Strengthening Character Education in Schools through the Strengthening Pancasila Profile Project (P5)

Misra Nofrita¹, Nazurty², Yundi Fitrah², Maizar Karim², M. Hendri³
¹Universitas Rokania, Riau, Indonesia, ²Universitas Jambi, Jambi, Indonesia, ³SMA Negeri 3 Tambusai Utara, Riau, Indonesia

Corresponding author e-mail: misranofrita@rokania.ac.id

Abstract: Character education is currently very much needed in character building, especially at the school level, especially through the profile of Pancasila students. The goal to be achieved in this research is to describe character education through the profile of Pancasila students. This research is a literature review type. The independent variable in this study is Character Education and the dependent variable is the Pancasila student profile. The population in this study used all research journals on the topic of character education and Pancasila student profiles. The results state that strengthening character education is carried out through the Pancasila project profile. Where the Pancasila project profile can provide character strengthening, especially at the school level with the target of students.

Keywords: Character Education, Pancasila Student Profile, School

A. Introduction

Today education is very important as a balance to the rapid development of technology. Education is not only formal, but what is more important now is character education. If you look at the current conditions, the rapid development of technology makes it a challenge in the era of globalization, with the cultivation and development of quality in terms of knowledge and skills as well as the application of character, which is the most important thing for now. Given the character crisis, especially for Indonesia as a developing country. Today’s society, especially the younger generation, is very lacking in character. This can be seen from the various moral problems that exist in society, such as the existence of deviant behavior, drugs, and other delinquency that exist in society. The word character comes from the Latin, ie character which means character, character, psychological characteristics, manners, and personality (Fadilah et al., 2021).

Character formation cannot be separated from the socio-cultural context, because characters are formed in a certain socio-cultural environment (Gide, 2017). In line with this opinion, character is a collection of ideas and a variety that differ significantly and clearly between individuals and that makes us different from
others, in other terms it is also called personality that distinguishes it from others. Today, character is often conflated with personality or personal growth. Character is also an evaluative concept because its use can be laudable or reprehensible. Character qualities in popular thought are often described as descriptive adjectives to distinguish between types of character such as good or bad, stable or unstable, noble or basic, strong or weak, high or low and odd or characterless (Arthur, 2019). Furthermore, character is generally associated with the character, morals or character possessed by a person as an identity or personality characteristic that distinguishes a person from other people. In other words, character is a person’s good habits as a reflection of his identity (Suryana, 2013).

Furthermore, character education does not only teach right or wrong behavior, but rather inculcates good habits, so that students can understand (cognitively) which ones are good and which are wrong, and are able to feel (affectively) these good values, so that already accustomed to doing it (psychomotor) (Fadilah et al., 2021). Furthermore, Mujtahidin et al. (2020) said that character education is an effort to guide human behavior towards a gold standard. The focus in character education is on ethnic goals, but seeing the practice includes strengthening skills in which there is social development of students. Furthermore, character education is an important and strategic step in rebuilding national identity. The formation of a strong and sturdy student character is believed to be an important and absolute thing for students to face life’s challenges in the future (Abbas, 2014). Furthermore, good character education must involve not only aspects knowing the good, but also desiring the good or loving the good and acting the good so that humans do not behave like robots who are indoctrinated by certain beliefs.

Many efforts have been made to restore the character of this nation, one of which is the application of character education in schools. The most appropriate container is the school. School is a formal place that is used as a container to increase knowledge and shape the character of students. In addition, in the school also get formal education. Education currently has a very central role amid the rapid development of IPTEKS. The development of IPTEKS makes and requires people to continue learning in order to keep up with the times. However, character formation in students has problems that cannot be explained yet. In the cultivation process so far, character education has been stuck in superficiality and only formality has not noticed the substance, depth, meaning and experience of character education itself. For that, a character education is needed that is not limited to formal education, but has appreciation and experience. There is the problem that the government is re-invigorating character formation through the school environment with an independent curriculum with the target of character formation with the Pancasila profile project.
At present the government has socialized changes to the curriculum from previously K13 to an independent curriculum. The independent curriculum is here to meet the needs and improve the quality of education in Indonesia according to the times and existing developments. The independent curriculum is more identical with the profile of Pancasila students. For this reason, it is necessary to carry out the process of inheritance through various means, one of which is by including this oral tradition in the Pancasila project in schools, especially in strengthening Pancasila students, known as the Pancasila student profile in the Merdeka curriculum, which is included in the elements of global diversity with sub-elements of wisdom local.

The government is currently forming a program to grow and strengthen the character of students, namely the Pancasila Student Profile program which already exists in the Regulation of the Minister of Education and Culture Number 22 of 2020. The existence of this program is to realize the Indonesian nation where students become students whose whole life is balanced with have global competence and behave in accordance with the values contained in Pancasila a (Sunaryati & Muflida Karta Surya, 2023).

The project to strengthen the Pancasila student profile is expected to inspire students to contribute to their surroundings. For workers in the modern world, success in carrying out the project will be an achievement. In the curriculum scheme, the implementation of the project to strengthen the Pancasila student profile is contained in the Kepmendikbudristek formulation No.56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery which states that Curriculum Structure at the PAUD level as well as Elementary and Secondary Education consisting of intracurricular learning activities and projects to strengthen the profile of Pancasila students. Meanwhile, Equality Education consists of general group subjects as well as empowerment and skills based on Pancasila student profiles. Strengthening the Pancasila student profile project is expected to be an optimal means of encouraging students to become lifelong learners who are competent, have character, and behave in accordance with Pancasila values (Satria et al., 2022).

B. Methods

This research uses the method literature review. Literature review is an important stage in the early stages of research because this process is carried out in almost all types of research, both in qualitative and quantitative paradigms (Fernianti et al., 2020).
C. Results and Discussion

Result

Critical analysis was carried out on 10 national research articles that were samples in the literature review, which can be seen in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Author</th>
<th>Year</th>
<th>Research type and design</th>
<th>Data Collection Techniques</th>
<th>Research result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oki Suhardi, Nazurty, Warni</td>
<td>2022</td>
<td>Qualitative descriptive method</td>
<td>Using direct observation, audio recordings, interviews and recordings.</td>
<td>The findings from this study include: Bungo folklore is relevant to learning literary appreciation because it can be used as teaching material for learning.</td>
</tr>
<tr>
<td>2</td>
<td>Fifi Khoirillah, Tedjo Cahyono, Dewi Maslakah, Riesma Saraswati, Anik Lestariningrum</td>
<td>2022</td>
<td>qualitative design</td>
<td>Using observation and documentation study</td>
<td>In this study, it was found that the process of character education through projects ranging from start to implementation required assistance and innovative teacher efforts in motivating children, parental support was also needed in innovatively motivating children and parental and community support was needed to realize the Pancasila profile.</td>
</tr>
<tr>
<td>3</td>
<td>Nugraheni Rachmawati, Arita Marini, Maratun Nafiah, Iis Nurasiah</td>
<td>2022</td>
<td>literature study research</td>
<td>reviewing journals, books, literature articles as well as other documents that are appropriate to the research problem</td>
<td>The findings in this study are: a) a study of the project to strengthen the Pancasila profile. b) the flow of determination in selecting elements and sub-elements as well as sub-elements of the Pancasila profile. c) assessment of the assessment project to strengthen the profile of Pancasila students with the hope that practitioners in the field of education can understand more deeply about P5.</td>
</tr>
<tr>
<td>4</td>
<td>Dini Irawati, Aji Muhammad Iqbal, Aan Hasanah, Bambang Samsul Arifin</td>
<td>2022</td>
<td>using a library method or approach (library research)</td>
<td>collecting library data, reading and taking notes and processing research materials</td>
<td>In his research found that the profile of Pancasila students is one of the policies to support the realization of national education. The Pancasila student profile is one of the competencies that Indonesian students must possess.</td>
</tr>
<tr>
<td>5</td>
<td>Sukma Ulandari, Desinta Dwi Rapita</td>
<td>2023</td>
<td>descriptive qualitative method</td>
<td>data condensation, data presentation, and conclusion/verification.</td>
<td>In this study it was found that: (1) the first p5 design was forming a TEAM, identifying school readiness and determining dimensions, and determining themes, timelines and assessments and making modules. 2) provocation and contextualization are involved in the management of P5. 3) in managing the assessment and reporting of P5 results, including the results of the assessment and compiling a project report card. 4) the evaluation is carried out in the form of character strengthening.</td>
</tr>
<tr>
<td>6</td>
<td>Mery, Martono, Siti Halijidjah, Agung Hartoyo</td>
<td>2022</td>
<td>Library Research method (Literary Study)</td>
<td>collect various literature that is in accordance with the subject matter of the study, then read, record and</td>
<td>The results of the study show that the project to strengthen the Pancasila profile provides opportunities for students to be in a pleasant situation and has a learning structure and has flexible time for learning activities that are more interactive and also directly involved</td>
</tr>
</tbody>
</table>
Discussion

All journals in the results of this study use descriptive qualitative methods. Data collection techniques and instruments used in the 10 samples included observation, interviews, documentation. Literature studies, comparative studies and surveys. The
population of the 10 journals analyzed varied, namely discussing character 
education and the Pancasila project profile (P5). The samples from the 10 journals in 
this study also varied, namely junior high school, elementary and early childhood 
students. The year of publication of the journal is a journal with a period of 5 years 
for 10 national journals. Starting from 2019-2023. Variables in the 10 journals studied 
have 2 variables, namely 1 dependent variable and 1 dependent variable.

In the first article entitled Values of Character Education in Folklore of the Bungo 
Society and Their Relevance to Learning Literature Appreciation in Junior High 
Schools with the year of publication in 2022. The findings of this study include that 
Bungo folklore is relevant to learning literary appreciation because it can be used as 
teaching material for learning. The method used in this study is a qualitative 
descriptive method with data collection techniques using direct observation, audio 
recordings, interviews and recordings. The link between the first article and this 
research is that they both study character education in schools with the target being 
students.

The second article, with the title Strengthening Character Education through the 
Pancasila Student Profile Project at Banjaran 3 Elementary School, Kediri City in 
2022. The results show the process of character education through the project from 
the beginning of planning, imparting knowledge, implementation to the degree of 
work required assistance and also innovative teacher efforts in motivating children 
and the support of parents from the surrounding community is needed in an effort 
to realize the profile of Pancasila students. This study uses qualitative methods with 
data collection techniques using observation and documentation studies. There is 
also a connection between this article and research, both of which examine the 
linking of character education through a Pancasila student project, but the object is 
different. This article has primarily centered on the elementary school level, but in 
this study, we are specifically examining the educational landscape at the broader 
school level., it can be used at the elementary, middle and high school levels.

The third article is entitled Values of Local Wisdom: New Paradigm Project for the 
Motivating School Program to Realize Pancasila Student Profiles which will be 
published in 2022. The results of the study found that local wisdom values are 
strategies that can create a new Paradigm in global competence to realize global 
competence towards a pioneer profile. Pancasila through character education in 
driving schools. The method used is literature study with data collection techniques 
reviewing journals, books, literature articles as well as other documents that are 
appropriate to the research problem. The link with the research conducted is related 
to the study of Pancasila student profiles, but it is different from the object. The 
article relates the value of local wisdom, in this article it is linked to the school as the 
target.
In the fourth article entitled Profile of Pancasila Students as an Effort to Realize National Character, it will be published in 2022. The results of this study indicate that the Pancasila student profile is one of the policies that supports the realization of national education goals and the continuation of character strengthening programs. The Pancasila student profile is the character and competence that must be possessed by Indonesian students both while in learning and when engaging in society. Through the application of the 6 dimensions of the Pancasila student profile, namely faith and piety to God Almighty, global diversity, independence, mutual cooperation, critical reasoning, and creativity, it is hoped that the Indonesian people will become individuals who are intelligent and have character and are able to face the challenges of the 21st century and of course instill values the values contained in Pancasila as the philosophy of our country consistently and ultimately can realize a prosperous and dignified nation’s life as one of the mandates of the 1945 constitution. The strategy for developing Pancasila student profiles is carried out through integration in formal education activities through intracurricular, co-curricular and extracurricular which is packaged in project activities to strengthen the profile of Pancasila students. Through the implementation of the Pancasila student profile policy, it is hoped that it will be able to build the character of the Indonesian nation which is superior and able to compete globally. The method he uses is a library research approach. Data collection techniques read and record and process research materials. There is also a connection with this research, both of which examine the profile of Pancasila and are associated with character. However, this research is more to the character of the nation. In this study linking character education in schools through strengthening the Pancasila profile project. The goal is equally to change the character.

The fifth article is entitled Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen Student Character. The results showed that 1) the P5 design consisted of forming a team, identifying school readiness, determining the character dimensions of the Pancasila Student Profile to be strengthened, determining the theme, planning time, flow, assessment, and making modules; 2) P5 management includes provocation and contextualization, P5 action, and celebration of learning outcomes; 3) processing of assessment and reporting of P5 results including collecting, processing assessment results, and preparation of project reports; 4) evaluation and follow-up of P5 in the form of strengthening character and continuing good habits with the Mari Berakasi program. Through action P5 can strengthen the character dimensions of the Pancasila Student Profile in students especially those who believe in, fear God Almighty and have noble character, work together, be independent, have global diversity, reason critically and creatively. There is also a connection with this research, both of which examine the strengthening of the Pancasila profile to strengthen character, the
difference is only in the object. If in this article the focus is more on students, but in this study only in general, namely schools.

The sixth article entitled Student Synergy in the Project to Strengthen Pancasila Student Profiles in 2022, with research results the project to strengthen Pancasila student profiles is here to provide opportunities for students to learn in pleasant situations, not fixated, have a flexible learning structure, active learning activities, more interactive and also directly involved with the surrounding environment to strengthen various competencies that must be possessed by students in the Pancasila student profile. There is also a connection with this research is that there are variables that discuss the project to strengthen the Pancasila profile. This variable is also used in this study, but is targeted for schools.

In the seventh article entitled Implementation of Project-Based Learning Oriented to The Merdeka Learning Curriculum in The Form of A Pancasila Student Profile With Global Diversity which will be published in 2023 using in-depth interviews, observation and documentation methods. The results obtained from this activity are that students are able to carry out market day activities by selling products from various provinces in Indonesia and in the world. The link in this study is that there are both variables about the Pancasila profile project. However, what is discussed in this article is the implementation of the project in the independent curriculum with market day. In this study the target is the school as character building through the Pancasila profile project.

The eighth article entitled Implementation of Pancasila Student Profiles and Its Implications for Student Character in Schools will be published in 2022. The results of this study show that the implementation of Pancasila student profiles in schools is still not optimal and the implications for building student character are very strong. So that if the profile of Pancasila students is optimized in its implementation at school, the character of Pancasila students will be formed. The link is that both examine the profile of Pancasila and its relation to character, but in the article, it has been specified for students. In this study only in general associated with the school.

The ninth article is entitled Cultivating Character Values Through Storytelling Activities Using Sasak Folklore in Early Childhood. Sandy Ramdhani. The results of the research show that storytelling activities using folklore are able to instill character values. Character values that emerge include the character of responsibility, independence, honesty, religion, and cooperation. The characters that appear are an accumulation that arises from children’s behavior after listening to folk tales used such as "lelampaq Lendong Kaoq" and "Tegodek-godek and Tetuntel-tuntel". The link in this study is the existence of variable character values in early childhood. The difference in this study is more to character education for schools
which involves all levels, both from the early childhood, elementary, junior high and high school levels.

The last article is entitled Intensification of the Pancasila Student Profile and Its Implications for Students’ Personal Resilience. The method used in this research is a qualitative method. The results of the study show that the profile referred to in the Pancasila Student Profile is noble, independent, critical thinking, creative, cooperative and global in diversity. The Ministry of Education and Culture in the idea of this student profile has conveyed the indicators of the Pancasila Student Profile. This profile is an indicator used to measure how the criteria for Indonesian students are in accordance with Pancasila which was initiated by the Center for Character Strengthening of the Ministry of Education and Culture. In his study of the Pancasila Student Profile which contains characters that refer to Pancasila, it has implications for student personal resilience, where the Pancasila Student Profile directs students to become individuals with character according to Pancasila which are summarized in a Pancasila Student Profile. The link between the study and the research carried out is that they both examine the variable profile of Pancasila students, but the difference lies in the object. Articles are more focused on student personalities, while in this study it is more at the school level in strengthening character.

The goal to be achieved in this research is to provide an explanation of character education in schools through the Pancasila student profile. This research is expected to provide benefits to many people. The benefits of this research are that it provides theoretical benefits for readers, can help increase knowledge about the application of character education in schools

D. Conclusions

Based on the ten articles that have been reviewed in the discussion, it can be concluded that strengthening character education is carried out through the Pancasila project profile. Where the Pancasila project profile can provide character strengthening, especially at the school level with the target of students. The profile of Pancasila students has the goal of improving the nation’s character towards golden Indonesia.

E. Acknowledgement

Thank you to the promoters and co-promoters who have guided the completion of this article. Furthermore, thanks to the head of the study program and the secretary of the study program as well as the academic community of the Jambi University Doctor of Education.
References


