

The Implementation of The Pancasila Student Profile Program in Creating a Superior Generation in SD Negeri 3 Apuan

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Abstract. The purpose of this study was to find out the application of the Pancasila Student Profile program in creating a superior generation at SD Negeri 3 Apuan. Pancasila Student Profile is a program designed by the government in creating a superior generation with character. The superior generation has good character by having a good personality and practicing the values of Pancasila which are currently implemented in the field, especially in elementary schools, are not optimal. This research uses a qualitative approach with a descriptive method. The techniques used in data collection are interviews, observations, and questionnaires. The results of this study are that the application of the Pancasila Student Profile program in creating a superior generation at SD Negeri 3 Apuan has not been maximized, this is evidenced by teachers and students are still unable to apply technology and students' understanding of the Pancasila Student Profile is also still lacking.

Keywords: Profile of Pancasila Students, Character, Superior Generation

1. Introduction

Education is critical in our life. Learning is intended to assist pupils develop into persons who believe in and follow God Almighty, have noble character, are capable, inventive, autonomous, democratic, and responsible.

Good and actual education must be able to help individuals understand how to behave and have good character. Education must be maintained and maintained as an effort to maintain the nation's philosophy and ideology so that the nation is not shaken by culture that is not in accordance with its culture and the ideals of the Indonesian nation. One of the profiles of the Pancasila Driving Instructor Program functions to guide individuals or students at a certain level of understanding, behavior and character to keep Pancasila upright and an understood ideology based on Pancasila values which are implemented by current students.

Having a superior generation, namely children or students who have good character, have a good personality, are able to respect other people, and practice the values of Pancasila, is certainly the dream of parents and teachers because that generation will be the nation's next generation.

Today there are so many educational problems that are of concern where this occurs because of the decline in character values in students. Moral and ethical depreciation often occurs in society. This matter of course, make the world of education to be more serious in providing character strengthening from an early age to the participants.

Character education is defined as education that focuses on character values in the three dimensions of creativity, taste and intention (Daryono & Lestariningsih: 2017). Suwartini (2017) states that character education is the process of instilling character values in students by using insight, self-understanding, determination and spirit components. However, in today's society, the character of education is starting to decline, this can be seen by the many problems related to juvenile delinquency which show deviant behavior and moral degeneration, so this needs to be avoided by improving the character of education.

In order to improve character education, Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim designed a program and created the Pancasila Student Profile, as stated in Permendikbud Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024 as one of the Ministry of Education and Culture's Visions and Missions. The Pancasila Student Profile was created out of fear of decline in students' character and morals. It is hoped that can increase positive student behavior through Pancasila values. Improving student character can be done through strengthening the profile (Made Riyan Gunawan & Wayan Suniasih, 2022). Improving student character can be through strengthening the Pancasila Student Profile. Today is very important to do considering the conditions in the field there is a lot of decline in student character values. Therefore the need for action that encourages people to have a good personality, have ethics, be modest, empathetic, honest, & tough which will encourage students to commit to the right behavior & be able to optimize their potential accompanied by awareness, emotion and motivation.

Strengthening the profile of Pancasila students is expected to be an alternative to strengthening character in order to prepare a superior generation. The Pancasila Student Program profile is still not being implemented in elementary schools to its full potential, which naturally affects the program creation process. Absence of character in students, which calls for greater effort from the institution. (Kahfi, 2022). Even though information has been given to all education stakeholders, particularly in primary schools, after the Ministry's decision on the autonomous curriculum and the Pancasila student profile program, it is still regarded to be insufficient. Pancasila students represent Indonesian students becoming lifelong learners who have global competence and behave in accordance with Pancasila values.



Fig 1. Element of Pancasila Student Profile

A value that is essentially human can be complete and carry moral weight when it is manifested in certain moral behavior. Character has a role in thinking and following. Good Yang character is the inner motivation to do good in any situation with the highest standards of behavior. The character with which we must do this has three aspects, namely moral knowledge, moral feelings, and moral behavior. Even though, after the Ministry's decision on the autonomous curriculum and These six qualities are as follows: Religious teachings should be followed by continually doing good and being faithful to God Almighty. Understanding and valuing other people's cultures, nurturing mutual respect, and creating a noble culture without separating it from the noble culture of the country are all approaches to attain global diversity. Mutual cooperation: Indonesian students may collaborate to ensure that activities run smoothly, easily, and quickly. Cooperation, caring, and sharing are all aspects of reciprocal collaboration. Students in Indonesia are accountable for their own learning processes and results as autonomous learners. Independence is determined by awareness, independence, and particular situations. Critical reasoning involves gathering and processing information and ideas, assessing and evaluating reasoning, and considering cognition and decision-making processes. Students that are creative have the power to transform and create something unique, significant, valuable, and influential. Generating new ideas and creating new works and actions are the two main components of creativity. Qomaruzzaman (2017) states that character education is everyone's obligation, which means that not only schools must do it, but also everyone must bear commensurate responsibility. Therefore, every department and agency started a National Character Education Program. In the process of strengthening the profile of Pancasila students, the role of a teacher in a particular field is very important for its implementation in schools (Setiyaningsih & Wiryanto, 2022). The Pancasila student profile is implemented from an early age in elementary school, as is done by elementary school teachers. This is done to increase students' understanding of various things that can be applied in everyday life.

This program is being adopted in all schools. SD Negeri 3 Apuan, situated in Banjar Jelantik, Apuan Village, Apuan District, Baturiti, Tabanan Regency, Bali, is one of the schools that uses this. The goal of this research is to determine the implementation of this program as part of a project to strengthen the profile of Pancasila students in the field, particularly in elementary schools and the surrounding environment, and its impact on the process of character formation of students and how the program is carried out, as well as the role of the Pancasila student profile program in shaping the superior generation. Based on this background, the researcher is interested in conducting this research to find out the the Implementation of the Pancasila Student Profile Program in creating a superior generation at SD Negeri 3 Apuan.

2. Method

This study employs a qualitative method with descriptive methodologies. The goal of this descriptive technique, according to Sugiyono (2007:15), is to explain all of the true

situations that transpired throughout the investigation. Aside from that, Elinda Rizkasari's article: Pancasila Student Profile as an Effort to Prepare Indonesia's Golden Generation: Character Education through Pancasila Student Profile as an Effort to Prepare Indonesia's Golden Generation is used in this study. The major driver of change is education. By raising the visibility of Pancasila students in an endeavor to prepare Indonesia's golden generation for 2045, it is envisaged that they would become one of the key guardians in forming the character of Indonesia's future golden generation.

The research subjects were students in grades 4 and 5 of SD, teachers, and school principals at SD Negeri 3 Apuan which is located at Brother Jelantik, Apuan Village, Apuan, Kec. Baturiti, Kab. Tabanan Prov. Bali.

In this study, data collection was carried out through observation and interviews conducted with research subjects. In addition, in collecting data using a questionnaire technique because it is considered simpler, objective, faster in collecting, easy in the tabulation process, as well as the process of analysis.

- 1) Interview approaches are used to acquire data from informants about their in-depth opinions, ideas, or experiences. This interview style is frequently used in qualitative research. In this study, two teachers from grades 4 and 5 as well as the school's principal were interviewed. During our interview, we discussed how to execute the Pancasila Student Profile Program at SD Negeri 3 Apuan.
- 2) The observation method collects data by examining symptoms, occurrences, and actual facts connected to the study subject. We made observations in order to standardize the Pancasila Student Profile Program's execution. We examine student conduct, school activities, and teachers' and principals' roles.
- 3) Questionnaire Technique: In this study, 10 students in grades 4 and 8 at SD Negeri 3 Apuan were given questionnaires. A structured questionnaire is the data gathering tool required for this questionnaire approach.

3. Results and Discussion

3.1 Results

1. What does the teacher know about the Pancasila Student Profile?

The Ministry of Education and Culture has created a Pancasila student profile, which strengthens students' character by giving them responsibility and attention to their surroundings. and can use Pancasila's values. As time passes, pupils become not just familiar with our world, but also competitive and adaptable. The Pancasila Student Profile assists kids in developing positive character, personality, life skills, and manners. Pancasila Student Profile assists students in developing their potential in an enjoyable way. The instructor immediately introduces the Pancasila Student Profile with exercises relating to knowledge, skills, and attitudes at the start of the curriculum. The Pancasila Student Profile is constantly available and essential for improving student character.

2. *How is Student Understanding and Implementation of the Application of the Pancasila Student Profile at SD Negeri 3 Apuan?*

No	Question	Percentage Respondent Which Answering Correct
1	What is meant by Pancasila Students	80 %
2	Which is not a dimension of the Pancasila student profile.	100 %
3	The dimension that builds student concern and awareness of working together / collaborating with others is...	60%
4	On the Pancasila Student Profile Dementia Faithful and pious to God Almighty and noble in learning	80%
5	Implementation of Independent elements in the Pancasila Student Profile	70%
6	Character values Pancasila Student Profile dimensions Critical reasoning in learning	0%
7	Implementation of Global Diversity	20%
8	Implementation of the dimension of faith, piety to the Almighty God, and noble character,	70%
9	Indonesian students are students who believe and fear God Almighty.	90%
10	Which is an example of behavior reflecting a self-contained element...	20%
11	The following characters that are not Pancasila Student Profile are....	80%
12	The dimension that builds student concern and awareness of working with others is...	70%
13	Elements of the Global Diversity dimension, except..	70%

14	The characteristics of Pancasila students are...	80%
15	What characters/attitudes should Pancasila students have?	70%
16	An example of the implementation of the character/attitude of mutual cooperation in the community is.....	90%
17	Appreciate and respect the culture. the most appropriate way for teachers to introduce and appreciate culture to children, including what dimensions	60%
18	An example of a Critical Reasoning Attitude/Character is.....	70%
19	An example of a creative attitude/character is.....	80%
20	An example of independence is	70%

Table 1. Percentage Respondent Which Answering corecct

3. *What is the role of the teacher in optimizing the Pancasila Student Profile at SD Negeri 3 Apuan?*

Pancasila Student Profile is a program that strives to develop and enhance the next generation of Indonesian youth. The Pancasila Student Profile was established with crucial features to reach this aim, and the work of instructors is critical in ensuring that this program is optimal in schools.

a. *Have hope. Have a great character and fear God Almighty.*

In its application the teacher teaches students to get used to praying with wisdom and solemnity as well as mutual respect and tolerance for students of other religions. Through this the teacher applies divine values which are able to educate students to be more appreciative of all of His creation. As another example, praying before starting lessons, keeping oneself and the environment clean and carrying out and maintaining a balance of rights and obligations.

b. *Global diversity.*

In its application the teacher educates students to respect other cultures in each region. So that students have a sense of tolerance so they can accept diversity in the nation. And at school we can compare and explore diversity without wanting to bring each other down as well reflect on the experience of diversity.

c. *Mutual cooperation.*

In its application in schools, teachers always instill important values that have always been a hallmark of the Indonesian nation, namely mutual cooperation. Examples of the application of mutual cooperation taught by the teacher are inviting students to carry out cleaning together, completing class projects by inviting students to make P5 by directly involving students in it. making trash cans) and making crafts from plastic and next semester it is planned to make fences and gardens from used bottles. Apart from that, study in groups and help each other if there are friends who are in trouble, and much more. With this in mind, it will encourage concern for others and for the environment and build collaboration, and understand that humans as social beings cannot live alone, so

they must be able to reduce ego, respect each other, and empathize for a peaceful life and always have unity.

d. *Independent.*

Independence is self-awareness of the situation at hand, as well as the ability to create self-regulation. In the application of Mandiri, the teacher gives students assignments, whether it's picket assignments, studying, and behaving. In addition, students must be able to assume personal responsibility, for example when doing assignments individual or assessment process, completing tasks independently and carrying out assessments consciously and independently. Another example in grade 1 students already understand and don't cry anymore when they are picked up late.

e. *Critical reasoning.*

Students are required to learn by thinking critically, with students having such thoughts later students will get used to and know how to make the right decisions, be able to process information objectively, build relationships, analyze, evaluate and finalize data. So as to train students to have critical thinking the teacher gives students HOTS-based questions, the questions that must be prepared by the teacher make students think critically and do not provide rote answer bills and students are more trained to be independent where they are free to express their opinions.

f. *Creative.*

Students are expected to be able to create inventions for an innovative future. Therefore the teacher can facilitate their creativity and not limit it. In addition, the teacher exemplifies new things so that students can follow what has been exemplified. One effort that can be done is to invite students to design their classes, for example by decorating classes, making creative wall magazines and making projects in the form of creative and innovative crafts. For example utilizing used goods and that can train students' imagination by turning used goods into goods that have more use value. From these simple activities, their creativity will continue to grow and for this reason in learning these things must continue to be fostered both up to the scope family to society. In addition, teachers and schools have also been implemented in schools, namely how to create a class belief starting with class dreams, namely the class desired by students and then the teacher creates a class belief to realize the student's wishes. Then the application of positive culture to shape student character and apply differentiated learning.

4. *How much optimization has been made in implementing this Pancasila Student Profile Program and what obstacles were found in this application?*

The principal of SD Negeri 3 Apuan stated that, while the Pancasila Student Profile had been developed, it was not optimum. This is because it is still being researched and is continually developing. In this situation, approximately 65 percent

have begun to adjust by taking part in this program. One example of utilizing the Pancasila Student Profile is when we collaborate with instructors to build alternative learning plans that fit the learning needs of each student. The second example, using p5, attempts to comprehend more. According to the directions, this school is progressively implementing it.

The obstacle encountered in its application is that the teacher himself still does not understand ITE, such as Human Resources where the teacher is in charge of grade 4, where grade 4 and grade 1 who apply the independent curriculum still lack understanding of technology. so it's a bit slow in understanding it. besides that, support from parents because the Pancasila Student Profile focuses more on the character education of students with parents who are ignorant of their children's character education so that this become an obstacle in implementing this, and also not all students are smart and there the teacher must be able to facilitate and from the teacher's point of view must be more able to convey the application again.

5. Can the implementation of the Pancasila Student Profile create a superior generation?

This is owing to the exceptional changes in the child's temperament as well as the extraordinary possibilities offered by this program. If the Pancasila Student Profile is taken seriously, it will undoubtedly generate a generation with character and the ability to behave in line with Pancasila. in order for students to be able to apply and comprehend the Pancasila Student Profile. It is anticipated that attempts to reform would be made in the future. For example, you might make greater use of the vacant property behind the school by constructing a P5. You may also encourage kids in grades 1 and 4 to work together to grow flowers that are accessible in the neighborhood or surroundings. The flowers they plant will be given to the school as gifts.

3.2 Discussion

The development of the Pancasila profile in character content is needed to meet the needs of the community both from an early age in the world of education. According to Darmawan, the preamble to the 1945 constitution, the law on the national education system, and educational ideals, according to Ki Hajar Dewantara, were the main references in formulating the profile of Pancasila and its dimensions.

The Pancasila student profile outlines how the qualities created in Indonesia might lead to student-centered educational policy. Pancasila students have six characteristics of fullness and completion: loyalty, fear of the Almighty and Most Noble God, worldwide variety, collaboration, independence, critical opinion, and creativity.

A character spiral, according to (Uchrowi, 2013), is the way a character evolves. Beliefs form consciousness, which next develops attitudes or ways of experiencing life, and lastly action. The beliefs formed as a result of these acts will impact a person's consciousness, attitudes, and conduct. This motion is round and repeating.

The Pancasila Student Profile was studied in SD Negeri 3 Apuan with a sample of 4th and 5th grade children. Students appear to understand the meaning and aspects of the Pancasila Student Profile, including faith, devotion to God Almighty, noble morality, global variety, mutual collaboration, independence, critical reasoning, and creativity. SD Negeri 3 Apuan students studied the Pancasila Student Profile in terms of religion, piety, and morality.

The pupils appear to be able to articulate the meaning and components of the Pancasila Student Profile. It appears to explain the Pancasila Student Profile features such as faith, devotion to God Almighty, noble character, global variety, mutual collaboration, independence, critical thinking, and creativity. Students may be able to express and implement religious teachings in a way that is compatible with their own views by speaking, thinking, and doing if they grasp the aspects of faith, devotion to God Almighty, and noble values. This can be nice, courteous, and respectful discourse seen by students praying every day, every time they start lessons, always praying in congregation, performing Full Moon and Tilem prayers, being able to respect friends of different religions, and always saying friendly and polite words. Then the second is the element of global diversity in which students are able to explain and practice it by loving traditions and traditional culture, being able to respect other people's traditions and cultures, communicating and interacting well with other people from various places and groups, being able to think and interpret differences, and always trying to create peace and social harmony, this can be seen with students do self-study of culture by learning regional dances, regional songs, regional games and being able to explore more cultures from other regions and reflect on the cultures of other regions and also collaborate with other regions and respect the cultures of other regions. Then thirdly there is the element of mutual cooperation in which students are able to explain and practice it by collaborating and collaborating with fellow students and with the teacher. This can be seen with students carrying out cleaning together, completing class projects in making trash cans and making plastic crafts. learn in groups and, help each other if there are friends who are in trouble, and much more. Then the fourth is the independent element in which students are sufficiently able to explain and practice it by having a sense of self-awareness and responsibility in dealing with problems. This can be seen by students in carrying out picket assignments, learning, behaving, and being able to do assignments and assessments. Then the fifth is a creative element in which students are able to explain and practice it by doing or producing something new, useful, and has a good impact in the form of ideas, work or action. This can be seen with students decorating classes, making creative wall magazines and making projects in the form of creative and innovative crafts and turning used goods into goods that have more use value. And the last is the element of critical reasoning where students are still lacking in this regard. Students are still not able to understand and do it. Like when students are given HOTS questions where students are still fixated on rote memorization. In addition, students are also still unsure in expressing their opinions and still cannot make the right decision.

In implementing the Pancasila Student Profile it is still being maximized and optimized. As in SD Negeri 3 Apuan, which is said to have been running 65%. This cannot be separated from the role of students, teachers and school principals who continue to strive to develop and improve the implementation of the Pancasila Student Profile by implementing

different learning plans and always following the directions in stages. The application of the Pancasila Student Profile in this school is still understood by students, but students already know that the Pancasila Student Profile is important. In optimizing the program, of course, there are obstacles which in this case the obstacle is the teacher itself because there are still teachers who do not understand IT, which in implementing the Pancasila Student Profile has something to do with the development of this sophisticated era so teachers must be able to adjust. For example, at SD Negeri 3 Apuan, it's like Human Resources where the teacher is in charge of grade 4, where grade 4 and grade 1 apply the independent curriculum, they still don't understand technology. Apart from that, in implementing the Pancasila Student Profile, students are still a bit slow in understanding it, especially for the lower classes such as grades 1, 2, and 3. This program is implemented not only in the educational setting, but also in the home environment. The values of the Implementation of the Pancasila Student Profile with support from parents because the Pancasila Student Profile focuses more on the character education of students with parents who are ignorant of their children's character education so that this becomes an obstacle in this implementation, and also not all students are smart and there the teacher must be able to facilitate and from the point of view the teacher must be able to convey the application again.

Of course, in creating a superior generation, character education is important. In creating a superior generation, it is also necessary to know what is the demand of the times and what is needed by society. In this modern century, the development of science, technology and communication has progressed very rapidly. This development has become a necessity for the development of the world. This must be in accordance with the attitude of an open, ethical and tolerant society. Because this development is related to health, culture, environment, economy and others. With this attitude, humans can apply knowledge in everyday life to meet the needs of life.

So that in this century education is designed to have important things, namely creative and innovative which can display and bring up new ideas and innovations. In addition, always able to think critically in dealing with problems, communicative, and collaborative. In addition, they are also required to have awareness of health and fitness, a high sense of nationalism, finance, economics, business, entrepreneur, and global awareness. All of these things must be completed in order to create superior human resources.

Superior Human Resources are lifelong Pancasila students with global talents who act in accordance with Pancasila ideals. The Minister of Education and Culture also stated that implementing the Pancasila Student Profile will require more than simply institutional adjustments. This is an effort to support the President's Vision and Mission by developing Pancasila students who are critical, creative, independent, faithful, devoted to God Almighty, have noble character, work together, and respect diversity.

Character education is important for students by developing religious values, Pancasila, culture and national education goals. In this case, schools and professional teachers have an important role in realizing character education in addition to the role of government, parents and society. Students' character will undoubtedly be heavily shaped by these efforts from an early age.. With character education, of course, it will train students mentally and

morally so that students fortify themselves with character education will certainly be able to prevent bad influences from internal and external. Thus, this approach will undoubtedly produce a superior generation that values the nature of education and is capable of overcoming the negative effects of scientific advancement to produce a superior generation.

The effort that has been made at SD Negeri 3 Apuan in creating a superior generation through the Pancasila Student Profile is to help the teacher by working together in completing all the deficiencies that exist in the teacher so that the application of the Pancasila Student Profile can be optimized by further optimizing with seminars and training - training and cooperation with teachers and coordination with the community. Schools always try to introduce the Pancasila Student Profile by starting to introduce the Pancasila Student Profile through songs, daily activities by directly linking it to the benefits and materials contained in the Pancasila Student Profile. An example of the application of the 6 elements of the Pancasila Student Profile. Like independence (students come, on time, carry out student pickets according to schedule, benevolent (students respect other students), piety (students pray regularly and in an orderly manner and collaborate with fellow teachers. In this case the teacher always tries to create a good learning atmosphere conducive and supportive. With such a learning environment it is intended that students can become more understanding of learning and are comfortable studying there. In practice the teachers also always receive support from the school principal apart from that from the handbook as well, in teaching also see from the surrounding environment what things can be applied so that it can be used as an example, politeness, and tolerance with people of different religions, and can focus more on children being able to uniformly understand knowledge, skills, and attitudes in accordance with the Pancasila Student Profile.

4. Conclusion

Education is critical in our lives, as stated in Law No. 20 of 2003, Article 3 about the National Learning System (Sisdiknas). This legislation states that the goal of education is to produce individuals who believe in and follow God Almighty, have noble character, are healthy, informed, capable, creative, and independent, and become democratic and responsible citizens. Character education is, of course, essential in developing a great generation. Strengthening Pancasila students' profiles is considered to provide an alternative to character building in order to develop a superior generation. Furthermore, given the implementation of the profile strengthening, huge expansion of access education at all levels is required project Pancasila students in the field, especially in elementary schools, are still not optimal.

Pancasila Students depict Indonesian students as lifelong learners with global competencies who act in line with Pancasila ideals. They have six basic characteristics: faith, devotion to Almighty God, noble character, global variety, mutual collaboration, independence, creativity, and reason. The Ministry of Education and Culture's Vision and Mission, as stated in Ministry of Education and Culture Regulation number 22 of 2020 about the Ministry of Education and Culture's Strategic Plan for 2020-2024, are consistent with the Pancasila Student Profile.

The Pancasila Student Profile is planned to become not only government policy, but also a guide for teachers to enhance student character in smaller courses by constantly adding the Pancasila Student Profile. This is critical for developing student character. Students must grasp and implement the six Pancasila profile aspects, which are Belief in the Almighty and Most Noble God, Global Diversity, Mutual Cooperation, Independence, Creativity, and Critical Thinking. This curriculum has the ability to develop a better generation due to the changing profile of Pancasila students for their remarkable character and potential.

SD Negeri 3 Apuan, located at Saudara Jelantik, Apuan Village, Apuan, Kec. Baturiti, Kab. Tabanan Province, Bali, is one of the schools that uses the Pancasila Student Learning Program. The teacher quickly introduced the Pancasila Student Profile in a direct introduction, delivering exercises relevant to knowledge, abilities, and attitudes when this program was held.

In the implementation of the Pancasila Student Profile program in creating a superior generation at SD Negeri 3 Apuan has not been maximized, this is evidenced by teachers and students are still unable to apply technology and students' understanding of the Pancasila Student Profile is also still lacking.. In optimizing the program, of course, there are obstacles which in this case the obstacle is the teacher itself because there are still teachers who do not understand IT, which in implementing the Pancasila Student Profile has something to do with the development of this sophisticated era so teachers must be able to adjust. In addition, not only from the school environment, the family environment should also apply the values of the Implementation of the Pancasila Student Profile with the support of parents. So that the efforts made in creating a superior generation through the Pancasila Student Profile are by helping fellow teachers by working together in completing all the deficiencies that exist in these teachers so that the implementation of the Pancasila Student Profile can be optimized in addition to optimizing seminars and training - training and collaboration with teachers and coordinating with the local teacher community. Thus through the implementation of the Pancasila Student Profile, of course, it will give birth to a superior generation because the Pancasila Student Profile is prioritizing character education is able to overcome negative problems from the impact of scientific developments knowledge.

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