

Actualizing the Values of Pancasila Student Profiles Through the Little Journalist Project

By Umi Chotimah



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Abstract. This study aims to determine the ways to actualize the values of the Pancasila Student Profile through the Little Journalists Project. The implementation of this study was carried out at SMPN 1 Indralaya Utara in Pancasila and Citizenship Education subjects with VII A class students as the research subjects, which were selected by purposive sampling technique. This research used descriptive research methods. This type of research was chosen considering the purpose of research that is to describe a phenomenon descriptively. The data were collected using documentation and observation techniques when students worked on *citizen journalism projects*. Furthermore, the data were analyzed using qualitative descriptive techniques including data reduction, data presentation, and drawing conclusions. Based on the results of the analysis and discussion, it can be concluded that through the Little Journalist Project, the values of the Pancasila Student Profile can be actualized, such as faith and devotion to God Almighty, global diversity, independence, mutual cooperation, critical reasoning, and creativity. Therefore, students are expected to be intelligent and have character in order to face the challenges of the 21st century. Based on this research, *citizen journalism project* can actualize the values of the Pancasila Student Profile in students. The researchers suggest that these six value dimensions should become an inseparable unit. Otherwise, the Pancasila Student Profile will not be actualized optimally. This research is hoped become a motivation and reference for schools to implement the Pancasila Student Profile.

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Keywords: Values · Pancasila Students Profile · Little Journalist Project

1 Introduction

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One of the reform introduced by the Minister of Education and Culture is a new policy that is launched by the Minister Education and Culture on February 1, 2021, regarding freedom to learn (Program Merdeka Belajar) episode 7, which is “Sekolah Penggerak”. Program Sekolah Penggerak is a catalyst to actualize the vision of Indonesian education reform that focuses on developing student learning outcomes holistically through the six *Pancasila Student Profiles*. In addition, Program Merdeka Belajar is designed as an effort to actualize the advancement of Indonesia that is sovereign, independent, has personality

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Fig. 1. Pancasila Student Profile Dimension

through the creation of Pancasila students including faith, devotion to God Almighty, have a noble character, independent, think critically, creatively, work together and have global diversity in 2020. This program is independent in thinking and aims to create a pleasant learning atmosphere for students, teachers, and parents [1]. Additionally, this program also aims to create quality education and establish the freedom to innovate [2]. The essence of the independent learning program is that teachers can innovate when delivering material to students and make it easier for students to be creative when learning.

Since its implementation, the freedom to learn program has not only focused on freedom and active learning but also focuses on creating the virtuous character of students in accordance with the values of Pancasila. One way to create the character of students in accordance with the values of Pancasila through the idea of the *Pancasila Student Profile*. The Profile of Pancasila students in the Vision and Mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024, that “Pancasila students refers to Indonesian students as lifelong learners who have global competence and behaves in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity [3]. The six main characteristics are formulated with the aim of creating excellent and competent human resources, but still behaving in accordance with the values of Pancasila (Fig. 1).

The functions and objectives of National Education are regulated in Chapter 2 Article 3 of Law Number 20 in 2003 concerning the National Education System, which states that the purpose of National Education is to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, and aim to develop the students’ potential to become good human beings. This is indicated by the existence of multiple frameworks for the character values of the Pancasila Student Profile. In addition, the goals of national education are also in line with the six dimensions of the Pancasila Student Profile [4].

Pancasila and Citizenship Education (PPKn) as one of the school subjects is a subject that has a great responsibility in actualizing the Pancasila Student Profile. Based on the article 37 of the National Education System Law states that civic education is a

mandatory subject in the Indonesian primary and secondary education curriculum, as well as in Pancasila and Citizenship Education, which is expected as a vehicle for education to develop students to become good human beings with a sense of **13** onality and citizenship. Nationalism is inspired by the values of Pancasila, the 1945 **Constitution of the Republic of Indonesia, the Spirit of Unity in Diversity, and the** commitment of the **2** Unity State of the Republic of Indonesia.

According to the Ministry of Education and Culture, there are 6 (six) profiles that are the core competencies in the driving teacher program in realizing the Pancasila Student Profile. Among them; are 1) having faith, fearing God, and having a noble character; 2) being independent; 3) critical reasoning; 4) being creative; 5) mutual cooperation; 6) global diversity [5]. These six dimensions should be treated as an inseparable whole. If only one dimension is omitted, then the Pancasila Student Profile cannot be applied properly. For example, when students find new and original ideas in solving a problem, critical thinking skills are needed to see the existing problem. **5** solution given must also consider that humans as creatures of God are based on **faith, devotion to God Almighty, and noble character**. Additionally, humans also live with others in the dimensions of Gotong Royong and Global Diversity to respect and respect each other [6].

10 The application of the Pancasila student profile can be done through various learning activities such as intra-curricular, extra-curricular, and project assignments in which they are correlated in shaping the character of students that are built in everyday life and applied to each individual. Intra-curricular is the **15** content of learning activities or learning experiences. Meanwhile, extra-curricular **activities are activities to develop the interests and potentials of students** which are facilitated by the school. While, the project assignment refers to the contextual project-based learning and interaction with the surrounding environment [7].

Several relevant studies regarding to the actualization of the Pancasila Student Profile include the research conducted by [8] in Palu entitled “Implementation of Pancasila Student Profile **4** values through Teaching Campus Activities in Elementary Schools” which suggests **that the project assignment to strengthen the Pancasila Student Profile is integrated with various activities and school culture can contribute to the implementation of the comprehensive Pancasila Student Profile values** [8].

Another study conducted by [9] in Surakarta entitled “Intensification of Pancasila Student Profiles and Its Implications on Students’ Personal Resilience” suggests that **20** values of Pancasila are not only understood by students but also can be practiced in everyday life both in the environment and in the community. Family, school, and community. **The Pancasila Student Profile also strives to create students who have the Pancasila personality and form students’ self-restraint** [9].

Another relevant research to the Pancasila Student Profile is a study conducted by [10] in Bandung entitled “Panc **10** a Student Profile as an Effort to Realize National Character” which suggests that **37** implementation of Pancasila Student Profile values is one of them by developing a **project to strengthen the Pancasila Student Profile**. The designed **project** can instill curiosity in students, students **critical thinking skills, and students’ problem-solving skills** [10].

One of project assignments that can be applied in order to form the Pancasila Student Profile is *citizen journalism*. *Citizen journalism* is a form of involvement of ordinary citizens who are not journalists in collecting information or news. The involvement of citizens in having access to report something is a form of technological and information advancement. Regarding the age factor, *citizen journalism* can be introduced from an early age through school environment and the community so that students can gather information and provide solutions to problems faced in accordance with the six dimensions of the Pancasila Student Profile.

This study aims to actualize the Pancasila Student Profile through the little journalist project. Considering that there is no research linking the Pancasila Student Profile and citizen journalism, this is a novelty for this research.

2 Method

This research was conducted using descriptive research methods. This type of research was chosen considering the purpose of research which is to describe a phenomenon that occurs descriptively. In other words, descriptive research is a form of research that aims to describe existing phenomena, both natural phenomena and man-made phenomena. The phenomena can be in the form of forms, activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another [11]. Descriptive research is intended to describe a situation or phenomenon as they were at the time the research was conducted. Descriptive research can only describe a situation, but it can also describe conditions in stages of development [12].

The implementation of this research was at SMP Negeri 1 Indralaya Utara, with students from VII A class as the sample selected by using a *purposive sampling technique*. This research was conducted on Basic Competence 3.1 Analyzing the process of formulation and stipulation of Pancasila as the basis of the state, with the main material "The Process of Formulation and Stipulation of Pancasila as the State Foundation". Data collection was obtained from observation techniques in the form of observation sheets in the learning process to see the actualization of the Pancasila Student Profile when students worked on *citizen journalism projects*. The data obtained from *citizen journalism projects* and observations were analyzed into descriptive data to find out how the students actualized Pancasila Student Profile. Furthermore, the data were analyzed using qualitative descriptive techniques including data reduction, data presentation, and drawing conclusions.

3 Result and Discussion

3.1 Result

The result of this research describes the embodiment of the values of the Pancasila Student Profile through a little journalist project. These values emerge and can be identified from the results of observations of projects carried out by students through the little journalist project. In addition, the values of the Pancasila Student Profile also emerged during interviews with resource persons. The following are the steps taken by students when designing, planning, and presenting the assignment of *citizen journalism project*.

3.1.1 Planning Stage

In the initial stage of planning *citizen journalism*, a discussion was held in a class by students with researchers and teachers of Pancasila and Citizenship Education subjects. The discussion activity begins with the division of groups of 5 (five) based on the zone of residence. After that, each group conveys the problems that occur in the environment they live in to be used as topics to be raised in the *citizen journalism project*. The problems of each group are different, depending on the zoning of the residence of each group. Therefore, there are 5 (five) different topics of discussion.

In this stage, students determine who are the source persons they will be working on to do the *citizen journalism project*. The most appropriate source person are people who really know the situation and conditions that occur in the field. The students decided that the local residents and headman will be the source persons (interviewee).

3.1.2 Advanced Planning Stage

After determining the resource persons with students through discussion in class, the researchers and the teacher prepared the permission letter to interview the source person (interviewee). Additionally, the researchers and the teacher also prepared a list of questions that must be asked by the interviewer, in this case, the students to the resource person. Together with the teacher, the researchers arranged the steps and interview guides that students had to follow so that the interview could run smoothly to get maximum results.

3.1.3 Data Collection Stage

After understanding and following the interview instruments which are prepared for the source persons, students went to the field to conduct observations and interviews. Interviews were conducted on Saturdays and Sundays based on the location chosen by each group. Students and groups conduct interviews, in turn, to ask the interviewees about the problems they raise in citizen journalism project.

3.1.4 Editing Project Stage

After successfully conducting interviews with the source persons and obtaining data, students are asked to edit their citizen journalism project assignments as creatively as possible using a video editing application. There is no limit to using certain video editing applications, students can edit with any application that they think it is easy to use.

3.1.5 Presentation Project Stage

After editing the project, students randomly present the results of group work. The presentation was made by presenting the citizen journalism project of each group and with comments from teachers, researchers, and other group members. In addition, teachers and researchers also provide input and suggestions to each group to make revisions according to input and suggestions.

3.2 Discussion

The first actualization of the Pancasila Student Profile is faith, devotion to God Almighty, and noble character. From the results of observations when compiling citizen journalism, the value of the Pancasila Student Profile of students, especially those who have faith, devote to God Almighty, and have a noble character, are categorized good. This value is seen when students conduct interviews with the interviewee. It was seen that the students greeted and shook hands with the speakers before conducting the interview.

As an Indonesian citizen who lives based on the values of Pancasila, of course, since childhood, students have been taught the practice of religious values starting from the family environment, school environment, to the community environment. As a creature of God, everyone has the right to believe in the teachings of his religion and worship according to their respective beliefs. Likewise, religious values can be taught from an early age to students. The practice of students' religious values is not only applied in the family environment but can also be applied in the school environment to the community environment. The implementation of religious values is also related to the value of having noble character and being polite to anyone.

Supported by [13] which states that with the habituation of parents at home and parents are able to direct children to adhere to a religion, then the child certainly has a good understanding of religion and morals. In line with what was conveyed by [14], the existence of religious habituation activities, parental support, and supportive school facilities became a factor in the formation of the religious character of students. Similarly, it is also explained by [15], to instill the religious values in schools, it is necessary to integrate cultural values both in the learning process and through the self-development activities of students. Related to religious character, according to [16] building religious character in Indonesia context is that ones have to be obedient to their religion and it must be a benchmark of what we say, do, behave, and how dutiful we concern to religion we adhere. On the other hand, being religious means respecting, tolerating, and living in harmony with others (Fig. 2).

The second actualization of the Pancasila Student Profile is independence. From the results of observations when compiling citizen journalism, the value of the second student's Pancasila Student Profile, namely the independent value, can be categorized as good. This value can be seen when students conduct interviews with the interviewee. It is seen from the interview that the group prepared several questions that were prepared independently without the help from teachers and researchers. In addition, students also prepare documents and tools needed during the interview. Equally important, students also independently and bravely visited the interview location, the house of the head of the local neighborhood association who knew about the waste problem in Payakabung village, North Indralaya, Ogan Ilir Regency.

The actualization of independent character for students cannot be separated from various supporting factors, such as the habit of completing tasks individually by parents at home, the habit of being responsible for the tasks given by the teacher at school, and the habit of not being too dependent on others at school, social environment, or society.

In line with the opinion of [17], to create the independent character of students in the school environment, teachers can design the learning process and give assignments in order to create a sense of responsibility for students. In line with what was stated by [18],



Fig. 2. Courtesy to the interviewee



Fig. 3. Preparing for the interview independently

the family environment, school, and community play an important role in creating an independent character [18]. Finally, as stated by [19] that self-regulation and discipline are also considered as supporting factors in creating independent learning for students (Fig. 3).

The third actualization of the Pancasila Student Profile is critical reasoning. From the results of observations when compiling citizen journalism project, the value of the Pancasila Student Profile of students, especially the “critical reasoning value” is categorized good. This value is applied when students conduct interviews with interviewee as source



Fig. 4. Giving ideas for garden reconstruction

person. During the interview, students asked some crucial and important questions to ask. Then, students who are grouped in group 3 (three) are also active in providing solutions related to the problem of reconstructing the Bakung village park which has been neglected and abandoned. Among them is to provide input or suggestion related to the damaged facilities of duck water bike to be repaired in order to attract public interest in visiting the Bakung village park again.

The actualization of the character of critical reasoning can be formed by various factors, such as the students' own ability, learning motivation, and the provision of stimulus by the teacher that can arouse the curiosity of students. In line with what was stated by [20], to develop students' critical reasoning abilities, there are internal and external factors that support it, such as motivation and academic abilities of students, physiological factors, to interactions in society (Fig. 4).

As stated by [21], one of the important factors in creating critical reasoning characters is by conducting learning that can guide students in solving a problem. In line with what was stated by [22], not all students can achieve critical thinking skills if there is no learning activities provided to achieve it.

The fourth Pancasila Student Profile actualization is creativity. From the results of observations when compiling citizen journalism project, the value of the Pancasila Student Profile of students, especially "creative values" is categorized good. This value is applied when students conduct interviews with the source persons and directly visit park locations that have not been used for a long time. Students give ideas to park managers to reconstruct a good and child-friendly garden design (Fig. 5).

Basically, the level of creativity of students is different. This depends on how the teacher can maximize the students' potential and creativity. Not only teachers, but various supporting components such as facilities, tools, and infrastructure that can help students implement their creativity. As mentioned by [23], to achieve the Pancasila Student Profile, teachers should be able to design learning as creatively as possible. As stated by [24] that teachers must be able to optimize the creativity of students as well as possible in the learning process. Furthermore, in line with what was explained by [25] most students do not know their potential so the teacher's role is needed in bringing out this potential. Therefore, through citizen journalism project which is assigned to



Fig. 5. Asking and providing solutions

students, it is hoped that students can apply their creativity skills and can explore their existing potential.

The fifth actualization of the Pancasila Student Profile is mutual cooperation. From the results of observations when compiling citizen journalism project, the value of the Pancasila Student Profile of students, especially “working together” is categorized good. This value is applied when students conduct interviews with interviewee (source persons). Students have their respective duties and roles in making citizen journalism project. Students help each other by acting as an interviewer, cameramen, and voice recorders. That is, the five groups work hand in hand in completing the task of the citizen journalism project.

The mutual cooperation character of students indirectly arises as a result of several factors. The first is habituation in the family environment in the form of a division of homework assignments. Second, the group learning process implemented by the teacher can make students socialize with their surroundings and friends. An example is the division of groups by teachers and researchers in making citizen journalism project can train students’ socialization skills.

As stated by [26] in addition to the learning process, activities that can support the implementation of the value of gotong royong are extracurricular activities. With extracurricular activities, students are expected to be able to practice cohesiveness and solidarity among others. Similarly to what was stated by [27] that extracurricular activities can change the behavior and way of thinking of students. It is added by the statement of [28] that extracurricular activity is one way to form a mutual cooperation attitude is to provide assignments and examples in the form of actions to students. Therefore, through the citizen journalism project assigned to the students of VII A class of SMP Negeri 1 Indralaya Utara, and it is hoped that it can bring up students’ mutual cooperation behavior, a sense of responsibility, and solidarity (Fig. 6).

The sixth Pancasila Student Profile actualization project is global diversity. From the results of observations when compiling citizen journalism project, the value of the Pancasila Student Profile of students, especially those with global diversity, is categorized good. This value is applied before students conduct interviews with resource persons. Along the students’ journey to the interview location, students were seen greeting local residents who were sitting in front of the house. This reflects that students respect each other in the community.

In addition, in each group, students consist of different ethnicities and beliefs. Some come from Javanese and Malay ethnic groups, and there are also Muslims and Christians,



Fig. 6. Working together to complete



Fig. 7. Mutual respect for each other

but all groups still complete their *citizen journalism project* well. This kind of process makes students understand that behind the differences, students can learn to respect each other regardless of any background.

As explained by [29] that several ways that teachers can do to form attitudes toward global diversity are by creating group learning, such as observation, case analysis, and discussion. In addition, according to [30], another way that can be done by teachers is to respect students in class. Finally, as stated by [31], teachers are the main role models for students to set good examples in respecting and respecting each other.

Therefore, through the *citizen journalism project* assigned to students of VII A class of SMP Negeri 1 Indralaya Utara, it is hoped that it can create mutual respect and respect each other (Fi³⁰).

Basically, the Pancasila Student Profile is one of the answers to the challenges that arise today where moral degradation¹ occurs a lot among Indonesian students because it is caused by many factors, such as globalization and the development of science and technology which has a negative impact on identity of Indonesian people. This statement¹⁰ supported by the results of previous research conducted by [32] which showed that the implementation of the Pancasila Student Profile in learning is one of the ways in implementing student character education. Additionally, as stated by [33] one form of state defense that students can do is by having and applying good ethics in accordance with the values of Pancasila.

4 Conclusion

Based on the results and discussion, it can be concluded that the values of the Pancasila Student Profile can be actualized through the little journalist project. This can be seen from every stage carried out in the little journalist project reflecting the six values of the Pancasila Student Profile, namely the value of faith and devotion to God Almighty and having noble character, being independent, critically reasoning, working together, and having global diversity. These six value dimensions should become an inseparable unit. Otherwise, the Pancasila Student Profile will not be actualized optimally. With this research, it is hoped that it can be a motivation and reference for schools to apply the Pancasila Student Profile through citizen journalism project. Additionally, this research is also expected to be an implication for teachers to apply the Pancasila Student Profile in every learning activity in the classroom. This research is limited to the results of the analysis and observations of the students of VII A of SMP Negeri 1 Indralaya Utara when actualizing the citizen journalism project of Pancasila Student Profile. Therefore, it is hoped that other researchers can develop similar research related to the actualization of the Pancasila Student Profile in the school environment.

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