

Policy Analysis of Pancasila Student Profiles in Strengthening Students' Character Education

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Article History: Received on 15 April 2024, Revised on 16 June 2024,
Published on 5 July 2024

Abstract: The policy regarding the Pancasila student profile is a policy to increase positive values in students. This study aims to provide a description of the results of the analysis of the Pancasila student profile policy to strengthen the character or values of students at SMA Negeri 1 Belitang III OKU Timur. The research was conducted with reference to qualitative methods, specifically using a case study approach and literature (books, literature, and scientific journals). The results of the research conducted show that the policy regarding the Pancasila student profile has been proven to be able to strengthen the character (faith and devotion to God Almighty, having noble morals, having a cooperative attitude, being creative, independent, and having critical reasoning) of students, especially at SMA Negeri 1 Belitang III Oku Timur.

Keywords: Character Education, Pancasila Student Profile, Policy Analysis

A. Introduction

Broadly speaking, character education is an important focus in efforts to form a young generation with integrity and strong morals. In the Indonesian context, the Pancasila student profile is an approach used to encourage the strengthening of students' character based on Pancasila values as the basis of the country. SMA Negeri 1 Belitang III OKU Timur has implemented this approach as part of its character education program. However, an in-depth analysis needs to be carried out to evaluate the effectiveness of implementing the Pancasila student profile in strengthening the character of students at this school. National education policies, such as the curriculum and regulations issued by the Ministry of Education and Culture, emphasize the importance of strengthening the character of students, including through the Pancasila student profile. An analysis of the implementation of the Pancasila student profile helps ensure that this policy is implemented well. Character education is considered important in forming a young generation with morals, ethics, and positive values. In the Indonesian context, Pancasila as the basis of the state is a strong foundation for character education. The development of educational programs in Indonesia begins with a cycle of change or transformation

of the curriculum to overcome various problems in the world of education in the life of the nation (Huda, 2017; Bisri, 2020).

The development of learning outcomes is determined by the personal science curriculum (Mendoza et al., 2022); in its development, there is a continuation of the curriculum from independent Indonesia until the time of education. This is possible because there is not yet an appropriate investment product in Indonesia's investment world, and each curriculum development will definitely depend on economic, social, cultural, and technological policies. And actually, revision, or changes in the curriculum in Indonesia, certainly involve modification, or renewal (Huda, 2017). According to Lubaba & Alfiansyah, (2022), in the independent learning curriculum, the main pillar is project learning, which is believed to be able to help students discover their character through the Pancasila student profile. In connection with this statement, Justice stated that school culture, both educational and extracurricular, can develop the character of students in their daily activities in a focused way (Lubaba & Alfiansyah, 2022). In the framework of the Merdeka Learning program, the school of SMA Negeri 1 Belitang III Oku Timur organized an election implementation event to create a Pancasila student profile every Friday and Saturday for 12 weeks or 3 months, where the teacher creates a project to be sold to student.

Efforts to strengthen character development have been carried out for a long time with the support of national government through the National Character Education Movement in 2010 and continued through the Human Development Program in 2016. The implementation of the Pancasila Student Profile has been carried out throughout Indonesia starting from basic education, intermediate education to secondary education. Think critically, creatively, independently, have faith, and fear God (Ismail et al., 2021). It is hoped that students can take part in global competitions and demonstrate behavior in accordance with the teachings of Pancasila as a result of this program. Pancasila students are considered as a symbol of Indonesia students, namely life-long learning, namely education, which means that the education process continues continuously or uninterrupted, from the moment a person is born until the end of his life (Kemendikbudristek, 2021).

According to Rudiawan et al., (2022) character development can be coordinated with the study of each subject. For each subject, learning materials based on norms or values must be clear and relevant to the daily life of students. With education, the development of character values should be directed not only at cognitive aspects, but also at deep mastery and real implementation in the lives of students in schools and society. Character development is very important for developing character qualities. Moreover, in the midst of the current global era, character building is a means to help individuals become good personalities while being able to eliminate negative influences. It is hoped that character development efforts will be able to

encourage the inclusion of Pancasila values in society. Pancasila is a view of life that summarizes the values developed by the Indonesian nation from time to time. Pancasila is also the life view of the Indonesian nation and subsequently shaped the nation's character. Therefore, the most fundamental thing is the development of Pancasila morals, as well as a model for encouraging the morality of Indonesian society based on Pancasila values.

The character of students can influence how they see, think, and act. So from these things, several teachers in grades 10 and 11 in science schools found inappropriate characters. However, if it turns out that the teacher's character is not up to standard, the teacher will observe the students and correct them so that their' character matches what is expected. In this regard, developing the character of schoolchildren is not only the responsibility of teachers; it is also the responsibility of parents and the environment (Direktorat Sekolah Dasar, 2020). In Indonesia, the character formation of students starts in kindergarten, elementary school, middle school, and high school (Rusnaini et al., 2021). The Pancasila Student Profile is a government effort to help develop student character that is in line with the values of Pancasila. In the Indonesia education system, character development is focused on the development of values, which means teaching the noble values that come from the Pancasila culture to develop the personality of the younger generation (Dalyono, 2017). However, Widodo (2019) believes that the development of character must be carried out successfully with several other subjects, including good knowledge, good feelings, and good behavior. Following up on the importance of character education for a person, it is necessary to carry out in-depth studies related to the implementation of this policy in order to strengthen students' understanding of the importance of character which is in line with the Pancasila philosophy. This study is important to carry out in order to strengthen the argument that the policy regarding the Pancasila student profile is appropriate, especially in order to strengthen the character of students who believe in God Almighty and have noble character, work together, have creativity, are independent and have critical reasoning when responding to problems condition.

B. Methods

Scientific research uses library research to collect data that includes documents including books, literature, and scientific journals that are related to the research topic. Scientific articles can also be sourced from articles that already exist or are published in journals. According to Suyahman (2016), the implementation of interactive analysis is the data analysis method used. It consists of three steps: data reduction, data mapping, and data validation. Library research, or library studies, is a research model that has been produced regarding data sources, data collection, and data analysis (Sugiyono, 2019). Furthermore, Rahmat & Budiarto stated that educational research is carried out by studying and also exploring various literature

related to the research carried out, among others: books, literature, dictionaries, journals, documents, magazines, and others (Maulidha & Salehuddin, 2021). Techniques used to collect information and data in depth through various literature, documents, or magazines that are related to the problem at hand. This method aims to provide readers with an overview of the topic being developed. The target of this educational article is the application of the Pancasila student profile to strengthen character.

C. Results and Discussion

The current learning implementation refers to the independent curriculum by forming students who are in harmony with the Pancasila student profile as part of the expected outcomes. The profile of Pancasila students is in line with the vision and mission of the Ministry of Education and Culture, which clearly states that Pancasila students are a form of a lifelong learning process so that students have global skills and behavior patterns that refer to Pancasila values (having faith and devotion to God Almighty, having noble morals, having a global character, working together, being independent in their behavior, having critical reasoning, and being creative in their actions) (Ntilmuk et al., 2022).

Furthermore, in the official source of the Ministry of Education and Culture (2021), regarding the main characteristics of Pancasila students, it is explained that the first is having faith and devotion to God Almighty and having noble character, which is interpreted as a complete understanding of religious teachings and believing and implementing them in everyday life. Second, global diversity means that students have an obligation to maintain a noble culture, home, and identity and remain open when interacting with other people by being tolerant but not being carried away. Third, working together means that students must have the ability to voluntarily carry out collaborative activities so that the activities carried out can go according to plan. Fourth, independence means that students, as independent learners, are able to take responsibility for their own learning activities. Fifth, having critical reasoning means being able to process information objectively, form relationships between different information, carry out analysis and evaluation, and make the right decisions. Sixth, creativity means that students have the ability to change and do something that is unique, meaningful, useful, and impressive (Direktorat Sekolah Dasar, 2020).

Examining the description proposed for the Pancasila student profile, it is certainly something ideal to achieve. The intended achievements are certainly not all the same, considering the various differences that exist in the community environment where the school is located. As found during the study process, SMA Negeri 1 Belitang III Oku Timur has generally implemented an independent curriculum as part of the process of forming a Pancasila student profile. It was stated by Suyanto

(2023) as the Head of SMA Negeri 1 Belitang III Oku Timur that the implementation of the independent curriculum had been implemented well so that various relevant learning tools were also arranged to be utilized.

As is known, the independent curriculum is not applied directly at all levels of education but rather in stages. Therefore, when this study was carried out, there were still students who used the 2013 curriculum, namely in class 12, while classes 10 and 11 had fully implemented the independent curriculum. The independent curriculum is implemented because it contains P5 (Pancasila Student Profile Strengthening Project) as well as six inherent characteristics. The Pancasila student profile is currently understood as the main goal to be achieved in the education and learning process (Kemendikbudristek, 2021b). Regarding activities to strengthen students' character so that they can be in line with the wishes of the Pancasila profile, a slogan was prepared to be internalized together, namely "glorious because of achievement, beautiful because of art, good because of wisdom". This slogan is a form of seriousness from SMA Negeri 1 Belitang III Oku Timur to support the Pancasila student profile policy.

Another thing that is also done by SMA Negeri 1 Belitang III Oku Timur to achieve the Pancasila student profile is by implementing differential learning, namely learning that prioritizes the importance of dynamic learning variations (Nurullaeli & Astuti, 2018). The character of students can be optimized because, through differentiated learning, there are adjustments according to the specialization of each student. Therefore, in its implementation, there is an emphasis on the fact that teachers are required to ensure that students' activities can be better understood, observed, their readiness assessed, and their interest in each activity seen (Firman & Rahayu, 2020).

D. Conclusions

After examining various reviews from conducted studies, we concluded that the Pancasila student profile policy, particularly at SMA Negeri 1 Belitang III Oku Timur, was an effective strategy for strengthening students' personalities. The dimensions applied to strengthen the character that have been achieved include faith and devotion to God Almighty, mutual cooperation, creativity, independence, and critical reasoning.

E. Acknowledgement

Thank you to principal and stakeholders of SMA Negeri 1 Belitang III Oku Timur, and editorial team of PPSDP International Journal of Education.

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