Strategy for Implementing Pancasila Student Profile Values in Learning Pancasila Education in the High School Context: Case Study at CT Arsa Foundation Sukoharjo Superior High School

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Abstract

This research aims to analyze the results of implementing the values of the Pancasila Student Profile in Pancasila Education learning at the CT Arsa Foundation Sukoharjo Flagship High School. Pancasila Student Profile is learning with various aspects of attitude formation, so that education is not just about teaching knowledge but is accompanied by a process of implementing positive values that can shape the character of students. This research uses a qualitative approach method and the research results are analyzed descriptively, the data collection techniques carried out in the research are observation, interviews and documentation. The results of the research show that the Pancasila Student Profile values implemented in Pancasila education learning include the value of mutual cooperation, namely by getting used to making decisions by consensus (together), achievement in the dimension of global diversity, namely so that students greet each other without discriminating, Meanwhile, critical reasoning and creative thinking are realized through the existence of problems in learning, so that each group member collaborates to solve these problems through critical and creative thinking processes in order to produce appropriate answers based on facts and student knowledge.

Keywords: Implementation; Pancasila Student Profile; Pancasila Education

Introduction

Background of the Problem

Education is a planned activity that is realized in the learning process with the aim of students actively developing their potential. The educational process cannot be separated from the environment, the educational process and the environment have a close relationship and cannot be separated. The school atmosphere created will have an impact on students' character (Amelia and Ramadan, 2021).

It is deemed necessary to develop the character of students in each educational unit. This is directly proportional to the existence of several studies that have been carried out and received positive responses, which means that there is a need for a character education program in the school environment to shape the character of students. In character formation, a special strategy is needed to form good character in each student. One of the polemics in the field of education in various countries is about

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character education, including Indonesia. Pros and cons have colored the discourse regarding the process of character formation in students. The result of a lack of attention to the formation of attitudes and character in educational institutions has led to the emergence of various social diseases in society such as damage to morals, morals and ethics (Lickona, 2013).

It is felt that the implementation of character education in Indonesia is not yet optimal, because it has not fully implemented character values to the maximum. This is because learning materials, especially those related to morals (character), tend to focus on cognitive aspects only, while the emphasis on affective and psychomotor aspects is felt to be lacking. The existence of phenomena related to moral crises involving students is a note for teachers to continue to pay attention and emphasis to the implementation of educational values that are in accordance with Pancasila values. So there needs to be an update in the educational implementation regulations. As mentioned in several journals below, there is a need and importance for character education in the school environment.

Muchtarom (2017) wrote that to shape the character of good citizens, schools must pay attention to eleven principles of effective character education; implementing a character education development strategy consisting of the three pillars of national education, development principles, and developing the learning process; and can use one of the appropriate models that is adapted to the school's conditions and capabilities. Character education for citizens is not just lip service, but should be implemented in education that aims to build the dignified character or identity of the nation's people. Research conducted by Nuryadi and Widiatmaka (2023) wrote that the digital era has an impact on the crisis of student character, especially the character of nationalism. Because of this, there is a need for a strategy in learning Pancasila Education courses to develop students' nationalist character, one of which is through video-based learning in the era of disruption. This research highlights the importance of character education, especially nationalist character in students, which needs to be developed more deeply.

Through the Merdeka Curriculum, the President of the Republic of Indonesia has a mandate related to character issues in students which is then realized in the Minister of Education and Culture Regulation No. 20 of 2018 concerning the establishment of the Pancasila Student Profile. In his direction and vision, he said that "The national education system must prioritize Godly values, have strong character and noble morals, and excel in innovation and technology." The implementation of the Pancasila Student Profile can be included in every element of education, one of which is learning. The implementation of character values in schools can be included in the learning process, such as various subjects that have direct contact with religion or educational material (Julaiha, 2014). One of the educational institutions that also implements the Pancasila Student Profile for all class X and XI students is the CT Arsa Foundation Sukoharjo Superior High School. The implementation of the Pancasila Student Profile at the CT Arsa Foundation Sukoharjo Flagship High School is not only realized in the project to implement the Pancasila Student Profile, but is also realized in subjects.

Based on the description above, it shows that the school environment and the role of teachers are important factors in character formation in students. Therefore, researchers are interested in researching with the title Strategy for Implementing Pancasila Student Profile Values in Learning Pancasila Education in the High School Context: Case Study at CT Arsa Foundation Sukoharjo Flagship High School.

Research Methods

This research uses a qualitative approach method and the research results are analyzed descriptively because it can explain in detail and clearly how strengthening character education in a school is implemented and what the results of the implementation of strengthening character education are. The data collection techniques carried out in the research were observation, interviews and documentation. In this research, researchers used data source triangulation techniques and triangulation

techniques or methods to test the validity of the data that had been obtained. In conducting data analysis, this research uses an interactive data analysis model, namely data collection, data reduction, data presentation and drawing conclusions.

Discussion

Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values. In its implementation, a project was carried out prepared by students to implement the embodiment of Pancasila students, known as the Project for Strengthening the Profile of Pancasila Students (P5). In general, there are six main dimensions of the Pancasila Student Profile, namely 1) Rhyming and being devoted to God Almighty and having noble morals; 2) Independent; 3) Mutual cooperation; 4) Global Diversity; 5) Critical Reasoning; 6) Creative. In this research, researchers focused on analyzing four dimensions of the Pancasila Student Profile which include: 1) Having global diversity, 2) Having a sense of mutual cooperation, 3) Being able to reason critically, and 4) Having creativity which was carried out at the CT Arsa Foundation Sukoharjo Flagship High School.

Based on existing research findings, learning carried out at the CT Arsa Foundation Sukoharjo Flagship High School has used the Merdeka Curriculum with the implementation of a new student-oriented learning paradigm. Researchers carried out mapping of competency standards to determine the objectives to be achieved in learning by focusing on Learning Outcomes (CP) material "Case Study of Violations of Norms and Regulations" in the Elements of the 1945 Constitution of the Republic of Indonesia. Therefore, it is necessary to plan the learning process as well as holistic and mutually sustainable assessment planning. Where competency standard mapping, learning process planning, and assessment planning are a series of processes that must run in harmony and sequentially in order to achieve student learning goals.

In the learning process, Pancasila education has implemented a new learning paradigm. This can be seen in the ongoing learning process which is centered on students (student centered learning), including:

a. Students are given the opportunity to provide suggestions regarding class agreements at the beginning of learning
b. Providing diagnostic tests to determine students' initial knowledge
c. Students actively discuss in groups and the teacher acts as a facilitator
d. Learning is carried out in an interactive and fun manner, and there are quizzes that are integrated with the use of technology
e. The teacher provides feedback to students f. Students independently write reflections at the end of learning

A teacher has primary control in the learning process in the classroom. By developing teaching modules, teachers are expected to be able to fulfill what students need in learning by adjusting the level of competency that students have. Teachers need to develop teaching modules because teaching modules function as scenarios for implementing learning and assessment activities that are appropriate to the conditions, competencies and characteristics of students. The teaching module in the Implementation of the Independent Curriculum (IKM) has more complete components than the Learning Implementation Plan (RPP) in the 2013 Curriculum, this is because the flow of learning activities in the Teaching Module is arranged more flexibly, contains essential material, is interesting, meaningful, challenging, relevant and contextual, sustainable, and brings out elements of Strengthening the Pancasila Student Profile in Pancasila Education learning.

Pancasila education is a subject that has basic aspects of value and moral education that are appropriate and refer to the moral values of Pancasila and the 1945 Constitution of the Republic of Indonesia. According to (Juliani & Bastian, 2021) character education is an effort carried out in the process student internalization, showing and developing good values. Character education is an important part of the educational process, which is defined as a system of instilling character values in school children, which includes the components of knowledge, awareness or will and action to realize these values, as well as to God Almighty, oneself, other people, the environment and the nation so that they become perfect human beings in terms of their being and knowledge. Through character education, it is hoped that students will be able to improve and use their knowledge independently, learn and motivate and personalize character values and noble morals so that they are realized in everyday life.

The current government has included Pancasila education through a character-based curriculum. This curriculum will be a driving force for strengthening identity in students. The challenge is, teachers must be able to provide active learning methods, because basically Pancasila character education prioritizes understanding or is doctrinal in nature (Rudiawan & Asmaroini, 2022). Through collaborative and cooperative learning, of course teachers can provide real examples of implementing the Pancasila Student Profile so that they can serve as role models for student character.

The Pancasila student profile has six personality values, one of which is mutual cooperation. Gotong royong as a Pancasila student profile guides students to become human beings who have social values with an attitude that is easy to socialize and easy to help each other. The elements contained in the element of mutual cooperation are personality values that focus on acts of kindness and helping each other. Students who have this character have sensitivity to their scope. It is important to instill a cooperative personality in students so that they can cooperate with others, build relationships in teams, and work together to achieve certain goals. A cooperative attitude shows a relationship of giving and receiving to achieve a common goal (Satria et al., 2022).

In the Pancasila Education learning material "Case Study of Violations of Norms and Regulations" on the Elements of the 1945 Constitution of the Republic of Indonesia which was carried out at the CT Arsa Foundation Sukoharjo Superior High School, teachers cooperatively facilitated students to be able to implement the character of mutual cooperation through learning. The teacher carries out learning using the Problem Based Learning learning model because it is suitable for case study activities so that students can work together in groups and increase the climate of cooperation and mutual cooperation. Cooperative behavior and mutual cooperation allow students to build friendships and have positive responses to control their emotions. The attitudes they use at school can be carried over when they interact in the home and family environment. The value of mutual cooperation is also in accordance with the goals of Pancasila Education to become good and responsible citizens (Alanur, 2022).

Apart from mutual cooperation, there are other Pancasila Student Profile values that are manifested in the Pancasila Education learning process, especially in the material "Case Study of Violations of Norms and Regulations" in the Elements of the 1945 Constitution of the Republic of Indonesia, namely global diversity, critical reasoning and creativity. .Achievement in the dimension of global diversity is that students greet each other without discriminating. This was initiated because of group activities to analyze case studies together. So that an attitude of mutual understanding, understanding of each other is formed, and the ability to accept the strengths and weaknesses of friends. Some manifestations of this dimension in Pancasila Education learning include 1) Dividing participants into heterogeneous groups so that they collaborate with each other and have a sense of tolerance for each other's differences. each individual, 2) Get used to making decisions by consensus (together).

Critical and creative reasoning skills are realized through the existence of problems in learning, so that each group member collaborates to solve these problems through critical and creative thinking processes to produce appropriate answers based on facts and student knowledge. Through this learning

process, students have been initiated to be able to integrate the values of the Pancasila Student Profile in class life, which is then hoped to be channeled to the environment, society, and even the nation and state.

Conclusion

Based on the data obtained by researchers and the analysis that has been carried out, it can be concluded that the Pancasila Student Profile values implemented in Pancasila education learning include the value of mutual cooperation, namely getting used to making decisions by consensus (together), achieving in the dimension of global diversity. namely that students greet each other without discriminating, while critical reasoning and creative thinking are realized through the existence of problems in learning, so that each member of the group collaborates to solve these problems through critical and creative thinking processes in order to produce appropriate answers based on facts and student knowledge.

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