement and enhance three important aspects, that is: knowledge of morality, feelings towards morality, and moral behavior. So it can be said that these three aspects can be used as a strategy that will succeed in correcting the deviant behavior of students.

Specifically for elementary schools, character education must involve all aspects of the school in order to cultivate meaningful learning and minimize character deficiencies[7]. Character education can be carried out with maximum results by taking several steps, that is: conducting socialization to stakeholders (community, school committees, and institutions), improving school activities, learning-teaching activities, developing the culture of the school, and developing the center of learning activities (which can be done through spontaneous activities, routine activities, conditioning, and exemplary behavior), implementing co-curricular and extracurricular activities. This statement also applies to the discipline aspect of students. Given that we are now in the 5.0 era, teachers can expand their knowledge and understanding using the internet, for example, by presenting character education videos on a regular basis, and explaining that technology is not just focused on games, but there are also millions of knowledge within it.

The character education designed by Kemendiknas[8] is equivalent to ethics, morals, and manners. In the perspective and view of Islam, good manners or character is the achievement of a process of implementing the syariah (worship and transactions) based on a strong belief in the Qur'an and al-Sunah (Hadith) as its pillars. In Galuh's study[9], the implementation of character education in Civics learning was carried out by understanding and practicing the efforts of educators, thus creating the achievement of character values that will be ingrained in students. In its implementation, educators should understand the majority of characters possessed by students. The lesson plan can also be used as a benchmark in adapting character education to students.

A study by Silvya Eka[10] reveals that there is an activity that can be done to strengthen and facilitate character cultivation, which is by carrying out activities that are part of the character culture in schools. Some points of character education must be developed through daily activities at school, which will later become good culture. The presence of a character cultivation culture in schools (School culture) is the key to the success of character education. Without these three important aspects (knowledge of morality, feelings of morality, and moral behavior), character education cannot run effectively and in its implementation, it must be done in an organized, structured, and systematic manner[11].

According to Ineu Sumarsih[12], the existence of this school motivator program, in the future, it will be the gateway that leads to a curriculum focused on the needs of students, adapting to the character that exists within the students and adapting to the environment in Indonesian schools. The curriculum has the function of adaptation, comparison, integration, planning, determination, and prediction. Therefore, it makes the curriculum one of the many essential elements and very crucial in the running of education. Education in the era of society 5.0 students in the learning process are faced with advanced technology, which has been designed so that it can be controlled from a distance and is very possible to be used at any time, thus giving high flexibility and efficiency in learning, based on research by Faulinda Ely[13].

Mira Marisa[14], with the existence of the free learning curriculum policy, emphasizes the aspect of students' interests or talents and the development of intelligence for students. Regarding the free learning curriculum program, there is great hope that it can support competent students with high moral values. There is also research by Abdurohim[15], which states that worship is a means to maintain the foundation of human activities. Worship is a means to purify the heart, and worshiping prayer, fasting and pilgrimage trains patience, discipline and punctuality, the spirit of struggling and sacrificing only to attain forgiveness and love from Allah.

One of the basic correlations of the 5.0 era is in the education element, and many have known that the growth of technology has been moving very quickly and requires the education sector to adapt to the current high-speed development. The challenges in the 5.0 society era need to be alert and designed in a mature, directed, and structured manner, so that in the future it will be equal to the pace of digital era development. In designing challenges in the 5.0 era, the education curriculum clearly outlines the essential essence, including: 1) character education; 2) the ability to think critically, high creativity, and the ability to innovate; 3) skills in implementing technology in that era. Therefore, with the aforementioned, Krathwol and Anderson [16], gave birth to educational

integrity consisting of Low Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS). Some research has touched on Pancasila student profiles and character education. However, there have been few studies that make one or a link between character education, Pancasila student profiles with the 5.0 revolution, especially in the context of the free learning curriculum. This research is important because it is limited. Ina Magdalena[17], in her research, the purpose of developing civic education is an effort to realize a good society, especially for the next generation of the nation, that is, the students are expected to be Pancasila students who have a high sense of nationality, have intellectual abilities that are not questionable, strong spirituality, competent social abilities, and are able to control emotions and ethics well.

Based on the results of the observation that has been carried out at SD Negeri Keboharan, the researcher defines the problem in terms of discipline aspect, therefore the researcher will examine several things, namely: describing the efforts of the school in instilling discipline character through habituation in fourth-grade students at SDN Keboharan and how teachers carry out learning or introduce digital media to students. This has previously been considered based on the observation data, that there are some students who are less disciplined in completing tasks, less disciplined in speaking, and less disciplined in playing digital media. In the implementation of character education, teachers usually do it with enforcement strategies, where students who tend to underestimate school tasks will be given sanctions in the form of telling in front of the class about the reasons for not completing the task.

II. METHODS

This research uses a qualitative method with a case study approach and the research object is at SD Negeri Keboharan, Sidoarjo district. The research object was chosen based on the consideration of discipline character education as an effort to realize Pancasila student profile. The research subjects are two class teachers or class advisors of class IV A and class IV B. On this occasion, the researcher uses the purposive sampling technique, where the researcher selects samples by determining criteria for the respondents who will be chosen as samples[18].

Data collection in the research was conducted using interviews, observations, and documentation. The researcher conducted structured interviews and was honest, where the researcher explained the purpose and objective to the research subjects that they wanted some information related to the research problem. The observation technique was carried out directly, where the researcher made observations and took notes during the events related to student discipline. Data collection techniques using documentation techniques are data related to the events of student discipline.

The final phase is data analysis, through data reduction, data presentation, and conclusion drawing. The researcher uses two types of validity tests of the data obtained, the first is the triangulation technique where the researcher compares the results of interviews, observations, and documentation. Second, is source triangulation, where the researcher compares data sources from different sources.

III. FINDINGS AND DISCUSSION

The vision of SDN Keboharan is "excellence in performance and character to achieve quality human resources who are faithful and religious" and one of its missions is "to improve performance in accordance with the curriculum as a basis for further education." This research focuses on the cultivation of discipline character education in fourth grade through customs or culture in the learning and teaching activities at SD Negeri Keboharan. According to the Ministry of National Education (2010), discipline is one of the actions that show orderly and obedient behavior towards various regulations and rules that apply. Reni Sofia[19], the discipline character intended for elementary school students is not only based on unwritten rules, but also needs to be followed by the learners.

The implementation of character education in SD Negeri Keboharan is also carried out by joint prayer before and after learning, which is done to strengthen good character in the learners and remind them that good character is not far from prayer and worship. After praying, it is followed by reading the Pancasila to remind its values to be implemented in the daily lives of the learners. This is characteristic of Pancasila learners in the aspect of being faithful to the one and only God.

Discipline plays an important role in determining the learning success of learners and there are many other benefits if learners apply a disciplined attitude. According to Patmawati (2018), indicators of discipline character are:

1. **Come to school on time (discipline use of time)**

Fourth-grade students at SDN Keboharan have understood that arriving at school is mandatory on time, so at 07.00 all students entered the classroom. Likewise with teaching teachers who have come to school before 07.00.

"The fourth graders have always arrived on time, which means they are also used to getting up early and have prepared the necessities to be at school, starting from textbooks, and attributes, to the supplies they bring. So when asked, how to instill it in students, I always explain the benefits of being on time, which when coming to school on time will not miss the teacher's explanation of the learning materials according to schedule, not in a hurry to complete assignments, not in a hurry. hurry to adjust the items to be brought that can later be left at home. I also always emphasize the phrase 'on time is the key to fluency in doing anything". (interview with MS, as the homeroom teacher of student IV A).

Another informant also added:

"There are 1, 2 students who sometimes come late because their parents both leave early in the morning and they say there is no one to take them, so in the end, inevitably he walks from home. I also tell the children that there are several impacts caused when they arrive late, one of which is the reduction in character values. Then followed by relationships with classmates will also be disrupted, and I as a class teacher will call his parents to explain why he is always late for school. What I said just now was not merely to threaten or something, but to emphasize to them that coming on time to school is necessary and obligatory." (interview with SA, homeroom teacher of student IV B).

The quotes from the interview with the two homeroom teachers show that the students in fourth grade classes A and B at SD Negeri Keboharan, Sidoarjo have understood their duty of discipline in using time and have applied it every day when they come to school. As stated by the homeroom teacher, character education is implemented by habituation through moral messages to students. Some of these interview quotes are supported by the observation results on the first day which shows that no students were late to school, everyone arrived on time.

Ervianto (1998) proves that time cannot be used optimally according to the plan of activities that are going to happen. The unused time will cause some activities to pile up and be delayed, making it uncertain that they can be completed on time and also uncertain if they will be completed according to the previously established and planned schedule.

SD Negeri Keboharan implements discipline in time education by always explaining the benefits of being punctual, such as not missing the teacher's explanation of the learning materials according to the schedule, not rushing to finish tasks, and not rushing to pack items that might be left at home.

2. Obey The School Rules

Discipline refers to a person's control over their behavior in accordance with rules, which can be established by themselves or by others[20]. The school rules and regulations at SD Negeri Keboharan are presented in written form on large posters placed on the walls of each classroom, especially in the classrooms of IV A and IV B students.

"as written rules that already exist and apply, which are not only put in place, but with the aim that students are aware of the discipline applied in the school, and the rules are also a form of rules or signs in carrying out activities at school. Not only written rules, but in homeroom teachers, of course, also enforce oral rules that are thrown in the form of warnings. So in this case the teacher's job is to familiarize and limit the bad behavior that sometimes appears in student behavior " (interview with SA as the homeroom teacher for students IV B)

Another informant also added:

"The written and spoken rules are intended to improve the quality of student character education, because where else can students get disciplined character education and discipline like this if not at school, so students are also familiar with this discipline and will be used as a provision to continue their education and life in the future. We also hope that they will not only be successful in material or thinking patterns but also be successful in carrying out and understanding discipline in any form and in any way. It's okay to pamper a student, but being firm in discipline is also important. Firm but calm, that's me when disciplining children It is impossible for teachers to ignore their activities at school" (interview with MS as the homeroom teacher for students IV A)

Based on the statement that has been revealed, the class teacher of IV A and IV B, when the researcher conducted observations, found some of the teachers' behavior in giving emphasis to students by having face-to-face conversations about the students' activities in which they could not control their emotions when arguing with their friends. The teacher acted firmly but spoke softly by asking the reason why they were fighting and providing solutions so that they ended peacefully.

Moedjiarto's (1990) research states that the characteristics of school regulations and discipline policies have a significant relationship with both academic and non-academic student achievements. Basically, regulations and discipline are a great expectation that is explicitly stated and contains written rules about acceptable student behavior, discipline procedures, and sanctions.

Based on the observations that have been carried out at SD Negeri Keboharan in class IV and as mentioned by the class teacher of IV A and IV B, the students have understood and followed the regulations. As stated by one of the class teachers, the regulations are intended to improve the quality of education and enhance the discipline character education that students must have as a future preparation. One way to instill discipline character in SD Negeri Keboharan is that students who arrive late to school will be allowed to enter during the second lesson, and they are required to explain why they are late.

3. Collect Assignment in Accordance With Specified Time (Discipline in Collecting Assignments)

The hope is that with character education, the learners can improve and apply their perspectives, analyze, internalize, and personalize noble behaviors and ethics to reflect in their daily attitudes[21]. This is based on one of the characteristics of Pancasila students, which is a student's independence.

"Accuracy in submitting assignments is also a discipline for students as well as a student's obligation. So you always emphasize and don't stop to give messages to them to be consistent in doing the tasks that have been given at the right time. This is also something that needs to be accustomed, because if they are late in moving their assignments, their grades will automatically decrease, which is their own loss. And if it is done repeatedly without firmness, they will have bad habits that will stick with them, especially if they dare to underestimate a task, it is a big mistake that needs to be regretted. Because with the task, they will understand the meaning of discipline in the use of time and they will hone their skills with the task. That's what I always emphasize to my children, because I don't want them to go to school but they don't have a good discipline character" (interview with MS as the homeroom teacher for students IV A)

Based on the observation, the collection of assignments is done by giving the completed work to the teacher, who then corrects and discusses it together. If students do not complete the task, there are clear consequences that they receive, which not only has a deterrent effect, but also trains students to be disciplined. As stated by the class IV B supervisor regarding efforts to discipline students in submitting assignments, which is:

"If students always delay doing assignments, one task will pile up, so that in the end they don't have time to do it. The usual efforts to deal with students like this, apart from giving a moral message, we also give strict sanctions by telling the class the reasons why they don't do the assignment. if it is repeated continuously, the students will feel ashamed of their peers, and it is done by making corrections to the task together, but students who do not work will answer all the questions or assignments given as much as possible, the role of the teacher in the process Learning like this is to supervise and give more explanations for the answers that should be.

He also added that

"other supporting efforts used to strengthen the character of discipline are also by providing leadership opportunities for all students, which is done by appointing them as leaders when there are group assignments. I make sure that all students have the opportunity, it may or may not have to have the opportunity. And not only that, appreciation is also something that really needs to be done to support motivation to learn and do assignments so that it will bring up the character of discipline as well as confidence in a student" (answer to SA interview as the homeroom teacher for student IV B).

Several excerpts from interviews and based on field observations that have been carried out by researchers, show that grade IV A and IV B students receive disciplined character education regarding the time of collecting assignments that have been qualified, with the hope that the strategies or efforts made can produce maximum results in the future. dating and applied in everyday life.

Assignment giving is a normal thing for teachers to do and it is a obligation for students to complete it. This is also accompanied by positive impacts of assignments based on a study, that if students with low abilities complete homework for one to three hours every week, then their grades will be equal to the average of students who do not complete homework. Research also shows that if students with average abilities complete homework for three to five hours per week, their grades are typically equal to those of high-ability students who do not complete homework (Lickona 2013).

Observations conducted on students in Class IV A and IV B at SD Negeri Keboharan have shown that they have a disciplined character in completing assignments, where all students have submitted the assignments completely and orderly, followed by correcting them together on the given assignments. The observation results also showed that most students were able to answer the questions presented by the teacher, which indicates that the students have been paying attention to the material explanation previously presented by the teacher attentively.

4. Following The Rules of Good And Correct Language (Discipline in Speaking)
Introduction of Digital Media ti Students And Restriction on Their Use

Teachers of SD Negeri Keboharan, Sidoarjo make efforts to discipline students in regulating the speech that is spoken both with friends and teachers by:

"A teacher, which means to be nurtured and imitated, which means that every word that is said must be used as a role model and can be accounted for, so with that the children will definitely see and imitate how we speak, what words we have learned. mention, and more. So should try to have a harmonious relationship between teachers

and students. And it is not recommended when the teacher dares to say 'stupid' words or other bad words, which can actually be chosen by other positive words. It is this small thing that can affect the speaking ethics and students' discipline in speaking" (interview with MS the homeroom teacher of students IV A)

Other informants also mentioned that:

"The purpose of having rules and character education in schools is also for things like this. We also sanctioned students who uttered foul words by recording their actions, then told them that when they took their report cards, they would sit down with their parents to be told the bad things their children had said. With this, they will be wary so that they inevitably have to filter the words that will be issued" (interview with SA as the homeroom teacher for class IV B)

The interview excerpt is strengthened by the findings of the researcher's observations, in which the teacher swiftly records the student's words, but also gives a moral message slowly, so as not to make the student emotional. The teacher also directs the student to apologize to the other person. So that this can support disciplined character education in speaking to students.

In his book, Henry Guntur Tarigan defines public speaking skills as the ability to articulate sounds or words to express, communicate, and convey thoughts, ideas, and feelings. Listeners receive information through a series of tones, stresses, and articulations. If communication takes place face-to-face, it is further enhanced by hand gestures and facial expressions (facial expressions)[22].

By following good and proper language rules, which means discipline in speaking, the observation that was carried out at SD Negeri Keboharan on students in classes IV A and IV B states that the students have spoken politely and respectfully to the teacher or to older people. However, they playfully joke with their friends a few times by uttering words that should not be said. In such an occurrence, the teacher often reminds students to guard their words and reminds them again that if they continue to speak like that, the matter will be discussed with their parents when the report is collected.

"QS. Ali Imran :159, So it is by the mercy of Allah that you deal with them gently. And had you been harsh and hardhearted, they would have surely dispersed from around you. So pardon them and ask forgiveness for them, and consult with them upon the conduct of affairs. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]." Moreover, the Prophet said in a hadith narrated by Ibnu Mas'ud, "Indeed, Allah the Almighty has educated me with good manners (and so my manners became special)"[23].

The aspect of following good and proper language rules or discipline in speaking is related to the characteristics of Pancasila students, one of which is noble character towards other human beings.

Introduction of Digital Media to Students and Restrictions on Their Use

A good and disciplined behavior and lifestyle is formed through training. Similarly, a well-organized, orderly, and obedient personality must also be habituated and trained[24]. The teacher of SD Negeri Keboharan explains the efforts in introducing students to digital media.

"Students often play games on their cellphones, so they will only focus on that. So with the school facilities and infrastructure which have provided computers, so they are invited to practice some of the features in it such as Microsoft word, Microsoft power point, Microsoft Excel, and others, so that what is known is not only games but other useful features. (interview with MS homeroom IV A).

Another informant also added about efforts to limit students from using digital media

"Excessive use of digital media is also not good, so efforts to limit it can be done by giving assignments so that students don't only focus on their cellphones at home. At SD Negeri Keboharan, there are several extracurricular activities that students can participate in according to their interests and talents. With this, the use of digital media with learning will be stable." (interview with SA as the homeroom teacher for students IV B)

Based on these quotes, it can be concluded that, all strategies taken to introduce students to digital media, to limiting them so that they are not excessive will produce maximum results, in the sense that they will provide space for exploration and finding new innovations through digital media.

The observation results carried out at SD Negeri Keboharan for fourth grade A and B students stated that the students received information technology and communication (TIK) subjects to support their ability in recognizing, understanding, and developing their ability in using digital media. In this activity, students will be directed to the computer room and then will be faced with Microsoft Word, Microsoft PowerPoint, Microsoft Excel, and others, which are basic features that must be known and understood by the current younger generation. In this activity, students appear enthusiastic and eager, which can be seen when they ask questions that show their curiosity about digital media and the available features.

Trilling and Fadel (2009) opine that the 21st-century competencies consist of three things, the first conversation, which are: (1) career and life skills, (2) innovation and learning skills, and (3) technology and information media skills, which can be ensured that this conversation can become a pillar in the learning system in the 5.0 era so that the learning activities can run effectively [25].

TIK (Information and Communication Technology) subjects are carried out so that students are not only familiar with games, but also with the hope of providing room for students' innovation and creativity and receiving lessons that can later be applied in the workplace. The effort made by teachers to reduce the use of digital media that can harm students (playing games without knowing the time) is done by giving homework or PR and assigning reading tasks, so that the time used by students at home is also useful, not only that, in SD Negeri Keboharan there are extracurricular activities that can be followed by students according to their interests and talents.

IV. CONCLUSION

Based on the research that has been conducted, students of SDN Keboharan class IV A and IV B can understand and implement the values of character education discipline in three aspects, namely: discipline in speaking, discipline in collecting assignments, and discipline in using digital media. The role of the teacher in instilling character education discipline in students of class IV A and IV B is considered strict so that most students have instilled this discipline. Some efforts that have been made in its cultivation include: giving moral messages, leadership opportunities for each student, appreciation for all student achievements, and seeking explanations for bad things that students have done so that students are also taught honesty in their character education. In the cultivation of character education discipline, the teacher is not separated from the existence of religious teachings, such as his vision "excel in performance and virtue to achieve quality human resources who believe and are pious" and the recitation of Pancasila to support his character education, considering that it is currently in the independence curriculum. In this research, it is recommended to further examine the importance of character education innovation in order to improve the quality of student discipline, the importance of understanding and deepening the meaning of the 5.0 revolution in education, and the importance of understanding the Pancasila student profile both for teachers and students with the aim of strengthening character education discipline.

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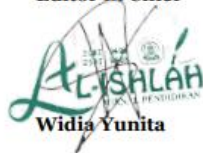
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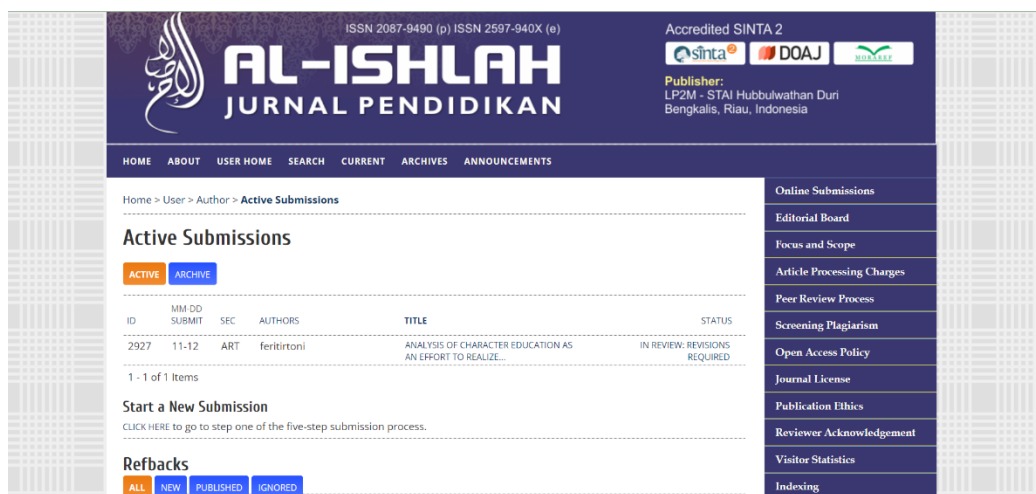
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