

Improving the Character of Grade 4 SD Students Through Pancasila Student Profiles at SD Negeri 5 Sudaji

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Abstract. Where this research aims to find out how to improve the character of grade 4 students at SD Negeri 5 Sudaji through the Pancasila Student Profile. The research method used in this research is a qualitative descriptive method approach, with data collection techniques used in this research namely observation and direct interviews at SD Negeri 5 Sudaji. It can be concluded that the Pancasila Student Profile has an important role in improving the character of grade 4 students at SD Negeri 5 Sudaji, as seen from the Pancasila Student Profile which has six dimensions including 1). Faithful, devoted to God Almighty, 2). Independent, 3). Reasoning, 4). Critical, 5). Collaborating, and 6) Global Diversity. These 6 dimensions are emphasized to grade 4 students through a theoretical and practical learning process directly by carrying out class projects that can improve the character of grade 4 students at SD Negeri 5 Sudaji.

Keywords: *Education, Character, Student Profile of Pancasila*

1. Introduction

In the current challenges of the 21st century, it proves how technological advances are developing in the world. With the development of technology, it is becoming easier to connect with each other in various countries with rarely being so far away. Where it can be seen by how easily each country is connected to other countries, with this in a country it will be said to be developing in terms of how to utilize technology and also develop this technology in the country. In this case, using and developing technology is definitely related to the world of education, by having good knowledge and human resources, of course, you can easily use and develop technology in your country.

Where education is the foundation for the progress of a nation and a country because education is a benchmark for a country to be said to be advanced. Education is seen through the quality and education system. In improving the quality of education in Indonesia is very important to do in order to achieve the goals of education in Indonesia as mandated in Law Number 20 of 2003 concerning the National Education System. Many efforts have been made by the Government which aim to shape better student character in the future.

Information or abilities is the process of education, which can be done at any time or place. Since education seeks to teach and develop each person's inherent potential, it is crucial that everyone have access to it. Every person can have creativity, a wider range of knowledge, a positive personality, and be a responsible person by evolving and growing. Talking about character is an important thing because with a strong and good character in humans, these humans will have these good morals, morals, and manners. So that in order to have good character, morals, and character, it is necessary to increase good character with values education, character education, character education, and moral education. Character education is a system of inculcating character values for all school members by emphasizing knowledge, awareness, and will, as well as actions to carry out values towards God, oneself, fellow human beings, and their environment.

Improving character with the Pancasila Student Profile nowadays is very important to do considering the conditions in the field there are many declines in student character values. Therefore the need for action that encourages people to have a good personality, have ethics, be modest, smart, empathetic, honest, and tough which will encourage students to commit to the right behavior and be able to optimize their potential which is included with awareness, emotion, and motivation. Which is where the Pancasila Profile program has entered the school curriculum in Indonesia, one of which is Elementary School, namely SD Negeri 5 Sudaji where the school implements the independent learning curriculum in grade 1 and 4 which have implemented this curriculum. From the independent learning curriculum, there are Pancasila Profile subjects which are taught to students to provide insight into nationality, citizenship and can reflect on Pancasila values.

2. Method

In the research method used, in the preparation of this article, the research method is a qualitative approach with a descriptive method. This research method is an approach used to explore and understand phenomena in their natural context, using data that has been collected through several stages of research from observation to direct interviews at SD Negeri 5 Sudaji. The descriptive method is used to describe in detail, a state of the object or subject of research based on the actual situation or in fact what is in the field as it is. While the qualitative approach focuses on in-depth understanding of individual experiences and perceptions of the phenomenon, then this method can be cost efficient, because there are not many procedures involved. must be carried out during the implementation of the research.

3. Result and Discussion

1. Pancasila Student Profile

The Pancasila student profile program is an implementation of a curriculum based on the expected implementation. The curriculum is a unit of competency regulation in a way that is adjusted based on the conditions and abilities of the executor and the target of the executor. Hamdi (2020) considers the curriculum to be the center of a learning guide between teachers and students. Currently, the independent learning curriculum is a policy issued by the government and is focused on schools. The independent learning curriculum makes learning in schools more flexible because teachers and students become free in determining learning patterns. The independent learning curriculum also prioritizes student creativity which is focused on the teacher's teaching abilities that are communicative and do not make students psychologically afraid of learning something (Marisa, 2020).

In developing it through the Pancasila Student Profile Program which forms the character and competencies needed to become good citizens, it needs to be introduced early on, at all levels of education. Preamble to the 1954 Constitution. The National Education System Law, as well as educational aspirations according to Ki HaDjar Dewantara in (Darmawan, 2021) which are mainly in the writings of Ki Hadjar Dewantara as the main reference in continuing the Pancasila Student Profile and its dimensions.

Six competencies are included in the Pancasila Student Profile Program and are designed to be important aspects. Since these six are connected to one another and support one another, developing all six dimensions at once, rather than in stages, is necessary to achieve the full Pancasila Student Profile Program. These are the six dimensions:

1. Believing, fearing God Almighty, and having noble character.

Namely this dimension aims to create students who have actions or attitudes which are good and have the character of courtesy to himself by always upholding the norms that happen in society.

2. Independent.

Independent is the dimension which creates or aims to provide understanding and ability to students, in addressing a problem that is being faced in the future. The student can solve or find the best solution in solving problems independently.

3. Critical reasoning.

Critical reasoning, namely where students can later carry out or develop, think broadly and be able to filter the information obtained carefully and thoroughly to be analyzed again so that they can get a good and correct thought or information.

4. Creative.

Creative, which aims to create students who can later have ideas, ideas, and creativity that can provide skill development, in creating the next generation with good skills.

5. Collaborate.

Mutual cooperation, namely the dimension that aims to foster a sense of concern between individuals and socially towards students, by providing understanding and knowledge in carrying out collaborations with others in creating or obtaining ideas and ideas that have a good common goal.

6. Global diversity

That is the dimension that aims to provide understanding and ability to students in how to always have a nationalist sense by not forgetting ancestral culture and having a broad or global view.

These six dimensions need to grow together so that they can adjust in improving the abilities and skills of students. in the learning process should not only focus on one or two dimensions but on the six dimensions. By not neglecting one of its dimensions so as not to hinder the development of other dimensions. Where with these six dimensions can provide skills for students, especially in improving character in various aspects.

2. The important role of the Pancasila Student Profile in improving the character of grade 4 students at SD Negeri 5 Sudaji

Talking about character education itself, basically it aims to encourage or support the birth of people who have good attitudes or personalities, by having good personalities, being intelligent, honest, attractive, modest, caring, and also tough or strong (Fardiansyah, 2022). Where the cultivation of moral character will foster the growth of pupils with the ability and dedication to do the best things, act morally, and have a purpose in life. So that students who have good and tough character are students who try to do the best for God Almighty, their fellow environment, the Nation, the State, and the international world in general by optimizing the potential that exists within them and accompanied by awareness and emotion. , and motivation. According to (Sofyan, 2020) the aim of education is not only limited to transferring knowledge to students, but it aims to change or shape the character and disposition of students so that they become better, so that they can have qualified skills, be more polite on an ethical and aesthetic level. , and what is more important is good behavior in everyday life.

In this case, the Pancasila Student Profile plays an important role in improving student character, especially in grade 4 students at SD Negeri 5 Sudaji. It is evident in the way they conduct both in-class and out-of-class learning activities, where appropriate learning objectives are included in the process thanks to the inclusion of the six Pancasila Student Profile dimensions. Can create the next generation of young people who have the character and spirit of Pancasila.

The learning process is carried out in the classroom, students are invited to understand and accept various knowledge in the form of theory conveyed by the teacher or obtained from various learning resources in increasing understanding for students. Where seen in the learning process carried out in grade 4, students are not only invited to

understand the lessons given but students are taught how to implement the theory that has been obtained with a given problem. With a simple problem given to students, the teacher hopes that students can solve this simple problem with their ideas or ideas in dealing with the problems they are going through. From the learning process carried out in the classroom students can accept and understand various theories and also implement them by solving a simple problem which can later indirectly benefit students outside of school and in everyday life.

The learning process activities are carried out outside this room, students are invited to practice learning theory that has been accepted in the learning process in the classroom. In the learning process outside the classroom students are invited to carry out learning in the form of projects, with students being given freedom to be creative according to their abilities and skills in learning the project. In this project, the focus will be on developing students' critical thinking skills, creativity, independence, responsibility and discipline. With this learning project carried out by grade 4 students, it is hoped that they can build or improve character for students because this learning project has various benefits in the growth and development of students as candidates for the next generation of young people.

According to Mrs. Puji as the homeroom teacher for grade 4 in the implementation of the learning project has important benefits for grade 4 students, namely:

1. Improving character and developing competence as an active world citizen.
2. Participate in designing active and sustainable learning.
3. Develop the attitude and knowledge skills needed in working on projects in a certain period.
4. Practice problem solving skills in a variety of learning situations.
5. Showing responsibility and concern for the issues around them as a form of learning outcomes.
6. Value education both inside and outside of the classroom, and take pride in the best outcomes that have been obtained.
7. Provide time and space for students to develop competence and strengthen the character and Profile of the Pancasila Student.

Judging from the learning process carried out, we can conclude how this Pancasila Student Profile has a very important role in the process of improving the character of grade 4 students at SD Negeri 5 Sudaji to create the next generation who have good character. Which in a good sense is seen from how the student has a good personality, good behavior, creative thinking, has responsibility, is independent, tough, has critical thinking in solving a problem faced, and always upholds Pancasila values in carrying out daily life.

In this case, the Pancasila Student Profile plays an important role in improving student character, especially in grade 4 students at SD Negeri 5 Sudaji. It can be seen when they carry out the learning process inside the classroom and outside the classroom, where in the learning process with the existence of the six dimensions of the Pancasila Student Profile it has good learning objectives. Can create the next generation of young people who have the character and spirit of Pancasila.

The learning process is carried out in the classroom, students are invited to understand and accept various knowledge in the form of theory conveyed by the teacher or obtained from various learning resources in increasing understanding for students. Where seen in the learning process carried out in grade 4, students are not only invited to understand the lessons given but students are taught how to implement the theory that has been obtained with a given problem. With a simple problem given to students, the teacher hopes that students can solve this simple problem with their ideas or ideas in dealing with the problems they are going through. From the learning process carried out in the classroom students can accept and understand various theories and also implement them by solving a simple problem which can later indirectly benefit students outside of school and in everyday life.

The learning process activities are carried out outside this room, students are invited to practice learning theory that has been accepted in the learning process in the classroom. In the learning process outside the classroom students are invited to carry out learning in the form of projects, with students being given freedom to be creative according to their abilities and skills in learning the project. In this project, the focus will be on developing students' critical thinking skills, creativity, independence, responsibility and discipline. With this learning project carried out by grade 4 students, it is hoped that they can build or improve character for students because this learning project has various benefits in the growth and development of students as candidates for the next generation of young people.

According to Ms. Puji as the homeroom teacher for grade 4, the implementation of project learning has important benefits for grade 4 students, namely:

1. Improving character and developing competence as an active world citizen.
2. Participate in designing active and sustainable learning.
3. Develop the attitude and knowledge skills needed in working on projects in a certain period.
4. Train students' skills in problem solving in various learning situations.
5. Showing responsibility and a sense of concern for issues around students as a form of learning outcome.
6. Value education both inside and outside of the classroom, and take pride in the best outcomes that have been obtained.
7. Provide time and space for students to develop competence and strengthen the character and Profile of the Pancasila Student.

Judging from the learning process carried out, we can conclude how this Pancasila Student Profile has a very important role in the process of improving the character of grade 4 students at SD Negeri 5 Sudaji to create the next generation who have good character.

Which in a good sense is seen from how the student has a good personality, good behavior, creative thinking, has responsibility, is independent, tough, has critical thinking in solving a problem faced, and always upholds Pancasila values in carrying out daily life.

4. Conclusion

In the current challenges of the 21st century, it proves how technological advances are developing in the world. In this case, using and developing technology is definitely related to the world of education, by having good knowledge and human resources, of course, you can easily use and develop technology in your country. Where education is the foundation for the progress of a nation and a country because education is a benchmark for a country to be said to be advanced. In terms of knowledge or skills, education is a process that may be done whenever and whenever. Since education seeks to teach and develop a person's potential inside themselves, it is crucial that everyone have access to it. Talking about character is an important thing because with a strong and good character in humans, these humans will have these good morals, morals, and manners. Character education is a method of instilling values in all students by placing an emphasis on knowledge, awareness, and willpower in addition to actions that uphold moral principles toward God, other people, the environment, and oneself. Elevate Early introduction to the Pancasila Student Profile, which develops the qualities and skills necessary to become good citizens, is crucial for character development at all educational levels. Six competences make up the Pancasila Student Profile and are designed to be important aspects. Since these six are interconnected and reinforce one another, developing all six dimensions at once, rather than in stages, is necessary in order to create a full Pancasila Student Profile. 1). Possess virtue, fear God Almighty, and have faith. 2). Independent. 3). Critical reasoning. 4). Creative. 5). Collaborate. 6). Global diversity.

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