

Implementation of the Pancasila Student Profile in Pancasila Education Subjects to Improve Democratic Character

[Implementasi Profil Pelajar Pancasila pada Mata Pelajaran Pendidikan Pancasila guna Meningkatkan Karakter Demokrasi]

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Abstract. *Pancasila education is one of the compulsory subjects that exist at all levels of education, from primary to higher education, and one of its characteristics is that it is a moral and value education because Pancasila education is not only a transformation of knowledge but also a place to build students' character and personality in accordance with Pancasila values. This research aims at analyzing the profile of Pancasila students and the character of democracy of 4th grade students of Sekolah Dasar Negeri (SDN) Barengkrajan 2, Krian which emphasizes the implementation of the profile of Pancasila students and the character of democracy in the classroom. This research was a qualitative research. The subjects involved in this research were 4th grade teachers of SDN Barengkrajan 2. The research instruments used were observation sheets and interview guide. The data obtained from observation sheets and interview guide was analyzed qualitatively. The results showed that the implementation of the Pancasila student profile at SDN Barengkrajan 2 in the Pancasila Education subject has a positive role in developing student character. Although no obstacles were found, the role of the teacher still needs adjustment in its implementation. The Pancasila learner profile has a positive impact on the development of students' democratic character because the implementation of the Kurikulum Merdeka emphasizes students so that students can be free to shape democratic character in learning activities. In conclusion, the Pancasila student profile allows students to shape their democratic character effectively.*

Keywords- *pancasila student profile, pancasila education, democratic character*

Abstrak. *Pendidikan Pancasila merupakan salah satu mata pelajaran wajib yang ada pada semua jenjang pendidikan, mulai dari pendidikan dasar hingga pendidikan tinggi, dan salah satu cirinya adalah merupakan pendidikan moral dan nilai, karena pendidikan Pancasila bukan hanya sekedar transformasi ilmu pengetahuan tetapi juga merupakan wadah untuk membangun karakter dan kepribadian siswa sesuai dengan nilai-nilai Pancasila. Penelitian ini bertujuan untuk menganalisis profil siswa Pancasila dan karakter demokrasi siswa kelas 4 Sekolah Dasar Negeri (SDN) Barengkrajan 2 Krian yang menekankan pada implementasi profil siswa Pancasila dan karakter demokrasi di kelas. Penelitian ini merupakan penelitian kualitatif. Subjek yang terlibat dalam penelitian ini adalah guru kelas 4 SDN Barengkrajan 2. Instrumen penelitian yang digunakan adalah lembar observasi dan pedoman wawancara. Data yang diperoleh dari lembar observasi dan pedoman wawancara dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa penerapan profil siswa Pancasila di SDN Barengkrajan 2 pada mata pelajaran Pendidikan Pancasila berperan positif dalam mengembangkan karakter siswa. Meski tidak ditemukan kendala, namun peran guru masih memerlukan penyesuaian dalam pelaksanaannya. Profil pembelajar Pancasila memberikan dampak positif terhadap pengembangan karakter demokrasi siswa karena penerapan Kurikulum Merdeka menekankan pada siswa agar siswa dapat leluasa membentuk karakter demokrasi dalam kegiatan pembelajaran. Kesimpulannya, profil siswa Pancasila memungkinkan siswa membentuk karakter demokratisnya secara efektif.*

Kata Kunci- *profil pelajar pancasila, pendidikan pancasila, karakter demokratis*

I. INTRODUCTION

In this day and age, students recognize democratic character only as a form of character in the scope of elections, or if in elementary school this democratic character is understood as a form of which everyone can make decisions. However, the character of democracy is not only related to this but can also be related to mutual respect, free speech, tolerance. Character education is an effort to train, educate, and cultivate good values that can foster good character, and wisdom so that it can have a positive impact on the environment and other communities. Therefore, with the Pancasila profile, teachers can develop students' democratic character through learning activities.

Character education is closely related to the Pancasila learner profile in the Merdeka curriculum in a formal education environment which has the aim of showing the expected character in accordance with the Pancasila values of students and other parties. This Pancasila learner profile has been included in formal learning activities, namely in the new curriculum (*Kurikulum Merdeka*). This curriculum is a basic curriculum centered on basic materials and improving student abilities. Apart from that, the Pancasila student profile is a character that is prepared in accordance with Pancasila values.

Pancasila education is one of the compulsory lessons that exist at all levels of education from basic education to higher education and one of the characteristics of Pancasila education is as a moral and value education because Pancasila education is not only a transformation of knowledge but also a place to build the character and personality of students in accordance with the values of Pancasila. Moreover, Pancasila Education is an attitude and behavior based on the value of Pancasila in everyday life [1]. Pancasila education is one of the education used to instill morals and broad insight for each person in the life of the nation and state. Pancasila education is very important in the world of education and daily life because Pancasila is the philosophy of the Indonesian nation which contains basic values in accordance with the life and development of the nation. Pancasila is the source of life character and all sources of law in Indonesia. The value of Pancasila Education is an implementation that must be applied in the norms, laws, and life of the nation.

In essence, democracy education is an education that guides students to be more mature in democracy by socializing democratic values so that they can be applied in life. The purpose of democratic education is to develop skills, shape the character and civilization of a dignified nation to educate the nation's life, and develop the potential of students to be devoted as people who believe in God Almighty, have a noble character, healthy, knowledgeable, creative, capable, independent, and become democratic and responsible citizens. In the current phenomenon, there are still many students who lack creativity, competence and independence. Because in today's developments, both parents and students are greatly influenced by online media. So many students underestimate school needs. With the Pancasila student profile, it can increase students' curiosity and make students more capable, skilled and creative. Because the implementation of the Pancasila student profile is more focused on student learning outcomes skills.

In previous studies, there were several studies related to the democratic character of students in learning activities. However, there are differences in the results produced from previous studies. There is a study related to this, which comes from the results of interviews, observations, and literature studies that the method used by teachers in implementing democracy is by dividing students into several discussion groups then working on the assignments given and asking students to submit the results of their discussions in front of the class [2]. Meanwhile, another study conducted on April 20, 2020, stated that students conducted question and answer sessions in class, students were given the freedom to ask and answer, students were free to argue, students were asked to do exercises given by the teacher, and the teacher also asked students to have democratic traits during question and answer activities such as respecting friends' opinions, tolerance, not to be selfish, and students were asked to be more confident [3]. From these two studies, it shows that in learning activities teachers have not implemented the dimensions of the Pancasila learner profile.

In this regard, a teacher must be able to apply several characters to students, including those from the Pancasila student profile and democratic characters that can have a long-term impact and benefit the surrounding environment. This study aims to describe the form of implementation of the Pancasila student profile in Pancasila education subjects to improve the democratic character of 4th grade elementary school students and to determine the impact of the implementation of the Pancasila student profile on democratic character.

II. METHODS

This research was a qualitative research with descriptive qualitative research design. Qualitative research aims to understand phenomena and events related to research topics such as motivation, behavior, actions, perceptions and others in descriptions in the form of words and descriptions of variables using natural methods [4]. The subjects in this study were grade 4 teachers at Borengkrajan 2 Elementary School. The data collection techniques used were interviews and observations. Interview activities were carried out face-to-face in the classroom. Observation activities were carried out during Pancasila Education subject hours and researchers were directly involved in this activity. The research instruments used were interview sheets for teachers and observation sheets. The interview sheet and observation sheet used contain indicators of the dimensions of the Pancasila student profile and indicators of democratic character. The data validity checking technique used is triangulation technique in this case the researcher uses interview data which is then checked using observation data.

III. FINDINGS AND DISCUSSION

This research will be presented based on the results of interviews, and observation results. Researchers conducted interviews with homeroom teachers directly, the aspects studied in this study were the profile of Pancasila students and the character of democracy in class 4. In the interview activities, researchers asked about how the implementation of the dimensions of the Pancasila student profile in the classroom and the character of democracy. From the results of the interview, researchers found several forms of implementation of the Pancasila learner profile and democratic character in class 4, namely as follows.

A. Dimension Of Faith, Piety To God Almighty, And Noble Character

Based on the results of interviews, students are considered to have a disciplined character in the application of this first dimension both before learning activities and in learning activities, as revealed by the homeroom teacher 4, namely students always start learning by giving greetings, praying together, singing the Indonesia Raya song, and reciting Pancasila. From the homeroom teacher's statement, it was stated that:

"Joint prayer activities, singing the Indonesian national anthem, and reciting Pancasila are led by one of the students according to the class picket schedule, besides that students also help teachers in preparing learning media."

This first dimension is one of the internalization of the first Pancasila principle, which is the most important because it will underlie the other 5 profiles. Axiologically, the first principle has the highest level of weight because it is related to religious attitudes while the lower level is the 4 basic human values [5]. Students with noble character are students who have good morals towards God Almighty, understand religious teachings and apply them in everyday life. The indicators in this first dimension are religious morals, personal morals, morals to humans, and state morals. Personal morals are a form of benchmark for what is done in daily activities. Morals to humans can be said to be a form of relationship between individuals or fellow humans. State morals are one of the characteristics of the Pancasila student profile because if the generation does not apply this, it can damage the state order, especially in learning Pancasila Education which contains material related to this matter. The quote from the interview is strengthened by the results of observations which show that every time the learning will start there will be students wholead the prayer, recite Pancasila, and sing the Indonesia Raya song.

B. Dimension Of Global Diversity

The real form of this dimension is related to the ability of students to love differences in culture, religion, ethnicity, race, and skin color [6]. Meanwhile, the interview results obtained from the class teacher are:

"the implementation of this dimension occurs outside of learning activities, such as students participating in extracurricular dance, while in learning activities this adjusts to the material presented. Communication and interaction between cultures and reflection and responsibility for the experience of diversity both have continuity, namely the teacher provides an understanding to students about the importance of respecting different cultures even though this class still has the same culture. Meanwhile, social justice is that students are taught not to choose friends both for group learning activities and for socializing friends and usually it is the teacher who divides students in group work activities "

This shows that students still know the culture around them and respect each other even though they still have the same culture. It can be seen during observation activities that students socialize with other friends without discriminating between gender or the shortcomings of their peers. Global diversity is the basis of unity in diversity. In this indicator not only love differences but also must have good communication between cultures and an attitude of tolerance.

C. The Dimension Of Mutual Cooperation

In this dimension, the emphasized indicators consist of collaboration, caring and sharing. In general, mutual cooperation activities are a form of cooperation to make things light or quickly resolved. In mutual cooperation there must also be an attitude of caring and sharing because this can make mutual cooperation activities successful. Mutual cooperation activities in the classroom can take the form of group work and mutual care for others, according to the results of interviews from class teachers as follows:

"I always randomize students, because I prioritize that all students are equally divided, both those with low and high abilities, so when I group you with your friends who are not suitable, you must be willing to accept""If in the attitude of caring and sharing, this does not occur in learning activities but usually students have self-awareness to visit if their classmates are sick or when they have a desire they come together to visit their friends and for sharing activities usually carried out during the month of Ramadan, namely by sharing ta'jil."

This can be seen when the teacher divides the group into several parts randomly and no student refuses the division of the group. The characteristics of mutual cooperation represented by students are togetherness in carrying out work, upholding human values, willing to help, helping each other and other activities that can be carried out together so that activities run smoothly [7].

D. Independent Dimension

Independent in the context of students is a student who is responsible for the learning process and learning outcomes and has the main elements of self-understanding, experienced conditions, and self-regulation [8]. The main elements of independence include self-understanding and situation and self-regulation. As the results of interviews from class teachers related to students' independent attitudes, namely:

"actually they already have awareness of themselves without harming others, so they understand their responsibilities."

This can be seen during observation activities, namely when the teacher enters the class students will sit in an orderly manner and have the awareness to lead the prayer, in learning activities students can also condition themselves and their friends.

E. Critical Thinking Dimension

Critical thinking is the ability a person has to think carefully to analyze, evaluate problems and reach the right conclusions [9]. Critical thinking is not only in the context of negative or mistakes, but with critical thinking can interpret information that can be used as decision-making. In the context of learning, critical thinking is one of the elements in the Pancasila learner profile. This character needs to be cultivated towards students. Critical thinking can be interpreted as a cognitive ability to analyze specifically and systematically related to problem solving, differentiating problems, and identifying information [10].

In the Pancasila learner profile the critical thinking element consists of Acquiring and processing information and ideas, Analyzing and evaluating reasoning and Reflecting and evaluating one's own thinking. The meaning of critical reasoning above is in accordance with the results of the teacher interview, namely:

"this is in the Pancasila Education lesson, usually I give a case study then students are asked to respond or provide solutions to the problem, after I display this students will conduct a discussion, from the results of the discussion are then collected. Even though at first they were shy, they got used to it over time"

Based on observations, after the teacher gives an assignment or a topic, students are as soon as possible to work on then the teacher will ask students to present their work in front of the class either individually or in groups.

F. Creative dimension

Creativity is a form of modifying and making original, diverse, meaningful, and useful things. According to Munandar, creativity is the ability to make new combinations according to existing data, information, or elements. Meanwhile, according to Winkel in his book creativity, thinking or creative thinking is thinking that can produce new, original, independent, and imaginative ways of thinking [11].

In the profile of Pancasila students, the creative dimension consists of producing original ideas, producing original works and actions, and having flexibility in thinking about finding alternative solutions and problems. In its application, the teacher usually asks students to create a new work or project, besides that the teacher can also ask students to find the latest information. This is in accordance with the results of interviews with teachers, namely:

"If this is the case, I once told them to interview their families regarding their likes, favorite colors, hobbies, and tribal origins."

"Students have also made examples of traditional houses, which have been displayed, namely examples of traditional houses from certain tribes and dances"

"If you have flexibility of thinking in finding alternative solutions and problems, it is the same as the dimension of critical reasoning."

In addition to the dimensions of the Pancasila student profile above, researchers also conducted research activities related to several indicators of student democratic character. The indicators of democratic character used are in accordance with Zamroni that the values contained in a democracy are free speech, tolerance, and mutual respect, respect for differences of opinion and respect for diversity, self-confidence [12]. The indicators are interconnected with each other and have some similarities with the dimensions of the Pancasila student profile. The class teacher in the interview activity explained this

"When someone expresses an opinion if someone has a mistake they have an awareness that it should not be laughed at, then students are always given space to express their opinions. More or less the same as the dimensions of the Pancasila learner profile of creativity and critical reasoning"

"for self-confidence, all students dare to perform in front of the class"

"while for tolerance, respecting differences of opinion, appreciating diversity is the same as appreciating differences"

Based on the results of observations, it states that students are always brave to answer questions and express opinions in front of the class, besides that the activity of expressing opinions can be seen when students do group activities because students argue with each other with their group members. From this activity, a democratic attitude will arise from within students.

Based on the results of the research above, it shows that there is a relationship between several dimensions of the Pancasila student profile and the character of democracy that can contribute to the development of democratic character, namely in the Pancasila student profile there are moral and ethical values and in the character of democracy, good ethics and morals are also needed so that the character of democracy can be formed

from instilling these basic moral values. In the dimension of global diversity also has a relationship with the character of democracy, namely the existence of mutual respect for differences and in the character of democracy there is also an attitude of tolerance, from this the Pancasila student profile can help students to respect each other's differences in culture, race, ethnicity, religion, and language. Through the application of this global diversity dimension, it is hoped that it can create Indonesian students who have awareness in culture, are able to maintain cultural heritage, and can also adapt to the development of an increasingly global era [13]. This is in accordance with the results of interviews which show that students participate in extracurricular dance activities.

Furthermore, the mutual cooperation dimension has a relationship with a democratic character in terms of cooperating in solving problems and making decisions. According to Bintari (2016), mutual cooperation is a behavior that is carried out to help each other, solve problems, and find solutions to problems [14]. This can be seen from the attitude of students in collaborating in group activities, besides that students also have the sensitivity to visit their friends when they are sick. This is included in the element of caring in the dimension of mutual cooperation. The relationship between the independent dimension and the character of democracy is in terms of responsibility, students who have an independent attitude will certainly be able to actively contribute to life both socially and politically. The way that can be used to improve independent character is by providing supervision to students in learning activities and providing understanding to students that they can complete the assigned tasks without the help of others [15]. The dimension of critical reasoning with democratic character has a relationship with students' thinking ability because it can be used as a means to create innovative solutions to solving problems in learning activities. As Pancasila students, they should have critical reasoning skills because Pancasila students are lifelong learners who are able to find ways to solve a problem [16]. This can be seen from the results of observations which show that students are often given problems in the form of problems which are then asked by the teacher to solve the problem. From the interrelationship of several dimensions, it can be used to internalize the values and dimensions of the Pancasila student profile, students can develop a democratic character. Also, Pancasila value-based education can be used as a foundation to form a person who has a democratic attitude.

The dimensions of the Pancasila learner profile can be connected to the character of democracy through several perspectives, namely as follows:

1. Dimension of Belief, Fear of God Almighty, and Noble Character with democratic character.

This dimension emphasizes noble morals state morals, morals towards others, and moral values. The moral values obtained from this dimension are honesty, tolerance, and responsibility, which are also important aspects of democratic character. Students who have noble morals naturally have an attitude of mutual respect. Not only that, national morals can create a reflection of an attitude of nationalism, this can be seen from the results of observations, namely that students always sing the song Indonesia Raya and recite Pancasila before learning activities begin.

2. The dimension of global diversity with democratic character.

The relationship between these two things includes differences in culture, religion, and race. This is in line with aspects of democracy that respect each other in differences that can realize social justice.

3. The dimension of mutual cooperation with the character of democracy

Mutual cooperation is a form of cooperation while in the context of democracy, mutual cooperation activities are the main aspect. So that students who are accustomed to having an attitude of mutual cooperation will be able to actively participate in the character of democracy.

4. Independent dimension with democratic character

This independent dimension is related to the responsibility of each individual so that in the character of democracy, individual responsibility is needed in decisions made by the group.

5. Critical thinking dimension with democratic character

In democracy, critical thinking is needed because it can be used in the decision-making process. This can be used by teachers in learning activities so that students are accustomed or trained in making decisions or solving problems obtained.

6. Creative dimension with democratic character

A creative attitude is useful for generating new and original ideas. In a democracy, creative thinking can help to form solutions in problem-solving.

Therefore, from the implementation of the Pancasila learner profile, students' democratic character can develop, such as appreciating differences, having the ability to be responsible, and being able to contribute to building a democratic attitude. This connection can create a strong foundation for character formation because, in the student profile, Pancasila not only teaches moral values but also attitudes toward democratic life.

The obstacles to the implementation of the Pancasila learner profile are the limited ability of teachers to design teaching modules, limited time for teaching and learning activities, less than optimal lesson content, lack of teacher ability to use science and technology, lack of student interest in learning activities, and lack of support from parents [17]. However, based on research conducted by researchers, there is not a single obstacle in implementing the Pancasila student profile in class 4 at SDN Borengkrajjan 2. This can be seen from the teacher's learning

activities, he always uses electronic media and print media in learning, and students seem interested in participating in learning because the teacher presents learning using modern learning models.

The dimensions of the Pancasila student profile applied by the teacher can be used as a tool for shaping the democratic character of students to be by the values of Pancasila. One of the subjects that emphasizes the Pancasila learner profile and character building of students is Pancasila Education because in the subject there is basic knowledge related to state defense related to society and the state to become a useful person for the nation and state and can mature the individual [18]. The role of teachers is needed in the application of the Pancasila learner profile both in the school environment and the classroom, especially in the Pancasila Education subject, namely the teacher as a role model, the learning concept is designed by the values of Pancasila, the learning used is based on local wisdom, forming project-based learning activities, learning is made freely, meaning that it is not limited to space and time only, the learning used uses technology-based media, and the evaluation used is centered on the scientific approach [19]. With the role of the teacher in its implementation, the implementation of the Pancasila learner profile will be run by its principles. This can be seen when teachers familiarize students with praying together before learning, singing the Indonesian Raya song, and reciting Pancasila which is in accordance with the dimensions of faith, devotion to God Almighty, and noble character.

Based on the results of the study, show that the implementation of the Pancasila learner profile at SDN Barengkrajan 2 grade 4 in the Pancasila Education subject has not found obstacles, it's just that teachers still need adjustments in its implementation. This can be seen from the teacher's activities in learning that relate the material to the values in the Pancasila learner profile besides that the teacher also applies democratic character by the indicators observed during observation activities. The Pancasila learner profile has a good impact on the development of students' democratic character because the implementation of the Merdeka curriculum emphasizes students so that students can be free to shape democratic character in learning activities. In the implementation of the Pancasila student profile, almost all dimensions are related and related to aspects of democratic character. So that teachers can more easily assess and develop students' democratic character.

IV. CONCLUSION

Based on the results of research on the implementation of the Pancasila student profile to improve the democratic character of elementary school students, it shows that with the Pancasila student profile students can shape their democratic character well. There is a relationship and interrelationship of these two dimensions. As with the critical reasoning dimension, students can analyze a problem, this is related to aspects of the character of democracy, namely freedom of opinion. This research focuses on aspects of the Pancasila student profile. From the results of observations and interviews, it was found that there are several forms of implementation of the Pancasila student profile and democratic character in grade 4. In addition, this study also shows that there is a relationship between the Pancasila student profile and the formation of a democratic character. The aspects of democracy include free speech, tolerance, mutual respect, and self-confidence reflected in learning activities.

The results of this study can be used as teacher evaluation material in the implementation of the Pancasila student profile at SDN Barengkrajan 2, especially in grade 4. Although the implementation of the Pancasila student profile has been going well, adjustments are still needed in its implementation, and the existence of the Pancasila student profile can be used as a tool to develop students' democratic character. In addition, the researcher also provides recommendations for further research related to the implementation of the Pancasila learner profile to improve the democratic character of elementary school students, because this character will still be needed both in the school environment and outside of school and the importance of understanding the Pancasila learner profile to strengthen democratic character education

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.