

Teacher's Perception of the Profile of Pancasila Students in Elementary School

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ABSTRACT

The Merdeka curriculum is the curriculum currently used which emphasizes the profile of Pancasila as a long-term goal. This research is qualitative research with a phenomenology type. This study aims to describe how teachers view the profile of Pancasila students. Data collection techniques used observation, questionnaires, and in-depth interviews with 19 elementary school teachers at an elementary school in South Sumatra. Data analysis in this study is data reduction, data display, and depiction/verification. The dimensions of faith and piety to God Almighty are carried out by shaping the attitudes of students inside and outside of learning. The dimension of global diversity, learning/activities that recognize various cultures, as well as preserving and respecting diversity for students. Independence dimension, learning/activities created to enable students to manage themselves, be confident and be responsible. The dimensions of cooperation, learning/activities that teach the attitude of mutual cooperation, caring, cooperation, and mutual cooperation. The dimension of critical reasoning, learning/activities that enable students to be able to distinguish fact from fiction or opinion, detect existing problems, and not take theories/opinions for granted. The creative dimension is learning/activities that allow students to create works that can bring up new ideas by not stealing other people's work.

Keywords: Profil of Pancasila Students; Teacher's Perception; Elementary School

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1. INTRODUCTION

Curriculum (National Education System/Sisdiknas, 2003) is the process and regulations of the objective, content, information, and methods used as the process for the achievement of learning to achieve the learning objectives. have the nature of responsibility, be creative, innovative, and be someone who is an expert (Julaeha, 2019). The curriculum is dynamic because it always changes

according to the developments and challenges of the times (Rouf & Lufita, 2018). The curriculum continues to change, and until now Indonesia has implemented an independent curriculum. The independent curriculum results in a learning model that allows students to learn in a calm, relaxed, enjoyable, and stress-free environment and to unleash their natural talents (Rahayu et al., 2022).

The teacher's ability to carry out the curriculum will be a benchmark of his success in implementing the current curriculum (Anwar, 2022). In the world of education, the curriculum becomes a reference or benchmark when carrying out a learning process that is by these educational goals (Amelia et al., 2022). The teacher is seen as a facilitator in the learning process and has an important role in strengthening the values of pre-existing national characters or even restoring these character values (Santika, 2022). The teacher is the person who is responsible for realizing everything that has been stated in the official curriculum (Zuryanty, 2019). One of the programs that must be implemented in the independent curriculum is the Pancasila student profile. The independent curriculum is the curriculum currently used which emphasizes the Pancasila profile as a long-term outcome (Sari et al., 2022).

Pancasila students mean being students who have a strong identity as Indonesians, who care about and love their homeland but are also able and confident in participating and contributing to overcoming global problems (Irawati et al., 2022). Indicators for Pancasila student profiles are noble, independent, critical thinking, creative, working together, and having global diversity. These 6 indicators are designed to increase the value of human resources and lifelong learners who are endowed with global knowledge and follow the values of Pancasila (Rusnaini et al., 2021).

Phenomenal problems that have occurred in the educational environment lately, demand the importance of programs to strengthen educational character, including the problem of moral degradation (Susilawati et al., 2021). The Pancasila Student Profile is one of the efforts that can be made in improving the quality of education in Indonesia which settles on character building (Rachmawati et al., 2022). The learning contained in the independent learning curriculum seeks to build character through the Pancasila student profile (Lubaba & Alfiansyah, 2022). The fading of Pancasila values in society means the beginning of a disaster for the nation and state, such as the start of a moral, spiritual and moral decline in society and the nation, especially in the excused generation (Nurasiah et al., 2022). Successfully implementing the Pancasila student profile, will develop students as agents of moral goodness and noble character, and can contribute to the preservation of the values of tolerance and peace among people. Because students are the main component that is the focus of attention in the transformation process of character education (Jamaludin et al., 2022). Strengthening character education through Pancasila student profiles for elementary school teachers is very important because children are currently living in the digitalization era and even if we look at the conditions on the ground there has been an increasing decline in students' character values (Sulastri et al., 2022).

Previous research from Safitri et al. (2021) stated that in the previous curriculum, the implementation of character education which was still closely related to the profile of Pancasila students

found that the teacher was still lacking seriousness in implementing it, as in learning, the teacher did not have the initiative in implementing it and was only fixated on learning material which exists. Collaboration between teachers, schools, and parents has also been running, but further understanding is still needed so that parents are more confident in participating. Rusnaini et al (2021) show that the Pancasila Student Profile has implications for the formation of the personal resilience of students or students. The Pancasila Student Profile has the main goal of maintaining the nation's noble values and morals, readiness to become citizens of the world, realizing social justice, and achieving 21st-century competence.

Based on the opinion above, it is known that it is very important to implement the Pancasila lesson profile, while the independent curriculum is still being implemented in stages in several schools and there are still many schools that have not implemented the independent curriculum. Before implementing the independent curriculum, researchers will conduct research that will find out how teachers perceive the profile of Pancasila students in elementary schools before implementing the independent curriculum in elementary schools.

2. METHOD

This study is a qualitative study of the phenomenological type. This study aims to explain teachers' understanding of the profile of Pancasila students in primary schools. This study was conducted in December 2022. The data collection process for this study used observations, questionnaires and in-depth interviews with 19 elementary school teachers in South Sumatra. The researchers also conducted in-depth interviews with several teachers to reinforce their findings.

The teachers who participated in this study were able to participate without constraint. Information obtained from observation, questionnaires, and interviews are used only in this study and do not affect subsequent research. The data analysis stage of this study is data reduction, data reporting, and description/applicability. In the reduction phase, the researcher separates what needs to be done in the study and what needs to be eliminated so that the researcher can focus on more results. Researchers collected data on teachers' understanding of Pancasila students' literature through questionnaires and interviews. The researcher then transcribed the data. Data that is irrelevant to the research question is discarded. Furthermore, after collecting and reducing the data, the researcher presented the data in a descriptive form.

Still, at the display level, the researcher will present the information reduced to short sentences. This step is done by presenting a set of data and drawing conclusions, because the data obtained during qualitative research is often complex, so it should be easy not to reduce the meaning of the content. Finally, in the retraction/validation phase, the researcher concludes. A conclusion is an explanation of the results of the information obtained.

3. RESULTS & DISCUSSION

A Pancasila student is a symbol of Indonesian students as global students knowing and adhering to Pancasila values.



Picture 1. Profil of Pancasila Students
(Direktorat Sekolah Dasar, 2020)

Based on the questionnaire given, all teachers strongly agreed that the existence of a Pancasila student profile was one of the efforts in building the character of students who were sourced from Pancasila values. In an in-depth interview with one of the teachers, he revealed that the profile of Pancasila students is a good move in growing and developing characters that are following Pancasila.

It was concluded that the teacher already knew and understood the profile of Pancasila students. The teacher understands that the profile of Pancasila lessons is about building the character of students through Pancasila values.

3.1. Have faith, fear God Almighty, and have a noble character

The first indicator explains that Indonesian students have noble morals, meaning that noble morals to God Almighty, Indonesian people need to understand the teachings of their religion and beliefs and apply them in everyday life. Some of its subjects are religion, personal ethics, human ethics, ethics, and national ethics.

Based on the results of the questionnaire, showed that all teachers agreed that the aspects of having faith, piety to God Almighty, and having a noble character were aspects related to the formation of students' attitudes inside and outside of learning. In this aspect, various activities can be carried out, for example, routine religious activities, exemplifying good morals towards others, applying rules in respecting the rights and obligations of self and others, and so on. In an in-depth interview with one of the teachers, he stated that the aspects of faith, piety to God Almighty, and noble character are not only about religion but about how students behave with teachers, parents, society, nature, and the country, so it is very important to apply them to create the character good in students.

Based on the results of observations, the activities carried out by the school before the independence curriculum was implemented were praying before and after learning, routine Friday

recitation, 5S habits, implementing school rules, selecting class leaders, disposing of trash in its place, and implementing clean living. The activities that had been running in schools before the implementation of the independent curriculum were following the profile of Pancasila students, so they had to continue to be implemented.

It was concluded that the teacher's perception of Faith, piety to God Almighty, and having a noble character is about the behaviour of teachers, students, and school staff in activities both inside and outside learning that are integrated with divine precepts. Activities that support this behaviour include praying before and after learning, routine Friday recitation, 5S habits, implementing school rules, selecting class leaders, disposing of trash in its place, and practising clean living.



Picture 2. Pray (Global Diversity)

The indicator of international diversity is that Indonesian students maintain their good culture, territory and identity and also have an open mind to interact with culture, promote union and the ability to create a new and good culture. It does not interfere with the culture of the country. The main components of the global diversity indicator are understanding and appreciation of culture, communication skills in interacting with others, empathy and responsibility for there are many people.

Based on the results of the questionnaire that has been given, show that 15 teachers agree that the way to practice global diversity is to carry out learning and activities that recognize various cultures in Indonesia for students. Learning and activities that teach students how to preserve and appreciate diversity and cultural differences in Indonesia. Through an in-depth interview with one of the teachers who disagreed with the above opinion, it was revealed that the way to practice global diversity is not only by learning and activities carried out, but can be in the form of examples set by teachers, parents, and the surrounding community, of course, global diversity will be felt.

Based on the results of observations, the activities carried out by the school before the independence curriculum was implemented were classes filled with various ethnicities and cultures, learning materials about cultural diversity, competitions related to culture and singing national and regional songs. Even though there are not many activities that are following global diversity, the

activities that have been running in schools before the implementation of the independence curriculum are following the profile of Pancasila students so they must continue to be carried out.

It was concluded that the teacher's perception of global diversity is that by carrying out learning and activities that recognize various cultures in Indonesia for students, not only that the teacher must also set an example of living in diversity both by teachers, parents, and society.



Picture 3. Singing National and Regional Songs

3.2. Independent

In the Pancasila student profile, the indicator called independence is an Indonesian student who is responsible for the learning process and outcomes. The main characteristic of this profile of independence is self-control and awareness of oneself and the situations a person faces.

Based on the results of the questionnaire that has been given, it shows that all agree that independent behaviour is carried out with learning and activities that are made to enable students to manage themselves in all situations, work individually, and confidently, and students are responsible for themselves and others. Through in-depth interviews with one of the teachers, he revealed that student independence needs to be grown because with independent behaviour students will be responsible for the processes and results they are working on.

Based on the results of observations, the activities carried out by the school before the independence curriculum was carried out where the schedule of class picket assignments, given assignments to do at home, exams, and independent study. The activities that had been running in schools before the implementation of the independent curriculum were following the profile of Pancasila students, so they had to continue to be implemented.

It was concluded that the teacher's perception of independence is about learning and activities that are made to enable students to manage themselves in all situations, work individually, and confidently, and students are responsible for themselves and others. The teacher emphasizes that student independence needs to be grown because with independent behaviours students will be responsible for the processes and results they are working on, such as carrying out class picket assignment schedules, being given assignments to do at home, exams, and independent study.



Picture 4. students carry out the exam

3.3. Worked together

The cooperation in question is that Indonesian students can work together, for example, work together with voluntary work to make the activities go well, easily and slowly. The key elements in the Pancasila Student Profile with mutual cooperation indicators are collaboration or collaboration between students, collaboration in positive fields in the context of mutual assistance, and mutual assistance, then caring is an important attitude that needs to be possessed to be able to drive mutual cooperation behaviour, and the last is sharing, an attitude where there is a need for practice because sharing is a noble attitude that can realize the mutual cooperation indicator in this Pancasila Student Profile.

Based on the results of the questionnaire that has been given, show that all teachers strongly agree that mutual cooperation is carried out through learning and activities that teach an attitude of cooperation, caring, collaboration, and mutual assistance to fellow human beings. Through an in-depth interview with one of the teachers, he revealed that growing and developing mutual cooperation behaviour can be done in various situations, both joyous and sad. Students can carry out a mutual cooperation attitude in cleaning activities, playing, and social or community activities.

Based on the results of observations, the activities carried out by the school before the independence curriculum was implemented were ant operations, class picket assignment schedules, group assignments, joint ventures when a school member got into trouble, and group competitions. Many activities unknowingly foster mutual cooperation behaviour, but indeed some planned activities have been running in schools before the independence curriculum was implemented following the profile of Pancasila students so they must continue to be implemented.

It was concluded that the teacher's perception of cooperation is carried out with learning and activities that teach attitudes of cooperation, caring, collaboration, and mutual assistance to fellow human beings. The teacher revealed that growing and developing cooperation behaviour can be done in various situations, both happy and sad. Students can carry out a cooperative attitude in cleaning activities, playing, and social or community activities, such as ant operations, class picket duty schedules, group assignments, rhymes when a school member gets into trouble, and group competitions.



Picture 5. Won The Futsal Competition

3.4. Critical Reasoning

The main reason for this is that students can produce good and valuable information, create relationships between different information, analyze and evaluate information, and then draw conclusions. The main thing is to receive and process information and ideas, to analyze and evaluate thoughts, to consider thoughts and feelings, and to make decisions.

Based on the results of the questionnaire that has been given, it shows that all teachers strongly agree that critical reasoning is carried out with learning and activities that are made to enable students to be able to distinguish a fact from dictions or opinion, detect an existing problem, and not take a theory/opinion for granted. Through an in-depth interview with one of the teachers, he revealed that even though growing and developing critical reasoning behaviour does not just happen and requires a series of syntaxes that need to be carried out, given the demands of the times that continue to develop, critical reasoning behaviour is very necessary so that students are not easily influenced by issues. - negative issues circulating in society.

Based on the results of observations, the activities carried out by schools before the independence curriculum was implemented were questions during learning, the use of the PBL learning model, and HOTS-based exam questions. Although there are not many activities that are following critical reasoning behaviour, the activities that have been running in schools before the implementation of the independence curriculum are following the profile of Pancasila students so they must continue to be implemented.

It was concluded that the teacher's perception of critical reasoning is learning and activities that are made to enable students to be able to distinguish a fact from a diction or opinion, detect an existing problem, and not take a theory/opinion for granted. The teacher said that even though growing and developing critical reasoning behaviour does not just happen and requires a series of syntaxes that need to be carried out, bearing in mind that the demands of the times continue to develop, critical reasoning behaviour is indispensable so that students are not easily influenced by negative issues circulating in society. Activities that can be carried out are questions during learning, the use of the PBL learning model, and HOTS-based exam questions.



Picture 6. Students Answer Questions

3.5. Creative

Creativity as mentioned in the student profile Pancasila is a student capable of adapting and creating original, useful, useful and useful products, the main thing is to create original ideas and create projects and original works. Originality in this creative indicator is very important where the behaviour of duplicating or imitating other people without being accompanied by a responsible attitude in everyday life can become negative and even harmful behaviours, for example recognizing other people's work as their own.

Based on the results of the questionnaire that has been given, it shows that all teachers agree that fostering and developing creative behaviour is by carrying out learning or activities that are made to allow students to create works that can bring up new ideas by not stealing other people's work. Through in-depth interviews with one of the teachers, he revealed that students have a lot of creativity at elementary school age, but the activities and learning that are carried out are still not optimal so that creativity can arise, so it is very necessary for teachers to carry out various activities both inside and outside learning that can make students' creativity emerge.

Based on the results of observations, activities carried out by schools before the independence curriculum were implemented, such as school competitions and the implementation of the PjBL model. Many activities unknowingly foster creative behaviour, but indeed several planned activities have been running in schools before the independence curriculum was implemented by the profile of Pancasila students so they must continue to be implemented.

It was concluded that the teacher's perception of creativity is that learning or activities are made to allow students to create works that can bring up new ideas by not stealing other people's work. The teacher revealed that students have a lot of creativity at elementary school age, so it is very necessary for teachers to carry out various activities both inside and outside of learning that can make students' creativity emerge, such as school competitions, and the application of the PjBL model.



Picture 7. Students' Work

The Pancasila Student Profile is a description of the abilities and character of Indonesian students (Zuriah & Sunaryo, 2022). The Pancasila Student Profile has six main elements or characteristics, namely: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity.

The first dimension is faith, fear of God Almighty. Faith and fear of God Almighty are carried out by forming the attitude of students inside and outside of learning. In this aspect, various activities can be carried out, for example, routine religious activities, exemplifying good morals towards others, applying rules in respecting the rights and obligations of self and others, and so on. Faith and piety to God Almighty are shown by the behaviour of students with teachers, parents, society, nature, and the country, so it is very important to apply it to create good character in students. The activities carried out by the school before the independence curriculum was implemented were praying before and after learning, routine Friday recitation, 5S habits, implementing school rules, selecting class leaders, disposing of trash in its place, and implementing a clean life. In the character of faith, piety to God Almighty invites one to question religion that can be applied to daily life as well as good values that are by religious teachings (Mariana, 2021).

The second dimension is diversity globally. Diversity globally is carried out by carrying out learning and activities that recognize various cultures in Indonesia for students, learning, and activities that teach students how to preserve and appreciate diversity and cultural differences in Indonesia. The way to practice global diversity is also not only by learning and activities carried out but can be in the form of examples set by teachers, parents, and the surrounding community, of course, global diversity will be felt. Activities carried out by the school before the independence curriculum was implemented were classes filled with various ethnicities and cultures, learning materials about cultural diversity, competitions related to culture and singing national and regional songs. Student factors that affect respect for diversity in the classroom are of course due to interactions that occur during the learning process in the classroom (Gunawan & Suniasih, 2022). The diversity of a culture that exists in the environment has an impact on the learning process to form self-confidence (Rizal et al., 2022).

The third dimension is independence. Independent is carried out with learning and activities that are made to enable students to be able to manage themselves in all situations, work individually, and confidently, and students are responsible for themselves and others. The Independent behaviour of students needs to be grown because with independent behaviour students will be responsible for the processes and results that they work on. The activities carried out by the school before the independence curriculum was implemented were the schedule of class picket assignments, assignments to be done at home, exams, and self-study. Independent students will be able to develop and manage themselves so that the goals they want can be achieved (Labudasari & Sriastria, 2018).

The fourth dimension is cooperation. Cooperation is carried out with learning and activities that teach an attitude of cooperation, caring, collaboration, and mutual assistance to fellow human beings. Growing and developing cooperation behaviour can be done in various situations both in joy and sorrow. Students can carry out a cooperative attitude in cleaning activities, playing, and social or community activities. The activities carried out by the school before the independence curriculum was implemented were ant operations, class picket assignment schedules, group assignments, rhymes when a school member got into an accident, and group competitions. Cooperation is a type of relationship, the relationship of relationship occurs through the help of other parties for the benefit of individuals and groups that are stable as a group. (Kurniawati & Mawardi, 2021).

The fifth dimension is critical reasoning. Critical reasoning is carried out with learning and activities that are made to enable students to be able to distinguish a fact from a diction or opinion, detect an existing problem, and not take a theory/opinion for granted. Even though growing and developing critical thinking behaviour does not just happen and requires a series of syntaxes that need to be carried out, bearing in mind that the demands of the times continue to develop, critical thinking behaviour is indispensable so that students are not easily influenced by negative issues circulating in society. Activities carried out by the school before the independence curriculum was implemented were questions during learning, the use of the PBL learning model, and HOTS-based exam questions. The critical reasoning dimension can foster open students, willing to change their opinions, and respect for the opinions of others, but this dimension has not developed optimally in the learning process in elementary schools (Kibtiyah, 2022).

The sixth dimension is creativity. Growing and developing creative behaviour is by carrying out learning or activities that are made to allow students to create work that can bring up new ideas by not stealing other people's work. Students have a lot of creativity at elementary school age, but the activities and learning that are carried out are still not optimal which can make creativity emerge, so it is very necessary for teachers to carry out various activities both inside and outside of learning that can make students' creativity emerge. In the learning process to develop creativity, the teacher acts as a stimulator so that student creativity emerges by itself. Activities carried out by schools before the independent

curriculum was implemented, such as school competitions, and the implementation of the PjBL model. It's good that the teacher can provide an environment that stimulates student creativity (Muqodas, 2015).

Implementation of the Pancasila Student Profile can also realize the achievement of student welfare because students are given space to develop their creativity (Sherly et al., 2021). As the younger generation, they should have good experience with the values of the Pancasila precepts in everyday life (Gunawan & Suniasih, 2022). The Pancasila Student Profile is expected to run smoothly and well realized to produce Indonesian students who have a noble character, have qualities that can compete nationally and globally, can work with anyone and anywhere, are independent in executing executives, possess critical reasoning, and have creative ideas to develop (Kahfi, 2022).

4. CONCLUSION

The Pancasila student profile is one of the efforts in building the character of students that originates from Pancasila values. The dimensions of the Pancasila student profile are noble, independent, critical thinking, creative, cooperative, and global in diversity. The dimension of faith and fear of God Almighty is carried out by forming the attitude of students inside and outside of learning. The dimension of diversity globally is carried out with learning and activities that recognize various cultures in Indonesia for students, learning, and activities that teach students how to preserve and appreciate diversity and cultural differences in Indonesia. The independent dimension is carried out with learning and activities that are made to enable students to manage themselves in all situations, work individually, and confidently, and students are responsible for themselves and others.

The cooperation dimension is carried out with learning and activities that teach an attitude of cooperation, caring, collaboration, and mutual assistance to fellow human beings. The critical reasoning dimension is carried out with learning and activities that are made to enable students to be able to distinguish a fact from dictions or opinion, detect an existing problem, and not take a theory/opinion for granted. The creative dimension of carrying out learning or activities that are made allows students to create work that can bring up new ideas by not stealing other people's work.

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