ENHANCING THE CHARACTER PROFILE OF STUDENTS WITH PANCASILA VALUES AT THE MOVER SCHOOL

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Abstract: This research aims to describe how the character of the Pancasila Student Profile has been strengthened at the mover school at the state elementary school number 22, Dungingi. The study focuses on three aspects: dimensions, themes, and strategy. Using qualitative and case study methodology, data were collected through interviews, observation, and document analysis and analyzed using theme analysis. Data validity was tested using triangulation of sources, techniques, and theories. The results show that the dimensions developed in the Pancasila Student Profile Project 2023 are faith, purity, noble character, and creativity, with the theme of Entrepreneurship and global diversity. The strategy to implement the Pancasila Student Profile project involves three stages: introduction, action, and reflection. The research concludes that the effort to strengthen the Pancasila Student Profile at this school has been successful.

Keywords: Character, Profile of Pancasila Students, Mover School

1. Introduction

The societal landscape has transformed values and norms over the years. The pervasiveness of Western culture and its associated values, coupled with the widespread availability of technology and the internet, has led to a tendency among students to disregard social norms. To adapt to this changing environment, it is vital to cultivate self-control and a hunger for knowledge. Education plays a central role in this era of globalization, enabling individuals to develop knowledge, values, and character while safeguarding cultural heritage. Implementing educational programs can enhance students’ cognitive and non-cognitive abilities, ultimately creating a well-rounded Pancasila Student Profile. By promoting transformative education, we can empower individuals to bring about positive change and enhance the quality of life in our country. Education that fosters critical thinking, empathy, and physical wellness is essential to cultivating and enriching our cultural values, knowledge, and shared behaviors (Latif, 2020).

The Independent Curriculum in Indonesia has recognized the Pancasila Student Profile to address community needs and problems within the education environment. By incorporating project-based learning, students can explore environmental and health issues while developing the character and competency needed to succeed in their daily lives. Character education aims to cultivate ethical, intelligent, caring, and resilient personalities, which is a testament to Indonesia’s dedication to enhancing its education system for the benefit of its students (Ferdiansyah et al., 2022).

The Pancasila student profile plays a vital role in the Indonesian education system, as it identifies the essential competencies that students should possess. It focuses on character development in alignment with Pancasila values, which complements the Graduate Competency Standards. The profile considers both internal and external factors, such as Indonesia’s identity, ideology, and ideals, as well as the challenges faced by the nation. The six elements of the Pancasila student profile are interconnected and mutually reinforcing, emphasizing noble character, global diversity, independence, collaboration, critical reasoning, and creativity. Ultimately, the profile aims to cultivate competent, responsible citizens who can contribute meaningfully to Indonesia’s growth (Kemdikbud, 2021).
The Pancasila student profile is a comprehensive guide that delineates the desirable traits and competencies students should acquire through various scholastic activities, including school culture, intra-curricular experiences, co-curricular engagement, and extracurricular pursuits. The school culture encompasses the underlying environment, policies, interactions, and communication patterns prevalent within the school. Intra-curricular activities refer to the learning experiences within the curriculum, while contextual project-based learning involves project-based learning and interaction with the environment. Finally, extracurricular activities are designed to nurture students’ interests and talents (Faiz et al., 2022; Rachmawati et al., 2022; RAHAYUNINGSIH, 2022; Syafi’i, 2022).

Indonesia has initiated the Pancasila Student Profile as a measure to enhance the quality of education by emphasizing character formation. In the current era of rapid technological advancements and globalization, values and character education play a crucial role in maintaining a balance between technological progress and human development.

According to a recent study, elementary school Pancasila student profile projects should incorporate at least two primary themes, presented cohesively across grades one to six (Ismail et al., 2021). Meanwhile, The Education and Cultural Ministry recommends that educational organizations select from a list of primary themes (Table 1) to elevate the Pancasila student profile.

**Table 1 Main Themes of the Project for Strengthening Pancasila Student Profiles**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Lifestyle</td>
<td>Students learn about the impact of human activities on the environment and how to act sustainably. They also develop a sense of readiness to face potential environmental crises.</td>
</tr>
<tr>
<td>Local wisdom</td>
<td>Students can develop curiosity and inquiry skills by immersing themselves in their community’s culture and wisdom. This helps them understand the values underpinning local traditions and reflect on how they can apply them to their lives. Additionally, students learn to promote and share the fascinating aspects of their culture.</td>
</tr>
<tr>
<td>Unity Diversity (Bhineka Tunggal Ika)</td>
<td>Students are encouraged to promote peace and non-violence, respect diversity, and critically examine negative stereotypes about religions and beliefs. This applies to all educational levels.</td>
</tr>
<tr>
<td>Developing soul and body</td>
<td>This theme equips students with the knowledge and abilities to maintain their physical and mental health and that of their peers. They explore personal well-being, bullying, and solutions. They also delve into physical and mental health issues like substance abuse, pornography, and reproductive health. This theme is suitable for students at various levels.</td>
</tr>
</tbody>
</table>
As per the directive from the Director General of Early Childhood Education, Basic Education, and Secondary Education, with reference number 6555/C/HK.00/2021, regarding the implementation of the Moving School Program on April 30th, 2021, for Gorontalo Province, the program will be implemented in eight primary schools. Out of these, seven are state schools, and one is private. The schools are: "SDN NO. 51 Dumbo Raya", "SDN NO. 27 Kota Selatan", "SDN NO. 62 Kota Timur", "SDN NO. 38 Hulonthalangi", "SDIT Az-Zahra", "SDN NO. 5 Kota Barat", "SDN NO. 74 Kota Tengah" and "SDN NO. 22 Dungingi".

In order for a school to operate effectively, it requires three essential components: the acquisition of resources from the environment (input), seamless collaboration between internal school components (process), and the accomplishment of desired outcomes (output). Although numerous factors can impact a school's effectiveness, many institutions overlook these crucial elements (Komariah & Triatna, 2008; Scheerens, 2015). The visionary leadership of the principal and the teachers' instructional performance are critical factors in enhancing school effectiveness. As such, the more influential the principal's leadership and the teacher's instruction, the greater the school's overall effectiveness (Handarini, 2019).

The Pancasila student profile serves as a practical manifestation of the Independent Curriculum concept, which aims to elevate the education quality in Indonesia by emphasizing character development. The project is founded on four fundamental principles: holistic, contextual, explorative, and student-centered. A practical approach to implementing the Pancasila student profile is through project-based learning, which enables students to gain practical experience, integrate essential skills and competencies across multiple disciplines, and encourage a more personalized and self-regulated learning environment (Suryadien et al., 2022).

### 2. Method

The study was conducted in “SDN 22 Dungingi”, South Tomulabutao Village, Dungingi District, using qualitative research methodology and a case study approach. The study aimed to conduct an in-depth examination of the phenomena related to the research focus, which included developing dimensions of the Pancasila student profile project, selecting themes for the project, and devising a strategy for implementing the project. The researcher, acting as a critical instrument, data collector, and other supporting instruments, conducted observations, interviews, and document studies to obtain valid data to help answer the research's sub-focus. Data was collected from various sources, including the school principal, the person in charge of the P5 project, teachers, students, and parents. The data collection techniques employed were interviews, observation, and document study. The data analysis process involved data reduction, data display, and data verification, and the technique of data triangulation was used to ensure data validity, involving source and method triangulation. The collected data was compared with scientific theory, and a conclusion was drawn using descriptive analysis.

### 3. Result

This section presents findings on the character profile of Pancasila students at a project school. Data was collected

| Voice of Democracy | Students analyze the interdependent roles for the continuity of Pancasila democracy. This prompts reflection on democracy's core principles across various settings. It is tailored for junior high, high, and vocational school students. |
| Technology Engineering | Please encourage students to develop critical, creative, and innovative thinking skills and empathize with engineering technological products that improve their activities and community. Students can contribute to building an intelligent society culture by applying technology and innovation to solve local problems. This theme is suitable for students at all levels. |
| Entrepreneurship | This activity helps students discover economic potential and encourages an entrepreneurial spirit while fostering creativity. It also sensitizes them to the needs of their community and hone their problem-solving skills. |
| Employment | Students must learn job readiness, employment opportunities, and industry demands to enhance their skills and capabilities. The project aims to cultivate a professional attitude that aligns with workforce standards and is mandatory for vocational school. |

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through observations, document studies, and interviews. The findings aim to identify dimensions and activity themes developed in the Pancasila student profile project and the implementation strategy. Results are presented in a context diagram to strengthen the character profile of Pancasila students at the moving school.

**Figure 3.1. Overall Context Diagram Strengthening the Character Profile of Pancasila Students at The Moving Schools**

4. Discussion

In this section, we will analyze the insights presented in the previous segment to evaluate their significance in developing theories and their potential to enhance the Pancasila student profiles of other leading institutions. These discussions will be structured coherently, adhering to the established research objectives.

Dimensions developed in the Pancasila student profile project at SDN 22 Dungingi, Dungingi District

According to the research findings, the SDN 22 Dungingi's Pancasila student profile project has successfully developed vital dimensions such as faith, piety, noble character, and creativity in 2023. These dimensions closely
align with the six dimensions of Pancasila students as outlined by the Education and Cultural Ministry: faith, devotion to God, noble character, independence, teamwork, global diversity, critical reasoning, and creativity. The project was initiated with meticulous planning, which included selecting a proficient facilitator team and the creation of a comprehensive project schedule. The team is responsible for selecting the dimensions, themes, and topics, preparing project modules, and providing follow-up and reflection. Lastly, a comprehensive evaluation of the Pancasila student profile project will be conducted to determine its effectiveness.

According to Rachmawati et al. (2022), the Pancasila Student Profile enhances education quality in Indonesia, focusing on character development. To strengthen this profile, the Moving School Program (PSP) has been initiated in elementary, middle, high school, and vocational school levels. Syafi’i (2022) has noted that this program is crucial in realizing the vision of an advanced, sovereign, and independent Indonesia with a strong sense of personality through creating Pancasila students. The Mover School Program aims to cultivate holistic student learning outcomes, including character and competency, starting with developing superior human resources such as school principals and teachers. To this end, SDN 22 Dungingi has selected the dimensions of the Pancasila student profile project based on an analysis of student understanding, which currently requires improvement.

It is highly recommended that the Pancasila Student Profile be introduced, which aims to instill the necessary character and competencies to prepare individuals to become responsible global citizens at all levels of education from an early age. To ensure its effectiveness, key references such as the Preamble to the 1945 Constitution, the National Education System Law, and the educational ideals of Ki Hadjar Dewantara, should be considered while formulating the dimensions of the Pancasila Student Profile (Darmawan et al., 2021).

The activity theme is chosen for the Pancasila student profile project at SDN 22 Dungingi, Dungingi District.

According to recent research, the Pancasila student profile project that will take place at SDN 22 Dungingi in 2023 is expected to focus on topics of entrepreneurial and global diversity. The project has been designed to encompass several phases, each exploring a specific area under the umbrella of entrepreneurship. The first phase will prioritize the provision of healthy snacks for classes one and two, while the second phase will concentrate on eco-print for classes three and four. Finally, the third phase will be dedicated to ecobrick for classes five and six. This approach aligns with the 2022 guidelines set by the government, which provides educational institutions with the autonomy to select main themes for their projects that reinforce the profile of Pancasila students. These themes include sustainable lifestyles, local wisdom, diversity, physical and spiritual well-being, democracy, entrepreneurship, and employment.

The Pancasila student profile project at SDN 22 Dungingi has successfully integrated the chosen theme into eighteen activities throughout the semester. The students participated in activity five during the first class, categorizing healthy and unhealthy snacks. Collaborating in groups, the students analyzed the pictures provided by the teacher and sorted them into the appropriate categories. Finally, they presented their findings to the class. In contrast, the learning activities of class four focused on eco-printing. The students initiated the process by using plastic as a base for batik prints, arranging leaves or flowers, and covering them with plain white cloth. The final product was mashed until the desired texture was achieved.

During recent activities, sixth-grade students engaged in educational exercises focused on eco-bricks. The activity involved sorting waste materials and separating snack wrappers and similar items. Once the waste was sorted, it was collected, and soiled items were washed and dried. Next, the waste was cut into small pieces, placed into a bottle, and then compacted. Finally, large aqua bottles were filled with the compacted waste and converted into chairs. This approach aligns with the perspective of Ismail et al. (2021) on fortifying the Pancasila student profile project at the elementary school level. According to the authors, it is imperative to include at least two themes or two primary projects per year, presented in an integrated manner from the first to the sixth grade.

The Pancasila character is a fascinating concept that develops in a spiral-like fashion. This process, referred to as the Character Spiral, starts with one’s belief system, which is the foundation for increased awareness. As one’s consciousness expands, an attitude or perspective on life is formed, leading to action. These actions subsequently impact one’s beliefs, further shaping their awareness, attitudes, and behavior. This iterative process continues to spiral and grow over time, resulting in a well-rounded and continuously evolving character (Uchrowi, 2012).
Strategy for implementing the Pancasila student profile project at SDN 22 Dungingi, Dungingi District. Our research has revealed that the Pancasila student profile project at SDN 22 Dungingi was executed through a comprehensive three-stage strategy in both class one and four—the initial stage aimed at introducing critical themes such as entrepreneurial activities, products, and healthy snacks. Subsequently, the action stage involved conducting questionnaire surveys, processing data, and visiting canteens or food stalls to gather ideas and prepare healthy snacks. Due to the wide variety of nutritious snacks to be prepared, it took several weeks to process them all. Finally, the evaluation, reflection, and follow-up stages were conducted to ensure the project's success. This well-planned strategy was efficiently executed in both classes.

A recent study highlights the importance of project-based learning in the independent learning curriculum (Nuril et al., 2022). This type of learning is believed to be highly beneficial in developing students' character and reinforcing the Pancasila student profile. To integrate this profile into educational units, it is essential to design a project that aligns with the Pancasila student profile. This profile is a crucial part of the Independent Curriculum concept, which aims to enhance the quality of education in Indonesia by focusing on character development. The project to strengthen the Pancasila student profile primarily focuses on four principles: holistic, contextual, exploratory, and student-centered.

Conclusion

The implementation of the Pancasila student profile at Dungingi 22 State Elementary School has been studied, and it has been determined that the project's focal point is on four key dimensions: faith, piety, noble character, and creativity. These dimensions have been selected based on a dimensional analysis, which students may not fully comprehend. The project theme, Entrepreneurship and Global Diversity, is chosen to foster an entrepreneurial spirit among students. The project is divided into three stages: introduction, action, and reflection. In the introduction stage, students are presented with entrepreneurial activities, products, ideas, and food and beverage products. The action stage encompasses questionnaire surveys, data processing, and visits to canteens or food stalls, culminating in preparing healthy snacks. The project's three phases center on entrepreneurial themes, with healthy snacks, eco print, and eco brick as Phases A, B, and C topics. The project's implementation strategy encourages students to become changemakers in their community and embrace their creativity.

References


