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THE ROLE OF TEACHERS AS STRENGTHENING THE PROFILE OF DEEP PANCASILA STUDENTS INDEPENDENT CURRICULUM

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Abstract

Pancasila Student Profile is a program created by the Ministry of Education and Culture as an effort to strengthen character education in Indonesia. This program can be a way to realize the goal of national education, namely forming a generation that is intellectually intelligent and has characters that are in accordance with Pancasila. In the process of strengthening the Pancasila Learning Profile, the role of a teacher is important. The aim of this research is to determine the role of teachers in strengthening the Pancasila Student Profile. This research uses a literature review research method. The content and discussion in this research relate to the role of teachers in strengthening the profile of Pancasila students in the independent curriculum. From the results of the study conducted, the role of the teacher is very important because teachers not only transfer knowledge but also motivation and character to children. In an effort to strengthen the Pancasila Student Profile, teachers must have the main ability, namely as an example/role model for children. Have a learning plan that focuses on establishing Pancasila values. Create learning based on local wisdom approaches. Building student awareness through a project-based learning model. make learning interesting and not limited to space, place and time. A learning model that takes advantage of the development of globalization. Create learning evaluations that focus on a scientific approach.

Keywords : Education, role of teachers, Pancasila student profile, independent curriculum

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society. Education also provides guidance or assistance in developing physical and spiritual potential given by adults to students to achieve maturity and achieve goals so that students are able to carry out their life tasks independently (R. Hidayat, 2019). In Law Number 20 of 2003 article 3 explains that our national education functions to develop knowledge and character as a form of effort to make the nation's life more intelligent. The basis of Indonesian education is Pancasila, which is a guideline for learning activities carried out by teachers. The values contained in Pancasila is very important to convey to students and implement in daily activities (Suci Setyaningsih, 2022). These values include behavior related to almighty god, human behavior related to oneself, fellow humans, the environment, and the state, so that they cannot be separated or replaced by anything. Education is a very basic thing and is mandatory for all Indonesian citizens to obtain it, where the Pancasila values contained therein are very important for us to implement in everyday life, especially in the school environment, therefore the researcher refers to one of the principles of Pancasila for a implementation in

learning (Suci Setiyaningsih, 2022). In its development, the world of education is closely related to students and teachers, where these two things cannot be separated. For teachers, teaching can be said to be fun because they can share their knowledge with students. The role of the teacher can be said to be quite crucial because it can influence the intelligence and personality of the students. For this reason, in this era of globalization, the role of teachers is very important because there is a decline in character due to the influence of globalization so that the young generation is currently experiencing a decline or degradation in morals and local wisdom values due to globalization which is developing very quickly (Julianto, 2023). Nowadays, many young people are engaging in negative behavior as a result of the unfiltered flow of globalization which is often called a "trend". Uncontrolled promiscuity causes various deviant behaviors such as using drugs, free sex, brawls, and so on. Incidents like this clearly do not have the original character of the values of Indonesian life, so they indicate that the morals of our current generation are bad. (Budiarto, 2020). Efforts to strengthen character are currently being carried out by the government, through the National Movement for National Character Education which is being continued by the Strengthening Character Education (PPK) program (Ismail et al., 2021). Then, currently, the Strengthening of Character Education launched by the Ministry of Education and Culture is to realize the Pancasila Student Profile. The Pancasila Student Profile has six main characteristics, namely creative, independent, working together, critical reasoning, faith and devotion to god almighty, noble character, and global diversity (Nur'Inayah, 2021). The Pancasila Student Profile Program is currently being implemented both at elementary school level and also at tertiary institutions (Azzahra & Dewi, 2021). In the process of strengthening the Pancasila Student Profile, the role of a teacher is important. Teachers play the most vital role in strengthening children's character. Because apart from teaching and learning activities, teachers also act as parents of the two students at school. So teachers play a very important role for students (Safitri & Dewi, 2021). From the background of the problems that have been explained above, we, the authors, took the title "The Role of Teachers in Strengthening the Profile of Pancasila Students in the Independent Curriculum".

Research Methodology

This research uses a literature review research method. The author looks for data or literature material from journals or articles and also references from books so that it can be used as a strong basis for the content or discussion. In this research, data sources were obtained from the internet, journal articles or books that were relevant to the research theme. The data collection technique used in this research is using observation. Observation is an activity carried out using sight and feeling events based on observations that occur (Ruslan, Fauziah, & Alawiyah, 2016).

Result & Discussion

Researchers have found results and discussions on the focused problem topics as follows:

Concept of Pancasila Student Profile in Independent Learning

Merdeka Belajar is the beginning of the creation of the Pancasila student profile concept. According to Nadiem Makarim, Freedom to Learn is the most effective answer regarding the concept of learning in Indonesia and is in accordance with current developments (Widyastuti, 2020). In implementing Merdeka Belajar, support from all stakeholders and working together to make our education better is needed. The mutual cooperation system used by Nadim includes collaboration between the government, educational institutions, educators and students (Ismail et al., 2021). The concept of the Pancasila Student Profile stems from the philosophy of Ki Hajar Dewantara, which means that education must free children to learn. Liberation here is through freedom from what he likes, what he is interested in according to the child's interests and talents. The concept of Independent Learning must also adhere to the principle of "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani". This means that teachers have a big responsibility for forming students' character. Teachers must be role models in the front, motivators and encouragement in the middle, and encourage students from behind, so that later they are able to become independent people. Furthermore, regarding the definition of the Pancasila student profile, it is the character traits and competencies that students are expected to achieve, which are based on noble values.



Picture 1 Six Pancasila Student Profile Indicators

Source: Ministry of Education and Culture, 2020

Based on data from the Ministry of Education and Culture, the Pancasila student profile has 6 indicators and several elements in them, namely; 1) Have faith, be devoted to God Almighty and have noble character. Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures so as to foster a sense of mutual respect so that positive character can develop and also the growth of a noble culture that is positive and does not conflict with the noble culture of the nation. The elements and keys include: (a) religious morals, (b) personal morals, (c) morals towards humans, (d) morals towards nature, (e) state morals., 2) Global Diversity. Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the noble culture of the nation. Elements and keys to global diversity include: (a) knowing and appreciating culture; (b) intercultural communication skills in interacting with others; and (c) reflection and responsibility for the experience of diversity. 3) Independent. Indonesian students are independent students, namely students who are responsible for the process and results of their learning. The key elements of independence consist of: (a) awareness of oneself and the situation at hand; and (b) self-regulation. 4) Work together. Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and easily. The elements of mutual cooperation are: (a) collaboration, (b) caring, and (c) sharing. 5) Critical thinking. Students who reason critically are able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and conclude. The elements of critical reasoning are: a) obtain and process information and ideas, b) analyze and evaluate reasoning, c) reflect on thoughts and thought processes, and d) make decisions. 6) Creative. Creative students are able to modify and produce something original, meaningful, useful and impactful. The key elements of creativity consist of: a) generating original ideas, and b) producing original work and actions.

The Role of Teachers in Strengthening the Pancasila Student Profile

A teacher is someone who has academic qualifications and competence as a learning agent, is physically and spiritually healthy and is able to realize national education goals (Mawardi, 2020). Teachers are one element in the field of education, where teachers must position themselves professionally and be able to meet growing educational needs (Hamid, 2017). A teacher also has a special meaning, someone who is responsible for bringing students to maturity. The teacher's role is not only as a teacher whose job is only to transfer knowledge, but the teacher must also transfer values, as well as be an example, role model and guide who guides students when learning (Roqib & Nurfuadi, 2020). In Law Number 14 of 2005 concerning Teachers and Lecturers, they are professional educators who are tasked with educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary and secondary education. According to (Maya, 2013) the teacher's most important role in character education is:

- a) Exemplary. Exemplary is one of the most important things a teacher must have. Teacher example is the teacher's consistency in providing good examples to students in terms of spiritual, social attitudes, knowledge and work. Teachers must also be smart in reading and utilize opportunities productively and competitively to develop themselves and their students. Teachers are a source of role models for students by providing good examples, because everything the teacher does becomes an example for students. For example, the teacher arrives 30 minutes before the bell rings, dresses politely and neatly, and does not speak rudely
- b) Inspirator Teachers who have inspirational qualities are teachers who can arouse students' enthusiasm for learning by providing real examples to students and inviting students to develop their potential and talents and encouraging them to excel. The teacher as an inspiration, in this case, is the originator of ideas in the learning process so that learning becomes more active. Teachers provide creative ideas that students can emulate and can even provoke students to use their imagination so that they can give rise to creative ideas too.
- c) Motivator
The teacher becomes a motivator, meaning that the teacher must raise the enthusiasm and potential of students so that they are able to show their abilities, increase enthusiasm, develop learning activities, and provide encouragement to students. Every student has good character, but sometimes without external motivation, students don't understand why they need to do good. Teachers provide advice and outreach to students during Civics learning about the importance of being honest, responsible, helping each other, and so on related to Pancasila values
- d) Dynamisator Dynamisator means that the teacher is not only tasked with providing encouragement to students, but is also a means of truly encouraging students' abilities to create what they aspire to.
- e) Evaluator
Teachers must always evaluate the learning they do in educating children's character. Teachers must also be able to describe and provide solutions to students regarding problems related to academics, attitudes and developing children's talents. Teachers as evaluators not only assess student achievement by giving questions at the end of the lesson to find out the extent of the student's level of success in the learning that has been delivered. Teachers also observe and assess how students behave during learning as a measure of the good and bad attitudes of each student. This means that in this case it is not enough to just look at whether or not they are biased in doing the subjects being tested, but there are very unique and complex considerations, especially regarding student behavior when learning takes place.

In the Pancasila Student Profile, six concepts and elements in the Pancasila student profile must be developed by teachers to shape children's character. One ideal form of strengthening the Pancasila Student Profile for Teachers is: (a) Teachers must be role models. Educator concept (b) Planning learning concepts that are oriented towards the formation of Pancasila values (c) Learning based on a local wisdom approach. Through this learning approach, students will have an awareness of the formation of the basic socio-cultural values of society in an effort to build a local, regional wisdom civilization in the era of complex globalization. This learning approach will directly develop the personality of the younger generation in building a human civilization that has the freedom to learn about the philosophical values of national and state life (d) Building student awareness with a project-based learning model. This step will become the basic framework for students to actualize information and experience directly. Solving local problems and issues is a form of media in cultivating the essence of independent learning for students. So a learning model is needed that combines a student-centred approach and a contextual approach. This is found in the project-based learning model. e.) Learning is created with the concept of not being limited to space and time, so that children are able to learn anytime, anywhere and with anyone. The focus of this teaching will emphasize social and environmental aspects. f.) Learning that utilizes technological developments. Students will find it easier to access new information access materials through various and sophisticated information media. So it will increase students' enthusiasm for learning. However, what needs to be underlined is that technology also has a bad impact, so teachers must supervise children. g.) There is a learning evaluation that is centered on a scientific approach. A scientific approach will look from two different points of view between teachers and students. The evaluation model carried out must be based on the points of how the grades were obtained so that an acculturation of students' values will be formed that is oriented towards fulfilling the competencies to be achieved. This assessment concept is what makes strengthening the profile of Pancasila students successful. Because there is a

balance between forms of engagement between attitudes, knowledge and skills. Thus, if all of the above points can be implemented, a national educational goal will be formed that is oriented towards the basic values of Pancasila with character and a global outlook so that a Pancasila Student Profile will be formed.

Obstacles and Solutions to implementing the Pancasila student profile

The idea of "Freedom to Learn" promoted by the Indonesian Minister of Education and Culture (Mendikbud), offers a solution to the problems of the education system in this country. Students who are given the freedom to learn are expected to become independent individuals, able to think critically, be polite, civilized and have noble character. The previous understanding of education differs from the concept of independent learning in several ways, such as the tendency of educators in the first concept to be passive while educators in the second concept are active, known as driving teachers. The independent learning system is a learning approach implemented by Driving Teachers. This system changes learning activities which are often confined to the classroom by changing learning activities which allow students to experience new things outside the classroom. Students are more involved in exploring new knowledge that can maximize their own learning abilities. In accordance with the idea of independent learning, teachers are required to take the initiative as distributors of information and guidance for students in order to optimize students' skills through educational assistance.

Conclusion

Based on the research results, it can be concluded that teachers are one of the elements in the field of education who play a role and must position themselves professionally in accordance with the demands and needs of an increasingly developing society. The teacher's role is not only as a teacher who only transfers knowledge, but the teacher must also transfer values, as well as being an example, role model and guide who guides students when learning. In strengthening the Pancasila Student Profile, there are six profiles that teachers must develop to shape children's character. First, critical reasoning teachers must be able to provide material that is interesting and based on problem solving. All of this is related to students' cognitive abilities. Second, independence, namely teachers must motivate and provide encouragement to students so that they are able to improve their abilities. Third, being creative, teachers must create creative and innovative learning models so that they provoke students to be creative. Fourth, mutual cooperation, teachers must invite students to collaborate with other people and be able to work as a team. Fifth, global diversity, is an effort to make students love cultural, religious and racial diversity in Indonesia. Sixth, have noble character. Here teachers must be examples and role models in managing students' morality, spirituality and ethics.

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