# Strengthening the Pancasila Student Profile in the Implementation of Freedom to Learn in Elementary Schools

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# Strengthening the Pancasila Student Profile in the Implementation of Freedom to Learn in Elementary Schools

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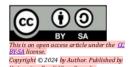
## ARTICLE INFO

## ABSTRAK

*Saat ini, generasi penerus bangsa masih memiliki kemampuan berpikir kritis yang rendah, kurang kreatif, dan kurang berkarakter. Penelitian ini bertujuan untuk mendeskripsikan program penguatan karakter profil pelajar pancasila, strategi pelaksanaan penguatan karakter berkebinekaan global dan bernalar kritis, serta dampak pelaksanaan penguatan karakter berkebinekaan global dan bernalar kritis. Penelitian ini termasuk dalam jenis penelitian kualitatif dengan rancangan studi kasus. Subjek dalam penelitian ini yaitu kepala sekolah, wakil kepala sekolah, guru dan siswa. Metode pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Sementara, metode analisis data dilakukan menggunakan analisis tema dengan komponen kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan program penguatan karakter profil pelajar pancasila berkebinekaan global yaitu kegiatan keagamaan, pameran serta membiasakan peserta didik untuk peduli terhadap lingkungan. Program penguatan karakter bernalar kritis yaitu pelaksanaan pembelajaran yang didasarkan pada asesmen diagnostik, pelatihan, dan sosialisasi. Strategi pelaksanaan penguatan karakter berkebinekaan global yaitu sosialisasi terkait pelajar pancasila, serta memberi contoh keteladanan dan kedisplinan secara nyata. Strategi dalam mengembangkan kemampuan bernalar kritis kerja sama dari berbagai pihak, pengadaan bimtek management kelas, pengadaan kegiatan ekstrakurikuler, dan melakukan model pembelajaran problem posing. Terdapat berbagai dampak positif dalam pelaksaan penguatan karakter berkebinekaan global dan bernalar kritis. Informasi terbaru pada penelitian ini dapat berimplikasi pada pengadaan program atau strategi sebagai penguatan profil pelajar Pancasila.*

## ABSTRACT

The next generation in the country still lacks character, creativity, and critical thinking abilities. The purpose of this study is to describe the Pancasila student profiles character strengthening program, methods for combining global diversity and critical thinking with character strengthening, and the results of combining these two approaches. This study belongs to the category of qualitative research that uses a case study methodology. The principal, deputy principal, instructors, and students served as the research subjects. Techniques for gathering data include observation, documentation, and interviews. Theme analysis was used in the data analysis process, along with elements of data presentation, data condensation, and conclusion drafting. The study's findings demonstrate how the program—which includes religious events,

exhibits, and teaching pupils to be environmentally conscious—strengthens the character traits of Pancasila students who come from diverse backgrounds. The program for improving character via critical thinking uses an application of learning based on socialization, training, and diagnostic evaluation. In addition to giving genuine examples of discipline and example-giving, socializing with Pancasila students is the implementation approach for enhancing global variety of character. Techniques for fostering critical thinking in cooperation with many stakeholders, offering direction and support for classroom management, offering extracurricular activities, and putting problem-posing learning paradigms into practice. Using global variety and critical thinking with character improvement has several beneficial effects. The most recent findings in this study may affect the methods or initiatives designed to raise the visibility of Pancasila students.

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## 1. INTRODUCTION

Curriculum development is one of the many phases that Indonesian education has undergone. Prior to its independence, Indonesia's curriculum underwent many revisions. The curriculum is all the learning processes carried out, both inside and outside the school, which that are carried out by students and are under the responsibility of educators or teachers and the school (Prihantini & Rustini, 2020; Arifin, 2017). The development of curriculum improvements will be said to be effective if the results of the development are in accordance with demands and needs, relevance, flexibility, continuity, practicality, and effectiveness. Therefore, curriculum development should have a strong foundation and principles to support the achievement of educational goals (Irawa et al, 2022; Rahmadayanti & Hartoyo, 2022). The newest curriculum and currently being implemented in several schools as driving schools is the Merdeka Curriculum. The independent curriculum is a curriculum that is implemented and based on developing the profile of students so that they have the spirit and values contained in the Pancasila principles in their lives. The independent curriculum still prioritizes character education through the Pancasila student profile (Rosmana et al, 2022; Safitri et al., 2022). Character education is very important and must be implemented, because it forms national character, which is one of the goals of education in Indonesia, namely the formation of an intelligent and characterful generation. The aim of National Education is to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen. The values formulated in the national education goals will become the basis for developing national character values through education in schools. The importance of developing learning materials related to national character values that are made explicit and linked to the context of everyday life (Santika, 2020; Widiastiti & Sumantri, 2020). Learning character values should not only be given on cognitive principles, but should touch on internalization and real practice that students gain in everyday life both at school, at home and in the community (Muis et al., 2023; Widiastiti & Sumantri, 2020).

In the era of the industrial revolution 4.0 of the 21st century, education is required to create the next generation who are able to have the ability to think critically, creatively and with character to be able to live life in global competition well (Nuzulaeni & Susanto, 2022; Utami & Desstya, 2021; Zakaria et al., 2021). But this hasn't been counterbalanced by a suitable educational system, thus there are still a lot of issues in the field of education today, such bullying and violence. In the field of education, cheating also happens. Since there is a shared responsibility for this issue, the government must pay attention while keeping in mind the value education. Character education has actually been implemented for a long time, namely with the National

Movement for National Character Education in 2010. Strengthening Character Education (PPK) was implemented in 2016 as a continuation of character education. (Atika et al., 2019; Ismail et al., 2021). Character education is nothing new, but in its implementation efforts, educators and educational units are still not implementing character education optimally. Nevertheless, character education continues to be pursued to this day, character education continues to be implemented, strengthened and continues to be developed, including in the independent curriculum through the Pancasila student profile (Safitri et al., 2022; Susilo & Sihite, 2022). The Pancasila student profile aims to answer the big question of which students have the profile (competency) that the Indonesian education system wants to create (Maruti et al., 2023; Rusnaini et al., 2021). The Minister of Education, Culture, Research and Technology of the Republic of Indonesia stated that strengthening the character education of students will be manifested by the Ministry of Education and Culture through various strategies centered on efforts to create Pancasila students (Mery et al., 2022; Ismail et al., 2021). The expected graduate profile, or Pancasila student profile, aims to demonstrate the qualities and skill sets that students should possess. In addition, the Pancasila student profile fortifies pupils with the admirable principles of Pancasila. The Pancasila student profile consists of six components: independence, global variety, working collaboratively, critical thinking, creativity, and noble character.

These six elements are seen as a unity that supports each other and is continuous with each other (Wahyudi & Miftahusyai'an, 2023; Dafitri et al., 2022). The autonomous curriculum's profile of Pancasila students is helpful in fostering students' moral development and practical learning skills. Philosophically, in order to accomplish the country's educational objectives, character development via character education is required and must be provided to pupils. Elementary, middle, and high schools that offer driving instruction have begun to take steps to raise the visibility of Pancasila students. These initiatives include extracurricular and intracurricular learning, school culture, and work culture. (Safitri et al., 2022; Maulida & Tampati, 2023). Based on the provided background information, the researcher is interested in doing research at SDN No. 27 South City, Gorontalo City, one of the schools that has introduced independent learning with a project to raise the profile of Pancasila students. One of the elementary schools that has recently embraced independent learning is this one, which combines a driving school with a Pancasila student profile program. The main identified six characters; among these, the character of global diversity and the character of critical reasoning are considered more common than the others. As a result, the researcher decided to focus this study on two characters: those who possess critical thinking skills and global variety. The purpose of this research is to provide an overview of the Pancasila student profiles character strengthening program, as well as strategies for incorporating critical thinking and global diversity into the program and the outcomes of doing so. When developing programs or strategies to increase awareness of Pancasila pupils, the most recent study results could serve as a guide.

## 2. METHOD

The purpose of this study is to gain a comprehensive understanding of how Pancasila students at SDN No. 27 in the South City of Gorontalo are enhancing their profile within the context of independent learning. This study falls under the qualitative research category and employs a case study approach. The study's participants included the principal, deputy principal, teachers, and students. A number of procedures were used in the data gathering process, including: (1) direct and semi-structured interviews, which were conducted because the researcher intended to identify issues with the persons being interviewed more candidly and thoroughly. The tool used during the interview was a mobile phone. The informants who will be interviewed are the principal, deputy principal, and teachers. (2) Observation, carried out by

researchers by observing, listening, and participating in some of the activities carried out by research subjects and informants. Researchers record activities and also note down important things found during observations in a field notebook. (3) Documentation, carried out to obtain the expected data and information related to the research focus. The tool used when taking documentation is a mobile phone.

The data analysis used in this study is theme analysis, which makes use of interactive model components like data condensation which is the procedure of finding, reducing, abstracting, and changing data related to all sections of written field notes, transcripts of interviews, documents, and other empirical materials related to the research problem. Additionally, (2) data presentation is accomplished by methodically organizing the data into sentences that correspond to the problem's focal point; and (3) drawing conclusions is accomplished by providing context for the data related to the research and offering recommendations at the conclusion of this section of the study. The veracity of the data was verified by the researchers using a variety of techniques, including member checks, triangulation, extending observations, and boosting persistence, in order to maximize study outcomes. This study is divided into three phases: (1) pre-field, which comprises stages of research preparation; (2) implementation, which includes the continuous research process; and (3) reporting, which involves supervision from the supervisor.

3.      **RESULT AND DISCUSSION Result**

Character development program for student profiles According to the rules governing the freedom of learning in elementary schools, pancasila may be used in at least two of the six aspects. Only two dimensions—a global diversity character development program and a critical reasoning character strengthening program—were selected by the schools included in this study. These two aspects were selected in light of the unique requirements and characteristics of the local culture in Gorontalo, which students must learn to uphold in order to reinforce Pancasila's core ideals. The global diversity character development program that has been put in place places greater emphasis on extracurricular activities, like preserving Gorontalo's ancestral culture—known by the catchphrase Serambi Madinah.

The Prophet's birthday is observed, Duha prayers are offered, Pancasila student profile performances are held, the practice of discarding trash in its proper place is cultivated, and people always mingle. This demonstrates that the practices and activities implemented are meant to foster an understanding of diversity in people, particularly in students. In addition, this program can help people develop a respectful attitude toward one another, an appreciation for the opinions of others, tolerance for different religions and cultures, and an awareness of the environment.

Programs that foster critical thinking and character development are more prevalent during the educational process. Pupils are allowed to tailor their education to their individual interests and skills. Teachers are already familiar with the nature of learning in the classroom because the implementation of learning is predicated on diagnostic evaluations. Assignments help students learn how to solve difficulties. This fosters children's independence by helping them learn how to think for themselves and make decisions. In addition, teachers constantly educate kids about bullying and punish bullies in an effort to prevent bullying incidents.

Parents are among the many stakeholders who must be included in order to adopt strategies for realizing the implementation of current plans. In order to carry out the project to develop the profile of Pancasila pupils, socialization with regard to the strengthening of global diversity of character requires the involvement of parents in addition to schools and teachers. Furthermore, students need to be involved as objects in the program's implementation. All stakeholders must be involved in every aspect of the school's operations in order to fulfill the institution's vision and goal. Additionally, educators need to set a true example for kids by modeling discipline and example-giving via deeds as much as words. Additionally, a lot of new foreign cultures are emerging and influencing pupils. Parents, schools, and the community should all be concerned about this.

Programs were developed to preserve ancestral culture and foster respect for other cultures in order to reinforce the unique qualities of global diversity. It is undeniable that character development and critical thinking strategies need the cooperation of many stakeholders, particularly parents and educators. Creating a project facilitator team to raise the profile of Pancasila students, offering extracurricular activities, giving teachers technical support for management classes, and teaching students problem-solving techniques are all possible activities. This can be accomplished in the classroom by using problem-posing instruction or by assigning homework in a welcoming environment.

One benefit of putting policies in place to help students develop a stronger sense of global diversity is that it can increase their awareness of and appreciation for the diverse cultures found in Indonesia. In addition, children can develop an attitude of environmental concern, be accepting of one another, and comprehend the existence of diversity. Maintaining ancestral culture is one way to combat the powerful influence of western culture, particularly for the youth and Indonesian students. Respect for diversity is the essence of global diversity. Students' achievement and originality, as demonstrated by their creative work assignments, can both be enhanced by developing their critical reasoning skills. Other benefits include fostering students' curiosity, particularly when it comes to learning subjects covered in the classroom, improving their capacity for problem-solving, and pushing them to be more self-reliant when it comes to carrying out tasks and finding solutions, particularly when it comes to the assignments they are given.

**Discussion**

The program for strengthening character through global diversity has been implemented at SDN No. 27 Gorontalo City. The yearly observance of the Prophet Muhammad SAW's birthday, religious rituals like Friday congregational prayers and Duha prayers in every classroom, exhibits of Pancasila student biographies that showcase the diversity of the world's character, and the habit of properly disposing of trash are all examples of legacy culture. The goals of this program and habit are to instill a love of Indonesian culture, customs, and diversity, as well as an appreciation of differences and respect for the opinions of others and the environment.

The Pancasila student profile is the embodiment of Indonesian students as students who have global competence and behave in accordance with Pancasila values. One part of the Pancasila student profile is the character of global diversity. In this case, students who have a Pancasila student profile with global diversity have the enthusiasm to maintain noble culture, locality and identity and remain open-minded in interacting with other cultures. This is consistent with other studies that found that national noble culture may be preserved via global variety, encouraging respect for one another and the potential to create a new, constructive culture that does not clash with it (Udin & Nawawi, 2023; Jamaludin et al., 2022). This supports the idea that, while maintaining their own culture, location, and identity, Indonesian students are encouraged by

global variety to be both nationalistic and open-minded while interacting with people from different cultures throughout the world. (Kiska et al., 2023; Irawati et al., 2022).

Theoretical studies and research data presented above lead one to the conclusion that efforts to develop Indonesian students' character include putting in place programs that build character through exposure to global diversity. This is in line with Pancasila's core values, which state that students should be able to preserve their honorable culture, community, and identity while remaining receptive to other people. This will help students develop a spirit of respect for one another and a concern for their surroundings. Consequently, it is crucial to preserve noble culture and its surrounding area. At SDN No. 27 South City of Gorontalo, a program is being implemented to develop students' critical reasoning skills. This program primarily involves giving students the freedom to learn in accordance with their interests and abilities. Since diagnostic evaluations form the basis of learning implementation, educators are already familiar with what happens in a classroom setting. When students discuss a topic in their learning phase, they will strive to think about performing or accomplishing each activity that will be provided by the teacher. The school then put in place a program to combat bullying. Critical reasoning abilities are the cognitive processes of doing exact and systematic issue analysis, accurately classifying problems, and identifying information to provide solutions for addressing difficulties.

The critical reasoning character strengthening program is carried out so that students have literacy, numeracy skills, and utilize information technology so that students are able to identify and solve problems (Ernawati & Rahmawati, 2022; Azizah et al., 2018). Diagnostic evaluation is a word used in the autonomous curriculum to describe the process of learning. In order to construct learning based on students' conditions and competencies, assessments as teaching controllers are conducted expressly to determine students' strengths, shortcomings, and competencies. In addition, the program aims to educate children on bullying, which is defined as a harmful conduct that causes discomfort or harm to an individual and is typically characterized by a power imbalance between the aggressor and the victim. It is impossible to divorce bullying conduct from the need for power and to instill fear in the school community.

The application program for enhancing critical reasoning character is carried out during the learning process, according to research findings and empirical theory. The foundation of this is diagnostic assessment, which is an evaluation of students' knowledge, abilities, and strengths and weaknesses prior to instruction so that teachers are aware of what to expect from their students' classroom experiences. Then, students are also given assignments to improve learning outcomes and practi solving problems or assignments by creating new ideas and finding new techniques. This can train children's independence, so that children get used to thinking and can make decisions. Students are also required not to carry out discriminatory or bullying actions that could impact the students' own character. The approach taken at SDN No. 27 South City of Gorontalo to execute global diversity character building is reaching out to parents about the Pancasila student project. In this particular instance, parents' involvement is obviously necessary. Parents have an important role in promoting global diversity character development in addition to schools and teachers. The school's vision and mission require that all parties be involved in everything that occurs at the school, and kids must also participate as objects of implementation of the program. Parents must also participate in strengthening their children's character. This is in line with the results of previous research that parents play a role in the development of children's character because parents will provide influence and support beneficial (Rachman & Verawati, 2022; Lengkana et al., 2020). Each parent has a different parenting pattern, with different parenting patterns will form different characters in each child (Narayani et al., 2021; Putri & Rustika, 2019; Santosa et al., 2018).

Other than that, schools can use the following strategy: set an example for kids and enforce rules. In addition, as discipline is a state of order, the tactic employed is to give a genuine example of both discipline and example. When students actively participate in the learning process, they adhere to both unwritten and written rules for behavior adjustment, and they do so freely. But excellent behavior is a habit that manifests itself in daily speech, demeanor, and behavior. Examples include being punctual, reading assiduously, dressing nicely, and appreciating the accomplishments of others.

Based on the presentation of the findings and theoretical studies, it can be concluded that the strategy for implementing global diversity character strengthening is to involve the parents of the students. Apart from schools and teachers, the role of parents is also needed in implementing global diversity character strengthening. In keeping with the school's vision and mission, which call for everyone to be involved in everything that occurs at the school, children must also participate as the program's objects of implementation. The strategy used in implementing the strengthening of critical reasoning character is to collaborate with various parties with membersas a team of facilitators for the Pancasila student strengthening project. The school also tries to provide superior human resources by providing management class technical guidance for teachers, providing extracurricular activities, and conducting problem posing lessons. Cooperation is a joint effort or activity carried out by both parties in order to achieve a common goal. The school's strategy or effort in providing extracurricular activities and extracurricular activities are activities carried out outside school hours which function to accommodate and develop students' potential, interests and talents (Tanjung et al., 2022; Zulkipli et al., 2020). Though extracurricular activities are meant to foster independent growth in children, they may also serve as a guide and development tool for children who have the potential to become exceptional learners in the long run. (Amin et al., 2023; Vandayant et al., 2019). Apart from that, the strategy or effort implemented by the school in the teaching and learning process is good classroom management. Classes must be managed optimally, so class management is one of the important skills that teachers must master. The person in charge of these activities has to practice class management in order to set up the best conditions possible for teaching and learning activities to go as scheduled. (Sumar, 2020; Warsono, 2016).

Furthermore, the strategy for implementing problem posing learning is carried out to develop critical thinking skills in students. Students are required to ask questions as a stage in solving a problem. Apart from that, this model is also applied to train problem solving abilities. This learning model has been implemented by several teachers in schools. The problem posing model is a learning model that requires students to compose their own questions or break down a problem into simpler questions so that it refers to solving the problem (Rambe et al., 2020; Thobroni, 2016).

Based on the presentation of the findings and theoretical studies, it can be concluded that the strategy for implementing critical reasoning character strengthening is cooperation from various parties. Apart from that, the strategy is also carried out by school efforts in providing extracurricular activities and training students in solving problems, for example in classroom learning when given assignments or in programs with comfortable and conducive classrooms. Apart from that, the problem posing learning model requires students to ask questions as a stage in solving a problem. This can train students' critical reasoning skills, especially in solving problems in everyday life. One of the impacts of the global diversity character strengthening program at SDN No. 27 Gorontalo City means students can get to know and appreciate culture in Indonesia. Apart from that, another impact is that good relationships can be established between friends, teachers and parents, and students can also understand the existence of diversity and be tolerant of each other. These findings show that tolerance is an attitude of mutual respect, through

understanding with the aim of peace, in essence tolerance and an attitude of respect. Tolerance is said to be an essential factor in creating peace. This tolerance has various types, including religious tolerance, political tolerance and cultural tolerance (Romadhon & Subakti, 2022; Rohmah & Umaya, 2019).One of the impacts of the global diversity character strengthening program is that students can recognize and appreciate various cultures in Indonesia and understand diversity and be tolerant. Global diversity is a feeling of respect for diversity and tolerance for differences.

The impact of strengthening critical reasoning character on students at SDN No. 27 South City of Gorontalo, namely that it can increase achievement, create curiosity in students, especially regarding learning topics and the surrounding environment, increase children's creativity, for example in artistic work assignments, train problem solving abilities in students, and training independence especially in scout extracurricular activities. These findings are in accordance with the characteristics of someone who has critical reasoning abilities, namely being able to solve a problem with a specific goal, being able to analyze and generalize ideas based on existing facts, and being able to draw conclusions and solve problems systematically with correct arguments. If someone is only able to solve problems without knowing why the concept is applied, then he cannot be said to have critical thinking skills (Rahardhian, 2022; Prayogi & Widodo, 2017). Everyone, including students, has to be able to think critically. This includes them. Critical thinking may express important issues and problems in a clear and accurate manner. For every learner to be able to handle challenges, particularly quantitative ones, critical thinking abilities are therefore absolutely essential. Improving interactive learning exercises is one endeavor that might mold students' critical thinking skills. Students must be seen as thinkers and teachers act as facilitators (Widiana, 2022; Pradana et al., 2020).

According to the explanation of the results and theoretical studies provided above, it can be concluded that fostering students' critical reasoning abilities will increase their academic achievement, foster their creativity in creative work assignments, foster their curiosity about the subjects they study in class, help them become better problem solvers, and inspire them to be more self-reliant in their tasks and problem-solving. Critical thinking and global diversity are features of the Pancasila student profile. The findings of this study can offer the most recent details on initiatives and tactics for enhancing character development through multiculturalism and critical thinking. In addition, the research findings provide insight into the effectiveness of these initiatives and approaches. This study's concentration on a single elementary school is one of its limitations. In order to learn more about different programs and tactics and their effects on character development, global variety, and critical reasoning, further research can be done in this area.

## 4. CONCLUSION

Regular implementation of numerous programs has strengthened the character profile of Pancasila students at SDN No. 27 Gorontalo City. In addition, methods for applying critical thinking and global variety with character strengthening exist. Students at SDN No. 27 Gorontalo City will be able to learn about and respect Indonesian culture as a result of the implementation of character development with global diversity and critical reasoning. Aside from that, putting programs and methods into place in schools still has a lot of great effects. The most current research findings should allow the school to expand its offerings, particularly in the areas of critical thinking and character development with a global perspective. In this approach, classes that highlight global variety and critical thinking may pique students' interest more.

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