

Teacher's Understanding Level In Describing The Profile Of Pancasila Students

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Abstract

One form of implementation of the Pancasila student profile is students who always practice Pancasila values such as devotion to God Almighty by carrying out worship according to their religion. Teachers as the spearhead of implementing learning have a big role in guiding and focusing students. The mentoring process carried out by teachers is not only related to intellectuality but also strengthening personality learning, one of the things that is in the spotlight in the world of learning and especially for teachers is improving students' morals and morals. In learning, teachers also have an important role in shaping students' personalities at school. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating and evaluating students. The level of understanding of teachers in realizing the Pancasila student profile must be increased because of the 6 indicators of implementing the Pancasila student profile, not all of them have been fully implemented by teachers. The first indicator, namely Faith, Devotion to God Almighty and having noble morals, was achieved by 95%, Global Diversity by 73%, mutual cooperation by 90%, creativity by 91%, critical reasoning by 71%, and independence by 58%. The inhibiting factor in implementing the Pancasila profile which is integrated with the module is that many teachers have not participated in intensive Merdeka curriculum training so that understanding in integrating the six elements of the Pancasila student profile into learning tools has not been fully implemented.

Keywords: *understanding; teacher ; profile of Pancasila student.*



INTRODUCTION

In education there is a learning process where there is an interaction between educators and students and of course there is a goal for the learning. It is explained in Law No. 20 of 2003 concerning the national education system that: "National learning aims to improve the ability of students to become human beings who believe in and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." The position of national learning includes increasing abilities and competencies, building a national personality that has dignity and manners, which aims to make the nation's life more intelligent. Therefore, learning is not only related to learning capacity, but also the creation of students' personalities.

A person's success does not only depend on knowledge and technical competence (hard skills), but also depends on a person's internal expertise (soft skills). This shows that the increase in the quality of student learning is very significant (Suwartini, 2017). There are several basic alibis that underlie the significance of developing a national personality, whether philosophically, ideologically, normatively or socioculturally. Philosophically, the development of a national personality is a basic need in the national process because only a nation that has a strong personality and identity will survive as a nation. Ideologically, personality development is an effort to realize the Pancasila worldview in national and state life. There is also a normative perspective, the development of national personality is a concrete form of steps to achieve the nation's goals, namely protecting the entire Indonesian nation and all of Indonesia's blood, promoting universal prosperity, making the life of the nation intelligent, contributing to world discipline based on independence, eternal peace and social justice. Historically, the development of national personality is a core dynamic of the national process that has been intertwined continuously throughout history, both in the colonial era and in the era of independence. On the other hand, culturally, building a national personality is a necessity for a multicultural nation (Ariandy, 2019).

To improve character education, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim has made the Pancasila Student Profile one of the Visions and Missions of the Ministry of Education and Culture as stated in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. The background to the emergence of the Pancasila Student Profile is the rapid progress of technology, socio-cultural shifts, changes in the living environment, and differences in the future world of work in the field of education at every level and cultural field.



The Pancasila Student Profile is the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative. It is hoped that the existence of the Pancasila Student Profile will run smoothly and be well realized so as to produce Indonesian students who have noble character, have qualities that can compete nationally and globally, are able to collaborate with anyone and anywhere, are independent in carrying out their duties, have critical reasoning, and have creative ideas to develop.

Of course, to achieve these goals there must be cooperation from various parties or elements. The first element is students, Indonesian students must have high motivation to progress and develop into international quality students with local cultural values. The second element, namely schools, schools and teachers or education must fully support the implementation of the Pancasila student profile. The third element, namely parents. Parents must fully support the curriculum policies issued by the government.

After looking at the statement above, it shows that the curriculum regarding Pancasila and character education requires revision. For this reason, the role of educators as the front guard is very necessary. One of the problems why it needs to be revised is because the current character has begun to fade and rarely practices Pancasila values. The two problems above are also accompanied by the role of educators who do not implement character education and Pancasila in the teaching and learning process. The form of this curriculum revision is in the form of implementing the values contained in the Pancasila principles into learning at school or personal habituation. So that students can apply and implement it in their home environment.

This implementation is called the Pancasila student profile. Profiles are universal thoughts that are first seen so they can be identified and assessed. The profile that will be presented here is the profile of Pancasila students, which is the idea of students who practice Pancasila values in their daily lives. The intentions of the Pancasila student profile itself are a reflection or form/actions of students who practice or implement Pancasila values in their daily lives, both at school and in their home environment (Leuwol: 2020).

One form of implementation of the Pancasila student profile is students who always practice Pancasila values such as devotion to God Almighty by carrying out worship according to their religion. Teachers as the spearhead of implementing learning have a big role in guiding and focusing students. The mentoring process carried out by teachers is not only related to



intellectuality but also strengthening personality learning, one of the things that is in the spotlight in the world of learning and especially for teachers is improving students' morals and morals. In learning, teachers also have an important role in shaping students' personalities at school. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating and evaluating students.

The position of a teacher as an educator is a position related to the tasks of providing encouragement or encouragement, supervisory and coaching tasks, and tasks related to disciplining children so that they comply with the rules at school. The teacher's position in shaping personality is that he must provide a good example to students, because every student needs a good example or model to emulate.

In forming students' personalities, it refers to the curriculum outlined in the Pancasila student profile. In Minister of Education and Culture Regulation No. 22 of 2020, it is explained that having 6 main characteristics is: having faith, being devoted to God Almighty, as well as having noble character, global diversity, working together, being independent, reasoning critically and being creative. Related to the Pancasila Student Profile itself, the Department of Learning and Culture (Kemendikbud) through the Center for Strengthening Personality (Puspeka) continues to strive to produce future generations who match the Pancasila Student Profile. Minister of Education and Culture Nadiem Anwar Makarim has determined 6 Pancasila Student profile markers. The six markers are noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity. These six markers cannot be separated from the Indonesian Learning Path Map 2020-2035, which is caused by technological, social and environmental changes that are occurring globally (Kearney, 2020: 3).

The role of teachers is very much needed to achieve the Pancasila student profile. In line with this, Lumpkin (2008), states that teachers with good character teach their students about how decisions are made through a process of moral consideration. Teachers play a role in helping students understand the values of goodness in themselves, leading students to believe in them as an inseparable part of who they are, they continue to live them. Through good character, teachers have preserved good values in society through their students.

However, in reality it is still often found that teachers do not understand how to implement the Pancasila profile in the learning process so that the cultivation of the Pancasila student profile experiences obstacles and has not been fully achieved. There are still many students who engage in brawls, are not responsible for their assignments, lack discipline, etc. Therefore, it is necessary



to review a teacher's level of understanding in implementing the Pancasila student profile in the learning process.

METHOD

This research is descriptive research with a survey method. According to Sugiyono (2012:29) the descriptive method is a method used to describe or analyze research results but is not used to make broader conclusions. Survey research is used to solve actual large-scale issue problems with very large populations, so a large sample size is required (Widodo, 2008:43). In line with the opinion above, in survey research information is collected from respondents using questionnaires. Generally, the meaning of survey is limited to the meaning of a sample survey where information is collected from part of the population (sample) to represent the entire population (Masri Singarimbun). There are 3 main characteristics of the Survey method: 1) Information data is collected from large groups of people with the aim of describing various aspects and characteristics such as: knowledge, attitudes, beliefs, abilities of the population, 2) Information data is obtained from asking questions (written and can also be verbal).) from the population, 3) Information data obtained from samples not from the population (Nana Syaodih Sukmadinata). The research used a survey method, where each respondent was given a questionnaire to provide their opinion on a number of statements regarding understanding the implementation of the Pancasila student profile in schools.

DISCUSSION

The Indonesian Minister of Education and Culture (Mendikbud) has a concept namely 'Freedom to Learn', this is a problem solver for the education system in Indonesia. Merdeka Belajar aims to instill students who are brave, independent, think critically, be polite, be civilized and have noble character. The concept of Independent Learning has some differences with previous educational concepts, for example internal educators the previous concept tends to be passive, whereas in the concept of Freedom to Learn educators tend to be active and are called Driving Teachers. The system of this concept is overhauled Teaching and Learning activities which are usually confined to the classroom, can now be felt new, namely outside the classroom as a learning strategy used by teachers Movers.

Students are more active in exploring new information that can improve the quality of the learning outcomes themselves. Improving the quality of students is accompanied by educators in



accordance with the concept Merdeka Belajar, teachers are required to take the initiative as providers of material and examples for students. According to the Ministry of Education and Culture, learning will never occur if it is not in the process there is a translation process of basic competencies and existing curriculum by internal teachers competency at any level. There are six aspects of the Pancasila Student Profile that are formulated Ministry of Education and Culture, namely: 1) Have faith, be devoted to God Almighty and have morals Noble, 2) Creative, 3) Mutual Cooperation, 4) Global Diversity, 5) Critical Reasoning, 6) Independent.

According to Nazir (1998: 145), the supporting factors for the formation of the Pancasila Student profile divided into internal and external indicators as follows: 1) Innate (internal). Human traits are possessed from the moment he is born into the world. The characteristics that are supporting factors are: reducing juvenile delinquency, worshipping Allah obediently, not only Prioritize the worldly world, focus on ideals. 2) Personality (internal). Development Personality is experienced when humans have experienced an event or event has been through. A person's ability to understand religious issues or religious teachings is greatly influenced by the person's own intelligence understand Islamic teachings. Personality with supporting factors for example polite, persistent, disciplined and diligent. 3) Family (external) example of family as a driving factor namely: paying attention to children regarding their education, always supporting children's decisions if good for him. 4) Teacher/educator (external). Teachers must be able to show morals karimah in everyday life, because of the role and influence of an educator on students are very strong. 5) Environmental (external) supporting factors in the environment, If the environment you live in is positive, it will direct your child to have similar characteristics Pancasila values.

The Pancasila student profile is one of the mandates of the President of the Republic of Indonesia as stated in Minister of Education and Culture Regulation No. 20 of 2018 concerning the determination of the Pancasila student profile. In his direction and vision, he said that "the National education system must prioritize divine values, have strong character and noble morals, and excel in innovation and technology". The things behind the formation of the Pancasila student profile are character educators who are starting to be eroded by time and increasingly forgotten. In this character education, Pancasila students are realized who become the profile of the Indonesian nation in the national and international realm. Directions for where we are heading towards educational goals are also called the Pancasila student profile. It's important to know the direction first so you know what's what educators want for their students when they leave an educational institution. Superior human resources is the ultimate goal of the Pancasila student



profile. A student is declared superior if he applies lifelong learning with global competence and behaves in accordance with Pancasila values. The basic characteristics of the Pancasila Student Profile are: Faith, Devotion to God Almighty and Noble Morals, Global diversity, mutual cooperation, creativity, critical reasoning and independence.

First, having faith, being devoted to God Almighty and having noble morals has key elements, namely: faith and spirituality are important to apply, this is because both can be used as a guide and a place for humans to rely on because there is a more powerful force. According to Hamka in (Sutinah, 2020: 36) states that the religious aspect of the learning process will further strengthen the character formation of students because character education is not just physical but also psychological and heart. In this first indicator, 95% of teachers implement increased faith and piety into the learning process.

Second, Global Diversity is based on the motto of Our Country, Indonesia, namely Bhinneka Tunggal Ika. The real manifestation is the students' ability to love difference. Culture, religion, ethnicity, race, skin color are forms of differences that must be loved by students. Without being defined tolerance is necessary even become a basic need in developing a country, especially with diversity of ethnic groups, traditions and customs as well as religions and beliefs (in Shihab, 2019: 283). Data obtained from this second indicator was 73% of teachers guiding students in respecting others.

Third, mutual cooperation is the ability to carry out activities together in a team and collaborate to make all work easy, fast and light. Mutual cooperation has populist characteristics, the same as the use of democracy, unity, openness, togetherness and/or democracy itself (in Widayati et al, 2020: 4). In this third indicator, the teacher has implemented and guided students to always work together and be integrated into the teaching module by 90%.

Fourth, creativity is the ability of students to produce something original, meaningful, useful and impactful. This ability can be realized in the ability to produce original ideas, works and actions. Creativity is an important thing to explore because it can support the future. Apple legend Steve Jobs said that creativity is about connecting the dots (in Pratama, 2019: 26). In this fourth indicator, teachers have guided and motivated students to be creative and integrated into teaching modules by 91%.

Fifth, Critical Reasoning is the ability to solve problems and process information. The real form of critical reasoning is that students process information first before it can be accepted by their thinking. A child who reasons critically will analyze information before making a decision



whether the information is acceptable or not. In this indicator, 71% of teachers have provided guidance to students in improving critical thinking in learning.

Sixth, independence is self-awareness of responsibility for the learning process and results. Students who apply independence are always aware of themselves, aware of their needs and shortcomings and aware of situations or circumstances faced, students also have the ability to self-regulate which is manifested in the ability to limit themselves to things they like. That there are 58% of teachers who have provided guidance to students in the learning process to train students' independence.

CONCLUSION

From the results and discussion of the research, the following conclusions can be given: The level of understanding of teachers in realizing the Pancasila student profile must be increased because of the 6 indicators of implementing the Pancasila student profile, not all of them have been fully implemented by teachers. The first indicator, namely Faith, Devotion to God Almighty and having noble morals, was achieved by 95%, Global Diversity by 73%, mutual cooperation by 90%, creativity by 91%, critical reasoning by 71%, and independence by 58%. The inhibiting factor in implementing the Pancasila profile which is integrated with the module is that many teachers have not participated in intensive Merdeka curriculum training so that understanding in integrating the six elements of the Pancasila student profile into learning tools has not been fully implemented.

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