

Character Building Based on Pancasila Student Profile In Private Islamic Education Institutions (MTs)

Diah Puji Nali Brata, Tri Andini Agusti Ningrum, Siti Zurriyatul Ilmah

Pendidikan Pancasila dan Kewarganegaraan, STKIP PGRI Jombang, Indonesia

diahpuji37@yahoo.com, andin6677@gmail.com, riya.dzurriya@gmail.com

Article History

Received : July 14th 2022

Revision : August 23rd 2022

Publication : September 30th 2022

ABSTRACT

Pancasila Student Profile is a new policy of the Ministry of Education and Culture, which is a reference for educators in building the character and competence of students. The purpose of this study is to analyze the teacher's lesson plan related to integrating character values, to analyze the civics teacher's understanding of the Pancasila Student Profile, and to analyze the strengthening of the character of civics teachers in learning. This research method uses a qualitative approach. The subjects of the study were the head of the madrasa, civics teachers, and students. The method of data collection is the triangulation of sources and techniques. Data analysis through data reduction, data display, and data verification. The results showed that the teacher's RPP with the integration of character values showed that the preparation of the RPP was based on curriculum 13, the characteristics or conditions of the school, and the condition of the character of the students in the school; understanding teachers about the Profile of Pancasila student has not understood and has not implemented in schools, has heard, received information from the supervisor, website, or independent literacy, and the character of the teacher in learning by the way students are taught through habituation, example, activities related to character values in order to have good character in the school, home, and community environment. Character values that are strengthened in learning include: honesty, independence, courtesy, responsibility, discipline, and religion

Keywords: *local culture; human values; curriculum.*

INTRODUCTION

Komara (2018) said that Indonesian education in the 21st century is faced with a number of challenges and opportunities, to anticipate and adapt to the various demands and dynamics of change that are and will continue to take place in the 21st century, the Indonesian nation must further hone the skills needed to face every revolution in education in the 21st century. In line with the principles of the learning revolution, the learning process should be based on the pillars: active learning, creative learning, effective learning, and joyful learning. Learning must also be based

on the four pillars of education according to UNESCO (United Nations Education, Scientific, and Cultural Organization), namely: learning to know, learning to do, learning to be, and learning how to live together.

However, in addition to the challenges, there are also educational problems that are currently increasingly complex related to character values, especially for two years as a result of the Covid 19 with online learning. Various problems of decreasing the character values of students include: courtesy, discipline, responsibility, cooperation, honesty, social care, and others. According to (Almulhim et al., 2020), that of 277, 81% of students have a negative view of e-learning, and of 263 (76.9%) students believe that e-learning has a negative impact on the development of their studies. Based on the results of these studies, it can be analyzed that a less conducive academic atmosphere will affect the psychology related to the development of interest, motivation, attention, behavior. Of course it will affect the character of students.

Kemendikbud (2019), argues that the purpose of national education is basically an effort to educate the nation both intellectually and personality. To achieve the goals of national education, it is necessary to develop the character of the nation. The Indonesian nation becomes a great and dignified nation if it has a strong character and identity. Through the development of the nation's character which is implemented in schools through character education. This is an effort to help students know, understand, realize, and apply social, moral, ethical aspects as the basis for behaving and behaving in society, nation and state..

The Ministry of Education and Culture designs policies to overcome these problems, one of which is the idea of realizing the Pancasila Student Profile and an independent curriculum. The form of educator's responsibility for the formation of character values, which is applied to the level of PAUD education to tertiary institutions. Based on (Kemendikbud, 2017) that the Ministry of Education and Culture in accordance with its duties and authorities, is committed to creating Pancasila students as lifelong students who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation cooperative, independent, critical reasoning, and creative.

Formal educational institutions play an important role in shaping the character of students. Educational institutions also facilitate the gradual, collaborative, and innovative development of potentials, interests, talents, abilities. Formal educational institutions are stakeholders in implementing new policies. One of these formal institutions is the madrasah. (Hidayat, 2015) argues that madrasas are educational institutions that are different from general education. Madrasas have the characteristics of including religious values in a more dominant portion. Religious values are used as the basis for shaping the character of students, as an

effort to form the noble character of students to behave well in the school, community, and state environment.

The problem with the Pancasila Student Profile is whether educational institutions in Indonesia are familiar with this Pancasila Student Profile, whether the socialization has been carried out by the Ministry of Education and Culture, especially in the field or in this case at the education unit or school level.

The objectives of this study: (1) to analyze the teacher's lesson plans related to the integration of character values, (2) to analyze the teacher's understanding of the Pancasila Student Profile, and (3) to analyze the strengthening of the teacher's character in learning.

METHOD

This type of research is descriptive qualitative research. The research location is at MTs Umar Zahid Semelo Jombang. Data collection is carried out through triangulation of techniques and sources. Triangulation techniques through interviews, observation, and documentation. Triangulation of sources through interviews conducted with the Principal, PPKn Teachers, and students as research subjects. Documentation techniques are used to review and analyze the RPP of PPKn teachers. (Simms & Erwin, 2021) argues that qualitative research in deepening understanding of phenomena uses interviews, observation, and photographic techniques (including video recording), document and textual analysis.

Data analysis through data reduction, data display, and data verification. The validity of the data is based on the trustworthiness or credibility of the data that has been carried out through the reduction stage. (Johnson, 2006) argues that most qualitative researchers argue using the terms validity or trust to refer to differences in quality. Qualitative researchers talk about the validity of research to describe the exposure of data that is reasonable, credible, trustworthy, and accountable.

RESULTS AND DISCUSSION

1. Teacher's RPP related to the integration of character values

In general, the preparation of the RPP is based on Curriculum 13, the characteristics or conditions of the school, and the condition of the character of the students in the school. The deepening of the substance of the findings is based on the results of interviews which are associated with the general basis of the teacher preparing the lesson plan, the basis of the teacher preparing the attitude assessment, the basis of the teacher preparing the attitude assessment instrument, the obstacles faced by the teacher in planning the character values that will be integrated in learning in the lesson plan, and the way the teacher integrates the character values arranged in the lesson plans in learning.

The basis of teachers in compiling lesson plans is based on the applicable curriculum, syllabus. The basis of the teacher in determining the attitude

assessment related to the characters arranged in the lesson plan is that the teacher has different assessment criteria for attitude assessment. The type of assessment is making observations or observations, peer assessments, questionnaires. Attitude assessment was also developed through the learning model applied by the teacher. Attitude assessment becomes the basis for decisions to assess student attitudes and behavior. Assessment is carried out in the learning process or outside the learning process. The basis of the teacher in compiling an attitude assessment instrument related to character in the lesson plan is based on the indicators measured in the lesson plan for the achievement of competence. The attitude assessment is based on indicators of an active attitude in learning. Assessment by observing or observing students representatively with instrument guides that have been prepared by the teacher.

The obstacles faced by teachers in planning character values that will be integrated in learning in lesson plans are the lack of knowledge and understanding of the teachers about the importance of integrated character values in the learning process, teachers do not understand the characteristics of students so that coordination in integrating values -character values are not optimal. The way to integrate the character values that are arranged in the lesson plans is that the character values that have been determined according to the teacher's lesson plans are implemented, not just a formality document. The trick is to train and habituate character values according to indicators to the maximum to grow the positive character of students (discipline, independence, responsibility, and mutual cooperation).

2. Teacher's Understanding of Pancasila Student Profile

Based on the results of interviews with informants, the results showed that teachers' understanding of the Pancasila student profile did not understand and had not been implemented in schools, even though they had heard, obtained information from supervisors, websites, and independent literacy. The Pancasila Student Profile is a competency standard that must be possessed by students which consists of six elements, namely: faith, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The deepening of the substance of the findings is based on points from interviews related to understanding the Pancasila Student Profile, the term Pancasila Student Profile, the reasons for the importance of understanding the Pancasila Student Profile, obstacles, implementation, and strategies for implementing the Pancasila Student Profile.

The term Pancasila Student Profile shows that principals, teachers have heard but have not understood, but students have never heard of it. The reason it is important to understand the Pancasila Student Profile is that its substance is based on the Pancasila philosophy with complete and comprehensive Pancasila values. Thus, all parties and the school environment (Madrasah Principals, teachers, especially PPKn teachers) must understand the Pancasila Student Profile as a new

policy. The obstacle in understanding the Pancasila Student Profile is that there are several factors that hinder understanding so that it is an obstacle in the implementation of the Pancasila Student Profile.

The obstacles include: the lack of socialization of how the independent learning curriculum is based on the Pancasila Student Profile, teachers do not understand the content and intent of the Pancasila Student Profile so that they ignore its implementation. The results of the research on the application of the Pancasila Student Profile are that MTs Umar Zahid Semelo has not implemented it, schools, especially teachers, must understand and study the Pancasila student profile well so that it can be properly informed and applied to students of the six elements of the Pancasila Student Profile. Students also do not understand because there has been no socialization from PPKn teachers. The school's strategy to understand the Pancasila Student Profile is that the implementation of an independent curriculum policy based on the Pancasila Student Profile does not mean that the school is not committed to the policies of the Ministry of Education and Culture. The strategy used to understand the Pancasila Student Profile with six elements include: literacy from various sources (internet, website, youtube), attending webinars, and paying attention to the supervisor's appeal from Jombang district. With this strategy, it is expected to know and understand the meaning of the Pancasila Student Profile.

The strategy for implementing the Pancasila Student Profile in schools is to make good habits to foster good character for students, integrate material about the Pancasila Student Profile in the learning process, socialize to parents of students about the importance of the Pancasila Student Profile in the future. The impact for schools and students is that if the Pancasila Student Profile is applied in schools, it will have a positive impact on schools, especially positive reinforcement of the character of students. As a young generation, students have a good attitude or character and literacy skills. Thus, students in the 21st century are ready to compete for excellence because they are able to think critically, communicatively, collaboratively, and creatively.

3. Strengthening Teacher Character in Learning

Strengthening the character of teachers in learning, the results of the study show that students are taught a variety of values related to character values in order to have good character in the school, home, and community environment. Character values that are strengthened in learning include: honest, independent, polite, responsible, disciplined, and religious. The deepening of the substance of the findings is based on points relating to the general condition of the character of students at school, the school's commitment to character strengthening, character strengthening strategies, obstacles to character strengthening, and efforts to overcome obstacles to character strengthening.

The general condition of the character of students at MTs Umar Zahid Semelo, in general, schools have the responsibility to educate students who have different

characters. The condition of students is generally good and stable because it is supported by the pesantren environment. Although there are still some students who need guidance and supervision from schools, teachers, and parents. School commitment in strengthening the character of students is to build good character for students, the method is giving meaning in the learning process as an effort to strengthen the positive character of students, teachers provide motivation, wise messages, advice, provide examples or examples of behavior related to polite attitude, so that students have self-worth regarding honest values, responsibilities in everyday life.

Character values developed in schools for students to prepare graduates who are more qualified and able to compete in society. Schools provide positive habits before learning, and during learning. Character values are strengthened using the terms contained in the PPK (Strengthening Character Education) policy, only using the gotong royong element of the six elements of the Pancasila Student Profile. Other characters that are strengthened include religious, polite, responsible, independent, disciplined, honest, critical thinking, and confident. The school's efforts in strengthening the character of students, the results of the study show that the principal provides policies to the entire school community to provide positive character reinforcement or a conducive environment through attitude, speech, and clothing performance. Besides that, it provides examples, examples, and habits related to polite character, responsibility, mutual cooperation.

School strategies in strengthening the character of students in various ways as an effort to strengthen the attitudes needed in society and adapting to new policies related to the Pancasila Student Profile, among others: monitoring the stability of student behavior (if there are those whose characters are not good, a warning or punishment if proven to violate the norm), good habituation, setting a good example, meaningful stimulus (motivation, advice, mutually reinforcing). The obstacles in strengthening character education are teachers in carrying out the learning process there are still student problems (lack of motivation, less than optimal activity, and lack of confidence), still less than optimal character strengthening carried out by the school community so that there are still students whose character is lacking. good. The school's efforts in overcoming obstacles to building the character of students are synergizing with counseling guidance teachers, homeroom teachers, subject teachers, and students. For strengthening positive behavior, strengthening character that is a no ending process or continuously for good character, integrating character values and learning processes with meaningful and inspiring things. Provide examples, examples, advice, motivation that can touch the hearts and feelings of students.

Discussion

1. Teacher's RPP related to the integration of character values

The research findings show that teachers have a commitment to provide strengthening character education in learning, by integrating the character values that are arranged in the lesson plans. Teachers implement not just a formality document. The trick is to train and habituate character values according to indicators to the maximum to grow the positive character of students (discipline, independence, responsibility, and mutual cooperation. This is according to the opinion (Brata et al., 2022; Iqbal et al., 2021), The research findings show that teachers have a commitment to provide strengthening character education in learning, by integrating the character values that are arranged in the lesson plans. Teachers implement not just a formality document. The trick is to train and habituate character values according to indicators to the maximum to grow the positive character of students (discipline, independence, responsibility, and mutual cooperation. This is according to the opinion.

(Kemendikbud, 2011) in (Mertasari, 2016), found that integrating character education in subjects is not just to strengthen or teach what is right and wrong, but as an effort to get used to good things so that students can behave, behave well. Furthermore (Iqbal et al., 2021), that the learning component teacher who is the captain in the classroom, if the teacher lacks in-depth knowledge to construct learning related to the basics of curriculum, learning, and assessment, it will have an impact on the teacher's failure in the classroom, the teacher is not able to develop learning outcomes, and learning not conducive.

Research findings there are obstacles faced by teachers in planning character values that will be integrated in learning because of the lack of knowledge and understanding of the teachers about the importance of integrated character values in the learning process, teachers do not understand the characteristics of students. This is according to opinion (Nesusin et al., 2014), that the learning process must be centered and beneficial for students, in order to develop their abilities to the fullest. Teachers must apply contextual-based learning strategies so that students have knowledge and skills from various learning sources. Thus, teachers must be able to develop innovative learning plans with various approaches to improve students' abilities.

2. Teacher's Understanding of Pancasila Student Profile

Research findings show that teachers' understanding of the Pancasila student profile has not understood and has not been implemented in schools, even though they have heard, received information from supervisors, websites, and independent literacy. As it is known that the Pancasila Student Profile is a new policy of the Ministry of Education and Culture contained in the scope of educational organizations. Student Profile Pancasila is a new culture implemented in educational institutions. Of course, the policy requires human resources to be able

to contribute to the achievement of the policy. As opinion (Boon et al., 2018) that human resources as strategic resources as part of development in strategic management. Organizational resources related to human capital are seen as resources that can help organizations achieve competitive advantage, or superior organizational-level performance, because human resources contain individuals who have diversity in capturing organizational values. The basic idea is that human capital has the potential to be a source of competitive advantage because: (1) an organization's stock of human capital can be a major determinant of output quality and/or efficiency (2) human resources are distributed heterogeneously among organizations (e.g. human resources can be scarce) .

The research findings show that there are obstacles in understanding the Pancasila Student Profile, but schools realize the importance of understanding the Pancasila Student Profile is that its substance is based on the Pancasila philosophy, so that all parties and the environment must understand the Pancasila Student Profile as a new policy. This is according to opinion (Kemdikbud, 2020) that based on the Strategic Plan of the Ministry of Education and Culture (2020-2024) that the Pancasila Student Profile is (1) a form of translation of national education goals, acting as the main reference that directs education policy policies. (2) a reference for educators in building the character and competence of students, (3) it must be understood by all stakeholders, (4) the profile of Pancasila students has 6 elements (faithful and devoted to TYME and has noble character, independence, mutual cooperation, diversity). global, critical reasoning, and creative), and (5) six elements as a unified whole so that each individual can become a lifelong student who is competent, has character, and behaves according to the values of Pancasila.

3. . Strengthening Teacher Character in Learning

Research findings on the impact of character education that have a positive influence on school conditions and the psychology of students, according to opinion (Lickona, 2015), argues that schools receive the impact and benefits of implementing character education. The results of the research on assessing the character formation of a character community originating from the Health Community, Health Youth created by the Serach Institute, there are eight categories that encourage positive adolescent attitudes, including family support and a conducive school climate, school empowerment, bonds and expectations (family rules, positive influence with peers, adult role models), involvement in positive activities, commitment to learning to integrate character values, and understanding of the importance of the future.

The findings indicate that strengthening the character of teachers in learning, is that students are taught a variety of values related to character values in order to have good character in the school, home, and community environment. This is according to opinion (Birhan et al., 2021) argues that the strategies that schools can

implement in developing morals and character are monitoring the daily behavior of students inside and outside the school, giving awards to students who are good role models and complying with ethical behavior in schools, realizing parental awareness about morality of students, advising students to accept and respect the rule of law and act according to the rule of law, familiarize students to pray in the morning, afternoon and mealtime, provide direction to students about the importance of respect and cooperation with other students.

The research findings show that the character values developed are essential, core, and work orientation values depending on the priority scale of each school, as argued by (Lickona, 2012) suggests that schools can determine the priority scale of core values that are strengthened in students, there are schools that prioritize the value of respect over the discipline problems of their students or vice versa. The decision to determine priority character values in schools is an effort to create a school culture. The school's commitment to developing character education, the principal must be able to identify the characteristics of the core values that are the priority or the most important to be implemented.

The findings of the study indicate that strengthening the character of teachers through habituation, role models are created in the school environment so that students have good characters that belong to themselves in behaving in the community, school, country. As opinion (Brata et al., 2021; Brata et al., 2022; D. N. P. Brata et al., 2020; D. P. N. Brata & Mahatmaharti, 2020) that social values possessed by students through habituation and example can form character values that are integrated with various aspects of life. Character values that are used by students as a reference in attitude, so that students have an identity, who can better appreciate cultural diversity, have interpersonal skills in terms of communication and interacting with peers, and can reflect and be responsible for the experience of the state.

Research findings show that there are obstacles in strengthening character education, namely teachers in carrying out the learning process there are still student problems and still less than optimal character strengthening carried out by the school community. This is according to opinion (Lickona, 2015) that the challenge of creating a character community that has a high commitment is to maintain what has been implemented, character programs by bringing in inspirational figures, installing character slogans so as to maintain the character community. Understanding and paying attention to the character developed is how the character community understands what character values are developed and realizes itself as an exemplary model for students at school. Strong character education programs in schools play an important role in maintaining character.

The findings of the study indicate that the school's efforts in overcoming the obstacles to building the character of students are synergizing with counseling guidance teachers, homeroom teachers, subject teachers, and students. This is

according to opinion (Chusnah, 2013), that the task of professional counseling guidance teachers is to provide appropriate services to students. The materials provided are prepared according to the needs of students. So that counseling guidance teachers always try to listen to, and filter complaints, the wishes of students.

CONCLUSION

The teacher's RPP with the integration of character values in general shows that the preparation of the RPP is based on Curriculum 13, the characteristics or conditions of the school, and the condition of the character of the students in the school. Teachers' understanding of the Pancasila Student profile has not understood and has not been implemented in schools, even though they have heard, received information from supervisors, websites, and independent literacy. The Pancasila Student Profile is a competency standard that must be possessed by students which consists of six elements, namely: faith, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Strengthening the teacher's character in learning is that students are taught a variety of values related to character values so that they have good character in the school, home, and community environment. Character values that are strengthened in learning include: honest, independent, polite, responsible, disciplined, and religious.

ACKNOWLEDGMENT

I express my thankfulness to all of the Sathya Sai School stakeholders who have facilitated the needs for this study. As an institution that shares the responsibility for the young generation of this nation, I hope that the school is not only a driver school but also an inspiration to the Indonesian people and civilization.

REFERENCES

- Almulhim, A. Y., Almulhim, S. A., Almulhim, A. A., & Khan, A. S. (2020). The impact of e-learning modalities on medical students in KSA during the COVID-19 pandemic. *Journal of Taibah University Medical Sciences*, 15(5), 437–438. <https://doi.org/10.1016/j.jtumed.2020.08.001>
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences & Humanities Open*, 4(1), 100171. <https://doi.org/10.1016/j.ssaho.2021.100171>
- Boon, C., Eckardt, R., Lepak, D. P., & Boselie, P. (2018). Integrating strategic human capital and strategic human resource management. *International Journal of Human Resource Management*, 29(1), 34–67. <https://doi.org/10.1080/09585192.2017.1380063>
- Brata, D. N. P., Mahatmaharti, R. A. K., Istianingrum, R., Hasanudin, C., & Hadi, S. (2020). Developing Pancasila and Civic Education (PPKN) Based on. *Humanities & Social Sciences Reviews*, 8(1), 768–773.
- Brata, D. P. N., & Mahatmaharti, A. K. (2020). The implementation of Problem Based Learning (PBL) to develop student's soft-skills. *Journal of Physics: Conference Series*, 1464(1). <https://doi.org/10.1088/1742-6596/1464/1/012020>

- Brata, Utomo, E. S., & Sukardi, S. (2022). The Analysis of Students' Attitudes Construction Based on Pancasila Profile to be Integrated with Teacher's Lesson Plan in Junior High School in Pandemic Era. *Proceedings of the 2nd International Conference on Education and Technology (ICETECH 2021)*, 630(Icotech 2021), 313–320. <https://doi.org/10.2991/assehr.k.220103.045>
- Brata, Utomo, & Sukardi. (2021). *SIKAP KEMANDIRIAN PESERTA DIDIK BERBASIS*. September, 15–22.
- Chusnah, M. (2013). *PELAKSANAAN PENDIDIKAN KARAKTER DI MADRASAH TSANAWIYAH NEGERI " X " JAKARTA Implementation of Character Education in Islamic Junior High School State " X " Jakarta*. 133–142.
- Hidyat. (2015). Pendidikan Karakter di Madrasah. *Экономика Региона*, 32.
- Iqbal, H., Akhter, S., & Mazid, A. (2021). Social Sciences & Humanities Open Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open*, 4(1), 100172. <https://doi.org/10.1016/j.ssaho.2021.100172>
- Johnson, B. . (2006). Educational Research Quantitative Qualitative and Mixed Approaches. In (Vol. 1999, Issue December).
- Kemdikbud. (2020). Salinan Permendikbud 22 Tahun 2020. *Salinan Permendikbud 22 Tahun 2020*, 1–174. <https://jdih.kemdikbud.go.id/arsip/SALINAN PERMENDIKBUD 22 TAHUN 2020.pdf>
- Kemendikbud. (2017). Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
- Kemendikbud. (2019). *Model Pendidikan karakter*. 4(1), 190–202.
- Komara, E. (2018). Penguatan Pendidikan Karakter dan Pembelajaran Abad 21. *SIPATAHOENAN: South-East Asian Journal for Youth, Sports & Health Education*, 4(1), 1–10. www.journals.mindamas.com/index.php/sipatahoenan
- Lickona, T. (2012). *Pendidikan Karakter*.
- Lickona, T. (2015). *Pendidikan Karakter Panduan Lengkap Mendidik Siswa Menjadu Pintar dan baik*.
- Mertasari, N. M. S. (2016). Media Online Untuk Asesmen Pendidikan Karakter Terpadu. *JST (Jurnal Sains Dan Teknologi)*, 5(1), 683–691. <https://doi.org/10.23887/jst-undiksha.v5i1.8273>
- Nesusin, N., Intrarakhamhaeng, P., Supadol, P., Piengkes, N., & Poonpipathana, S. (2014). Development of Lesson Plans by the Lesson Study Approach for the 6 th Grade Students in Social Study Subject based on Open Approach Innovation. *Procedia - Social and Behavioral Sciences*, 116, 1411–1415. <https://doi.org/10.1016/j.sbspro.2014.01.407>
- Simms, B., & Erwin, C. (2021). Qualitative Research Methods For The Social Science. In *Berg*. <https://doi.org/10.1093/oso/9780190931445.001.0001>