

# Measuring Global Diversity Attitudes Towards the Profil Pelajar Pancasila of Early Childhood in Digital Book-Based Play Activities

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**Abstract.** The research aims to measure attitudes towards the dimensions of global diversity towards the Profil Pelajar Pancasila for early childhood education in digital book-based play activities. The research method uses a quantitative approach. The research population was early childhood in the city of Medan with a random sample of 113 children. The instrument used is an instrument to measure attitudes towards the 6 dimensions of the Profil Pelajar Pancasila. Researchers in this paper explain one of the six dimensions, namely the results of the Global Diversity Dimension analysis. The data analysis technique uses descriptive statistics. The research results showed that 4% of children were in the Starting to Develop category, 51 children were in the Developing According to Expectations category, and 45% of children were in the Very Well Developing category. Differences based on gender result in the Starting to Develop category for boys 1.9% and girls 6.6%, Developing according to expectations for boys 61.5% and girls 41%, and the category developing very well for boys as much as 36.5% and girls 52.5%. The research conclusions show that early childhood in Medan City in the Global Diversity Dimension is predominantly at the High level and girls are predominantly at the Very High level.

**Keywords:** global diversity, attitudes, profil pelajar pancasila, early childhood, digital book-based play

## 1 Introduction

Indonesia is still making efforts to overcome the various problems it faces. Policies are implemented in an effort to find solutions to problems. Educational problems arise from input, processing, and output. The three parts of the problem influence each other. Input stages that have problems can influence the learning process. The process of disrupted learning or learning activities will have an impact on output results and will turn around or return to problems with input or human resources when entering higher education. Problems can also be seen in the world of work.

Schools as educational institutions should focus on improving the quality of students. Schools cannot be careless and focus more on institutional interests which are not necessarily related to student needs. Mistakes in determining focus are not only found at school, but also in the family environment. Parents as the supporting capacity of students are still found to be

wrong in setting goals. Parents send their children to school with the aim of increasing their level along with the degree they obtain, which should also strive to instill good values in their children. However, they do not provide role models by showing good attitudes and behavior when doing activities [1]. This problem becomes a fundamental internal challenge

Internal challenges are manifested in the study of the emergence of children's mentalities which are starting to weaken as a result of social media problems. Open information is not balanced with a correct and good understanding of the information. Today's children's lifestyles have been greatly influenced by the rapid development and ease of access for children or teenagers to technology, sociocultural and environmental disruption. Disruption in the information technology sector has resulted in changes to applied work patterns, such as automation and big data, from the development of 4D printing systems to the development of artificial intelligence, which has had an impact on the socio-cultural sector, causing changes in society's demographics, socioeconomics and understanding and awareness of the importance of having ethics, individual privacy and physical, moral, and mental health [2].

A phenomenon that occurs and is very easy to find and feel is moral degradation. The results of KPAI research show some concrete evidence that there are still cases involving children as perpetrators in the context of child protection. A survey of juvenile delinquency in Titi Chain Village, Medan Baru District, Medan City, found that 56.66% of teenagers had been involved in brawls, 86.66% of teenagers had gambled, 33.33% of teenagers had used drugs or marijuana, and 63.33% of teenagers had had relationships. sex with a partner, 86.66% of teenagers have ever drunk alcohol [3]. The government's efforts to provide policies to improve the morals of generations by making policies related to the implementation of the Merdeka Curriculum The Merdeka Curriculum Implementation policy is also implemented by early childhood education institutions in Medan City. 18,321 kindergarten students in the city of Medan have great potential to impact changes in attitudes for the better in the future.

Students in kindergarten are classified as Early Childhood. Early Childhood is a group of children who are still at the stage of growth and development. Patterns of development and growth in children such as motor coordination, thinking power, the power to create, language and communication, which fall into intellectual intelligence, emotional intelligence, spiritual intelligence, or religious or religious intelligence according to the stage of development. Someone must be willing to be able to provide direction in laying the right foundation for the child's development and growth. Setting basic values can be done by teachers as educators. The quality of educators greatly determines the learning outcomes to be achieved. Educators will influence whether or not education fails in mastering the material, teaching methodology and various skills as professional educators [4].

The independent curriculum seeks to provide the role of the teacher as someone who leads learning. Teachers can use various learning innovations to achieve learning outcomes and children's development achievements [5]. One of the inseparable parts of the independent curriculum is its connection to the values of Pancasila. However, for millennials, Pancasila is only considered symbolic and not very meaningful. This statement can be seen from the many deviations from Pancasila values due to the low level of implementation of Pancasila values from the attitudes shown by the current generation. [6].

Teachers must provide the right stimulus to trigger early childhood development. Good learning activities in implementing learning in Kindergarten are efforts by teachers to be able to provide optimal learning that stimulates children's curiosity, intelligence and motivation. One learning activity that can be carried out is by using the storytelling method [7]. Stimulus must be adjusted to the developmental circumstances of the students. However, there has been no research to determine the position of behavior or attitudes shown by early childhood

students, so teachers do not yet have the right basis for providing stimulus to be able to shape character according to the dimensions of the Profil Pelajar Pancasila. The author creates ideas for solving issues based on the root of the problem. The idea of solving the problem is that this research seeks to explain the current position of character development in the Profil Pelajar Pancasila of early childhood.

Pancasila is the foundation of the Republic of Indonesia which is embedded in every aspect of life, both in government and society. Pancasila cannot be separated from education in Indonesia by instilling values in students. All Indonesian citizens are required to understand and practice the values of Pancasila and use Pancasila as a guide in every behavior they carry out. Pancasila in learning activities is not only limited to the context of knowledge that must be possessed but how values can be embedded in every activity. Education in Indonesia will be better if it is directed at efforts to create students who have critical thinking skills, students who have comprehensive abilities, and students who are able to maintain pride in their identity. Indonesian students are able to compete internationally while still embodying Pancasila values in their lives.

The learning theories and concepts used today must be able to prepare students to face life's challenges and learning activities focus on students as learners. Students cannot only rely on knowledge to compete in the world of work, but also how to manage knowledge to become equipped to master 21st century skills in accordance with national education goals [8].

The Profil Pelajar Pancasila is a form of action for national education goals. The character of the Profil Pelajar Pancasila is a reference for various educational policies and actions by both policy makers and teachers in learning activities. The teacher will be guided by the achievement of the expected character, for this reason the teacher will determine the best steps to build the character and competence of students. The Profil Pelajar Pancasila must be understood by all elements of education to be able to provide optimal results in forming children's character. Based on regulations issued by the Government through the Ministry of Education, the Pancasila Student Profile includes 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative. This article discusses more specifically the dimensions of global diversity.

National character is a system of values and beliefs that form the basis of a society's culture which can reflect the personality of the society itself [9]. Character formation in early childhood can be done through instilling local wisdom values which can form attitudes and behavior that are considered polite in society, happy, prosperous, disciplined, responsible, committed, honest, a hard worker, and able to work together or be independent. The concept of local wisdom is one strategy to transform good values for young children [10].

Indonesia must be able to maintain its culture. The role that must be played in preserving noble culture starts with Indonesian students. The identity and locality of the Indonesian nation's image must be maintained by remaining open-minded about diversity and being able to interact with foreign cultures. The impact of cultural preservation efforts can form an attitude of mutual respect and it is very possible to foster a new, positive culture. It must be ensured that the new culture that is born does not conflict with the noble culture of the Indonesian nation. The Global Diversity Dimension contains factors, such as being able to recognize and appreciate cultural heritage, the ability to communicate interculturally in activities between people, reflection and having responsibility for the practice of diversity.

Digital books or what are usually called electronic books are book files that are available digitally, consisting of text and images. Digital books can be read on a computer panel screen or other electronic device. Apart from that, digital books can also be distributed online from

one device to another [11]. Digital books -can be read using certain software adapted to the book format. According to Digital Right Management (DRM), Amazon's mobi, Portable Document Format (PDF) and Electronic Publishing (EPUB) are standard formats used for digital books [12]. Apart from that, there are several other formats that can be used for digital books such as Amazon Kindle Fire Format (KF8), Palm File Database (PDB) and Amazon World (AZW) [12].

Some software that can be used to open digital books or are called e-book readers are Adobe Acrobat PDF, Google Doc, Google PDF Review, WPS Office, Microsoft Office, Foxit Reader, ePub Reader and Amazon Kindle Apps. According to [13], here are some of the advantages of electronic books:

- a. Meets the requirements as a reference that is easy to use in terms of annotation, searching, indexing and so on.
- b. Quick access to content via device without having to visit a library or bookstore.
- c. Provide convenience and make the teaching and learning process more interactive between teachers and students.
- d. Allows readers to get material from various sources quickly, thus enriching the reader's knowledge of a reading topic.
- e. Allows publishers to reach a wider audience online than in physical bookstores.
- f. Cost effectiveness of book production where printing and shipping costs can be eliminated.

Meanwhile, the weaknesses of using digital books are their vulnerability to illegal copies, expensive digital book reading devices, readers who still enjoy and prefer physical books, expensive initial investment, both in terms of hardware and software [13]. In producing a digital book, authors must follow the guidelines provided by the Editorial Project Manager to ensure that your book displays appropriately in all formats. Digital books are usually available within a week of print publication and it is important to understand that each platform has different schedules and specifications for digital book distribution. The following are some examples of digital book provider platforms ScienceDirect, Ebrary/EBL, Mylibrary, Dawson's, EBSCOHost, Amazon Kindle, Apple iBookstore, Google Play, B&N Nook, Kobo, Overdrive and O'Reilly.com [14].

Children are natural explorers. As explorers, they have unlimited curiosity to explore themselves and everything that is outside themselves. Children's interests, knowledge and insight develop as they get older and the character they gain from the people closest to them and their surrounding environment strengthens. Teachers and parents have the task of being companions and guides so that all the good potential that children have can develop optimally. This mentoring task can be carried out in various ways, one of which is book-based play activities. Let's explore together.

One of the duties of teachers and parents is to provide facilities to children because children have great curiosity and unlimited energy. One activity that can be used to encourage children to have fun and at the same time train various competencies is playing with books. By making books a source of joy and a source of learning, the expression books are windows to the world becomes a reality. A good book will open up opportunities for children and teachers to interact with each other, explore, and of course have fun playing! This is an important thing that we need to agree on together. For children, playing is a means to grow and develop physically and mentally. Very important, right? So, playing is a serious matter, not a matter of playing around. At school, within limited time, teachers can choose games that provide as many opportunities for children as possible to explore their growth and development processes. In connection with the process of growth and development and early childhood

education, Indonesia's uniqueness cannot be separated from the aim of realizing the Profil Pelajar Pancasila.

- a. Joy  
Books that contain funny things make children laugh happily through stories, pictures and sentence games. Laughing with friends when a book is read or your child reading his own book will relieve fatigue, boredom and sadness.
- b. Critical Power  
Books invite children to interact actively, observe, research, and then express opinions according to their own understanding and interests. Books invite children to think and develop their imagination.
- c. Independence  
Each book provides a different experience for each child. There are children who are very interested in certain books, while for their friends it's just normal. Respecting children's personal tastes in the books they choose will build their self-confidence.
- d. Creativity  
Books open up opportunities for children to see, hear, taste, touch, smell and feel various things and events. Through books, imagination is opened wide, creativity is given a place, and language skills are trained. Books provide opportunities for children to experience many things in their imagination before the events actually happen.
- e. Collaboration  
When reading books with friends, children build bonds of togetherness. Books provide insight into humans, their habits, and their different cultures. Reading books about friendship helps children put their knowledge about themselves into perspective and develop their interest in working together with other people.
- f. Empathy  
Books invite children to feel other people's feelings through story characters. Stories are a good tool to encourage them to care and empathize with the things experienced by the characters in the story, even if only in their imagination. Through varied story elements, books open children's minds about the differences that always exist between humans.

For children, books are play tools and teachers can act as guides so that play brings benefits and joy. Through various activities, we can bring children closer to books even though they cannot yet read the sentences. By utilizing story lines, pictures, book shapes, characters, and other aspects in books, teachers can create various interesting activities. All sourced from books! In this way, children will have the impression that books can be a source of joy, a source of ideas for playing games, and an unlimited source of inspiration.

## **2 Research Method**

The research method used in this research is a quantitative approach. The population in the study were young children in Medan City. Researchers randomly assigned schools to be used in the research and obtained 113 samples. The data collection technique uses a questionnaire to measure attitudes towards the profile character of Pancasila students. The data analysis technique uses descriptive statistical analysis which is analyzed using Clifford Geertz's diversity theory.

### 3 Result and Discussion

Achievement of attitudes towards the character of the Profil Pelajar Pancasila in the global diversity dimension of early childhood in the city of Medan.

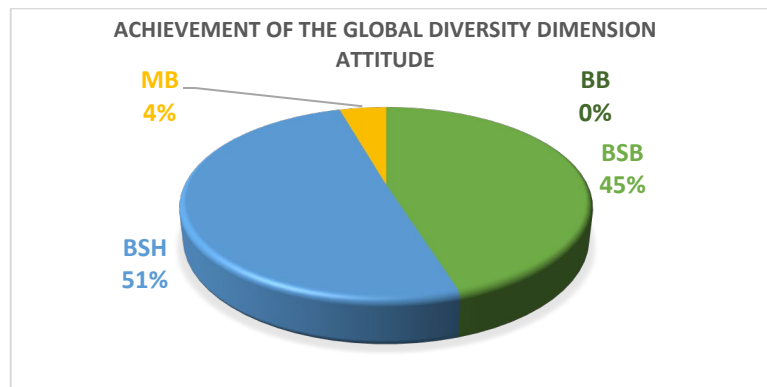


Fig. 1. Attitude Achievement Diagram for the Global Diversity Dimension of the Profil Pelajar Pancasila

Based on Figure 1, it can be seen that the achievement of Global Diversity dimensions of early childhood in Medan City is in the BSB category at 45%, BSH 51% and MB 4%. There were no children's behavioral achievements found in the BB category.

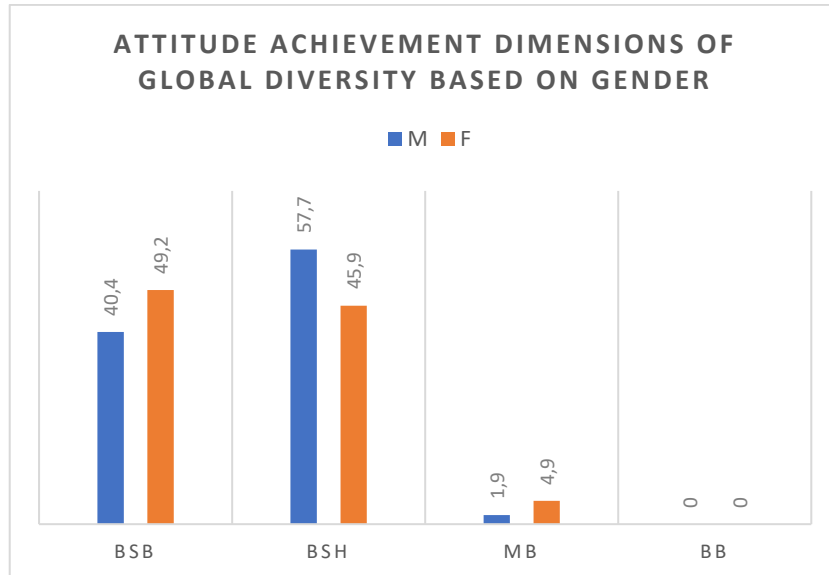


Fig. 2. Graph of Attitude Achievements for the Global Diversity Dimension of the Profil Pelajar Pancasila Based on Child's Gender

Based on Figure 16, it is known that the achievements of the Global Diversity dimension attitude are based on gender. 36.5% of boys were in the BSB category, 61.5% were in the BSH category, 1.9% were in the MB category. 52.5% of girls are in the BSB category, 41% are in the BSH category and 6.6% are in the MB category.

Indonesian students are required to be able to preserve their noble culture, locality and identity in society, and remain open-minded to be able to interact with other incoming cultures. Indonesian students who are able to maintain their identity can continue to foster a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the noble culture of the nation. The Global Diversity Dimension contains factors, such as being able to recognize and appreciate cultural heritage, the ability to communicate interculturality in activities between people, reflection and having responsibility for the practice of diversity..

It is very important to develop an attitude of respect for differences in children in Indonesia, by looking at the characteristics of existing diversity. The diversity of cultures and religions is very beautiful and amazing. However, it also has the potential for conflict to emerge if it is not managed well. The conflict that occurred in Indonesia encourages the importance of educational transformation to be able to instill children's character in recognizing and appreciating culture [11].

Intercultural communication competency is the ability to be able to carry out various effective, appropriate communication behaviors that can demonstrate one cultural identity with another. A person's ability to adapt and adjust the old customs of a culture where he will adapt to new customs or regulate the dynamics of cultural differences between groups [12].

Research on strengthening the dimensions of Global Diversity in early childhood was carried out at the Aisiyiah Cimanggu Kindergarten. The research results found that the program to strengthen the dimensions of global diversity in early childhood can obtain optimal results because of ownership of traditional clothing. Support for the implementation of the Merdeka Curriculum does require strengthening the dimensions. The results of the activity make children have knowledge about local culture, religious knowledge in the surrounding environment and community, the ability to sing regional or national songs, mention the regional origin of traditional clothing [13]. Integration between local wisdom values and the implementation of an Merdeka Curriculum at the Early Childhood Education level is one strategy to realize the Profil Pelajar Pancasila and will have a positive impact on students [14].

Strengthening the dimensions of global diversity is supported by several important factors, such as competent teaching staff who can implement appropriate learning strategies with the support of existing facilities. Teachers can implement strategies by providing an inclusive environment so that children can have an understanding of Pancasila and cultural diversity. The dimension of global diversity is one of the dimensions influenced by technological growth. The important dimension of global diversity emphasizes the importance of children loving their noble culture, locality and identity. However, it remains open and responsive when interacting with other cultures. Through the implementation of global diversity, we hope to be able to create Indonesian children who have high cultural awareness and maintain cultural heritage, but are able to adapt to global relations [15].

Children's ability to understand cultural heritage can be seen in research which shows that 79% of children are familiar with typical regional food, 81% of children know various traditional games, and 82% of children are familiar with traditional regional clothing. The implementation of local wisdom-based learning for early childhood learning can be presented in themes that have the function of channeling the curriculum holistically. Each region has various games based on local wisdom that can be implemented in children's learning [16].

Efforts to increase the nature of mutual cooperation in early childhood can be done through role playing. The results of the study showed that there was an increase in the cooperative nature of children when they carried out role-playing activities [17]. Gotong royong describes the process of working together to achieve a desired result. Mutual cooperation becomes social capital to face many challenges collectively in society. National character in early childhood includes various attitudes such as discussion, cooperation, democracy, deliberation, mutual help, solidarity, caring attitudes, anti-discrimination. An educator or teacher can do various things other than using role-playing activities, such as providing an understanding of the principles of mutual cooperation, dividing tasks and collaborating with many media, group activities in completing a project, and getting children used to discussions in planning and completing tasks [9].

Clifford Geertz has a new definition in discussing religion and culture. Culture is defined as an open document or text of action, something that is created and expressed in the form of social behavior. The definition of culture places humans as symbolic creatures, in the sense that communication carried out by humans is always close to the use of symbols [18].

#### 4 Conclusion

Attitudes towards the character of the Profil Pelajar Pancasila show that young children in Medan City are generally in the category of developing according to expectations. Indonesian children need to be able to recognize and maintain their culture. Competence to be able to communicate effectively between cultures is very important to be able to adapt to fellow students. Differences in religion and culture are expressed through the practice of global diversity in early childhood based on playing activities with friends.

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