



Strengthening the character of students through the Pancasila student Profile: Case study at SD Negeri II Tomohon

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Abstract

This research aims to determine the character formation of students through the profile of Pancasila students at SD Negeri II Tomohon. This type of research is a qualitative descriptive method. Research data sources consist of primary data sources and secondary data sources. Primary data was obtained from interviews with the principal, homeroom teachers for grades 1 and 4, religion teachers, and stakeholders at SD Negeri II Tomohon, namely students and parents of students as informants to find out the character formation of business students, and the challenges of teaching staff through profiles. Pancasila students at SD Negeri II Tomohon. The research location is SD Negeri II Tomohon. Data collection techniques are observation, interviews and documentation. The data analysis technique is based on Miles and Huberman's theory with a sequence of steps for data collection, data reduction, data presentation, and drawing conclusions. Data validity is carried out through source triangulation. The results of this research show that character formation through the application of the Pancasila student profile of faith, devotion to God Almighty, and noble character in learning at SD Negeri II Tomohon has been implemented well. Educators shape the character of students through all activities carried out both intracurricular, extracurricular and co-curricular. The character formation carried out is starting to show positive results where students appear to be getting better in character. In forming the character of students, there are many challenges faced by teaching staff, one of which is in forming students who come from family backgrounds that do not support character formation, for example students from less harmonious families, families who are busy and allow students to access the internet freely, and students who are entrusted to relatives. Educators' efforts to shape character are through good habits and guidance through every activity at school such as intracurricular, extracurricular and co-curricular, so that students increasingly have good character according to the values of Pancasila.

Keyword: Character formation, students, Pancasila student profile

Introduction

The world of education is an effective and efficient means not only in terms of imparting knowledge, but also in forming the character of students. Character education is no less important for human life, so the task of the world of education should not only be to show progress in the field of science but should also be in line with moral progress for humans, especially students who are receiving education.

Education essentially has two goals, namely to help humans become intelligent and smart, and to help humans become humans with good character. Educational efforts to educate humans may be easy to do with various teaching methods which are developing day by day, but educating humans to become people with good character seems much more difficult or even very difficult. Thus, it is very natural to say that moral problems are acute problems or chronic illnesses that accompany human life anytime and anywhere (Ariatama et al., 2022). This fact about the severity of moral problems then places the importance of implementing character education in the world of education. The Ministry of National Education states that the definition of character is "a person's character, character, morals, or personality which is formed from the internalization of various virtues (virtues) which are believed and used as a basis for the way of looking, thinking, behaving and acting." (Kemendikbud, 2023).

Problems that occur such as bullying at school, lying practices in the world of education ranging from cheating on exams, bribery, violence, corruption, manipulation, lack of

role models among national leaders, and so on, all of these things actually involve character issues. humans, because of the decay of human moral character, crime occurs everywhere. The efforts and breakthroughs that are currently being made in the world of education are to instill character education for students, so that students who are in school can become people who are not only intellectually intelligent but also have good character. The world of education is expected to be a driving force. Character boundaries themselves are in two parts, namely they are believed to be human nature, while on the other hand they are believed to have to be "formed" through education, one of which is through character education at school (Muchtar and Suryani, 2019).

The curriculum is the main framework of education, so to be able to improve character education for students, the government applies these values in the curriculum that is currently being implemented in Indonesia, namely the independent curriculum. The implementation of the independent curriculum is the government's effort to provide better learning services. The independent curriculum is a curriculum with intracurricular, co-curricular and extracurricular learning. When implementing the three types of learning in the independent curriculum, it is hoped that students will have enough time to explore concepts and strengthen competencies. The independent curriculum emphasizes the formation or strengthening of students' character. The process of strengthening character is carried out through the implementation of project-based learning in

accordance with strengthening the Pancasila student profile. All learning is expected to shape the character of students. The aim of this research is to determine character formation through the application of the Pancasila student profile of having faith, being devoted to God Almighty, and having noble character in learning, the challenges of teaching staff in forming the character of students through learning, as well as the efforts of teaching staff in the process of forming the character of students in SD Negeri II Tomohon.

Method

In this research, the method used is a qualitative descriptive research method. This research was conducted in the SD Negeri II Tomohon environment. In this research, primary data was obtained directly from informants using interviews and observation. Secondary data is obtained from references and information. Data collection techniques in this research are interviews, observation and documentation. In this research, the data analysis technique is according to Milles and Huberman (1992). In collecting data and to obtain precise and accurate data and avoid subjectivity, one of the methods used when collecting data is the triangulation technique.

Results and Discussion

A. Character Formation Through the Implementation of the Pancasila Student Profile of Faith, Devotion, and Almighty God at SD Negeri II Tomohon

The formation of religious character at SD Negeri II Tomohon was found to be formed through co-curricular activities such as group worship in the field and worship on Fridays, in extra-curricular activities students were taught to start and end activities with prayer, while also through extra-curricular activities, students were trained to start and end activities by praying. ending the lesson with prayer, all students are trained to be able to lead prayers according to their respective religions and beliefs. The teacher also asked for the cooperation of parents to encourage students to take part in worship activities at their respective places of worship. This finding is in line with research (Syaroh and Mizani, 2020) which states that "The way to form religious character is by habituating religious behavior at school through prayer activities before studying and before going home.

The formation of the character of tolerance at SD Negeri II Tomohon was found to be formed through an attitude of mutual respect between students, not discriminating between friends even though they have different religions. In every school activity, whether intra-curricular, co-curricular or extra-curricular, teaching staff always provide guidance to students to respect other religions. For example, if there are students who are fasting, then students of other religions are taught to respect and not eat in front of the students. who fasts. Students are also always reminded to respect the way of worship of friends who have a different religion than them. In worship, each student is taught not to ridicule each other's way of worshipping other religions. This finding is in line with research by Sipahutar et al. (2023) who stated that "The attitude of tolerance that is always taught in schools is not mocking one another's worship and respecting people who are worshipping."

The formation of the character of Love for the Homeland at SD Negeri II Tomohon was found to be formed through the flag ceremony which is held every Monday. In this activity,

students are taught to love their homeland and be grateful for the independence of the Indonesian nation. This character formation is also formed through extracurricular activities such as learning Pancasila Education where students are taught to love the Indonesian Motherland. Through this activity, students are taught to take turns being flag ceremony officers for grades 5 and 6, and each student is instilled with an attitude of love for the country by solemnly participating in the flag ceremony. This research is in line with research by Putri et al. (2021) which states "To form the character of loving Tanah Air, students are taught to lead ceremonies and attend ceremonies solemnly.

The formation of an environmentally caring character at school is found through intracurricular activities at school, for example in Indonesian language and science lessons. This character formation is also found through clean Friday activities where students are invited to care for the school environment. In their daily activities, students are also always taught to care for the environment, both the school environment and the home environment, for example by throwing rubbish in its place and picking up rubbish they see. This is done to instill the character of caring for the environment so that students understand that they have been entrusted by God to care for this earth. This research is in line with research from Mahendra and Kotabumi (2019) which states that "One of the efforts to overcome environmental problems is through character formation starting from an early age. This character formation can be done through learning that has an environmental perspective. By learning about environmental care, it is hoped that students will be aware of caring for nature and the environment around them. "Instilling an environmentally caring attitude towards students can start from maintaining the cleanliness of the classroom and school by throwing away rubbish in its place, carrying out class pickets, taking care of plants, and so on."

The formation of social caring character in this school is found through intracurricular activities in classroom learning, extracurricular activities for example scouting, where students are guided and taught to always care about others by helping each other, sharing and loving each other. In co-curricular activities, students also develop a socially caring character by participating in social service activities at orphanages. This research is in line with research by Wibowo (2020) which states that "Social care plays an important role in forming socially sensitive individuals, with attitudes and actions that always want to provide assistance to other people who need it. Social care is an attitude and action that always wants to provide assistance to other people and communities in need. Social care is important because social care means empathizing with fellow classmates and all school members, carrying out social service, giving alms or donating, providing natural disaster relief and helping each other."

The formation of social caring character is also instilled through scout extracurricular activities, namely by teaching social caring attitudes so that they can socialize well with fellow students. This research is in line with research which states that "Forming the character of members, especially the character of social concern. Communication carried out by coaches with their members in forming a social caring character, namely interpersonal communication using an approach, namely in accordance with the among system, Ing Ngarsa Sung Tulada (in front of giving an example), Ing

Madya Mangun Karsa (in the middle of giving encouragement), Tut Wuri Handayani (behind providing support), so that members can socialize easily with both friends and the surrounding environment."

The formation of character that respects achievement in the SD Negeri II Tomohon environment is demonstrated through the attitudes and actions of students who have high learning motivation. Students at SD Negeri II Tomohon are instilled with a fighting attitude and have motivation and enthusiasm in learning and completing every task given by the teacher, if there are students who still lack motivation and are always guided and counseled to increase their learning motivation. Educators also do not forget to ask for parents' cooperation in guiding students to study from home, and also always support and encourage students to be enthusiastic about learning. The aim of character education at SD Negeri II Tomohon is that students have good morals, not just intellectual good. The findings of this research are also in line with the research findings of Salirawati (2021) which states that character education is a system of instilling character values in students who includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality, so as to become a human being with moral qualities.

Based on the results of field observations conducted by researchers at SD Negeri II Tomohon, it shows that educators have tried to carry out character formation through the application of the Pancasila profile of faith in fear of God at SD Negeri II Tomohon very well. Educators try their best to shape the character of students. Character formation is carried out through good habits, giving examples, educating with the heart, and being willing to look more deeply into the background of existing students, because teaching staff realize that each student is created unique, they come from various different backgrounds in family life, so a personal approach needs to be taken so that students feel comfortable with the teacher. Educators try to make students feel heard and loved, so that it will be easier to shape the students' character. Researchers clearly saw how the teaching staff at SD Negeri II Tomohon taught with full sincerity, educating students not only in the field of science, but also in shaping students' character in accordance with Pancasila values.

B. Challenges of Educators in Forming Students' Character through Learning at SD Negeri II Tomohon

The teaching staff at SD Negeri II Tomohon realize that forming students' character is not an easy thing to do. Moreover, educating and forming the character of students nowadays where children have entered the Alpha generation era. They have been accustomed to digital devices since birth such as tablets, smartphones and other electronic devices that make it easier for today's children to get information. However, they have not been able to filter the information obtained through technology. Sometimes they receive information that is not suitable for their age and this interferes with their development and even the formation of their character.

In forming religious character, educators encounter quite a few challenges. The hardest challenge faced is when teaching staff meet students who come from less harmonious families. Students who come from families who

are too busy so that students can access the internet for a long time, as well as students who receive bad treatment at home. In forming the character of tolerance in the SD Negeri II Tomohon environment, there are many challenges faced by teaching staff. One of them is when dealing with students who are difficult to mold, like to rebel, and like to cause trouble at school. It was also found that students whose character of tolerance was difficult to develop were students who came from families who were too indulgent.

In forming the character of patriotism in the SD Negeri II Tomohon environment, it was found that there were many challenges that had to be faced by the teaching staff. For example, children do not properly understand the meaning of love for one's country, so when they take part in the flag ceremony they do not follow it solemnly. In intracurricular learning, students are often found who are not serious about practicing the character of love for the country. Many people only know in theory, but their practice is still lacking. For example, when learning, students are taught to have a patriotic spirit and practice the principles of Pancasila. But in everyday life it seems like they don't want to do what they have learned. There are challenges when teaching staff meet students who have special needs, because students with special needs need special education with special teachers too. However, in reality, in the SD Negeri II Tomohon environment, there is still a lack of teaching staff who have the expertise to educate children with special needs. Thus, in daily learning and in flag ceremony activities, children with special needs do not participate in activities/learning like other students.

In building the character of caring for the environment, there are several challenges faced by teaching staff. For example, every day you will find the school environment dirty because of rubbish everywhere, as well as dirty toilets. This is always visible even though teaching staff always provide direction in every school activity, whether in extracurricular activities when studying in class, extracurricular activities, or co-curricular activities when praying in the field. Awareness to maintain and care for the environment is still very lacking. Forming a socially caring character within SD Negeri II Tomohon also has its own challenges. Facing students with different family backgrounds makes forming a socially caring character not easy. There are students who come from less harmonious family backgrounds and therefore do not receive attention from their parents. Of course, it is difficult to be asked to care about others. There are also students who come from families who are too indulgent so they grow up to be individuals who want to win alone and don't want to care about others.

The formation of character that respects achievement in SD Negeri II Tomohon also faces quite a few challenges. Many students face a lack of motivation to learn due to lack of parental attention and because they are used to gadgets or playing games, which makes students less motivated to learn. Based on the results of interviews and field observations conducted by researchers at SD Negeri II Tomohon, it was found that there were many challenges faced by teaching staff in shaping the character of students. The toughest challenge is when you have to shape the character of students who come from families that are less harmonious or lack attention, so that in forming the character of students, they really need the cooperation of parents who are the child's main educators.

The role of parents in forming a child's character has a very big influence. The findings of this research are in line with the research of Setiawan et al. (2021) which states that the family is the smallest unit of society whose function is to maintain survival. The family environment can potentially shape the character or personality of a child or person to live more responsibly. However, if the family's educational efforts fail, a child will be formed who tends to commit acts of delinquency in society and often leads to criminal or criminal acts. Students with unsupportive family backgrounds as mentioned above are students whose character is difficult to develop at school, making it a challenge for teaching staff. Educators need time to build relationships, foster trust, guide and collaborate with parents to be able to shape their character to be better in line with Pancasila values.

C. Efforts of Educators in the Character Formation Process of Students at SD Negeri II Tomohon

The teaching staff at SD Negeri II Tomohon understand that being an educator is a noble and very noble job. Researchers deepen research on how efforts are made by teaching staff to shape the religious character of students at this school. Forming a religious character requires more special effort when meeting students who have received less religious education from their home environment. There are many students who come from families that are less harmonious so they are not educated religiously. The efforts made by the school are to continue to guide both in learning and in school worship activities. Educators also don't forget to always communicate with parents and ask for parents' cooperation in efforts to form the religious character of students.

In building the character of tolerance in the SD Negeri II Tomohon environment, teaching staff provide consistent guidance, provide role models, and encourage good habits. Students are always reminded, directed to become individuals who are willing to tolerate others. Moreover, at SD Negeri II Tomohon, students come from various family backgrounds that are different in terms of upbringing, religion and character. In forming the character of patriotism in SD Negeri II Tomohon, teaching staff provide consistent guidance, provide role models, and encourage good habits. Efforts are also made by providing extracurricular activities such as PPKN and social studies learning. Also through co-curricular activities such as the flag ceremony every Monday, so that students realize the meaning of love for the homeland and gratitude for the independence of the Indonesian nation which can be enjoyed today.

In building environmentally caring character in the SD Negeri II Tomohon environment, teaching staff provide consistent guidance, provide role models, and encourage good habits. Efforts are also made through intracurricular activities, such as students always being reminded to protect and care for the environment. Also through co-curricular activities such as the flag ceremony every Monday, as well as through clean Friday activities. In forming social care in the SD Negeri II Tomohon environment, teaching staff provide consistent guidance, provide good role models, and encourage good habits every day, such as the need to care for each other. The efforts made are also carried out in extracurricular activities such as classroom learning. Also guidance through co-curricular activities such as flag

ceremonies or morning worship, social service activities at social institutions, and extracurricular activities.

In establishing respect for achievement in the SD Negeri II Tomohon environment, teaching staff provide consistent guidance and habituation of good habits every day such as the need for good learning motivation within oneself so that one can do the best in every task given. Efforts are made through mentoring students in every school activity, both intracurricular, co-curricular and extracurricular. Students who lack motivation are also given special guidance from the teacher. Collaboration with parents is always carried out so that guidance is not only from school, but also from home. Based on the results of interviews and field observations conducted by researchers at SD Negeri II Tomohon, the teaching staff have made their best efforts to shape the character of students at this school. This school has implemented a government program on the independent curriculum, namely strengthening the profile of students with a Pancasila spirit through every activity at school such as intracurricular activities (daily learning), extracurricular activities (developing students' talents), and co-curricular activities (social service). Each teaching staff in their teaching not only teaches about science but also shapes the character of students through good habits, direction, guidance, and establishing good relationships with students. Also working with students' parents to shape students' character in accordance with the values contained in Pancasila and in accordance with instructions from the government.

This finding is in line with research by Sekolah et al. (2019) which states that habituation and example have positive potential for discipline in early childhood. Discipline includes teaching, guidance or encouragement carried out by adults. The goal is to help children learn to live as social creatures and to achieve their optimal growth and development. The main application of discipline is the absence of hostility, only the desire to shape them into useful and good children. The impact of the educational process and results will not be visible immediately, but through a long process. However, the efforts that have been made are certainly not in vain, a lot of student character development can be seen with the character-building program through the Pancasila student profile. This opinion is in accordance with research from Delima et al. (2023) which states that the values of good character by creating a school environment help in the development of ethics and responsibility as a model that should be instilled in students. In this way, they are able to apply it in their lives in the family, school, community and country so that they can make a positive contribution to their environment. The findings of this research show that the role of character formation through the application of the Pancasila profile in learning at school has a good influence on the development of students' characteristics. With the strategies carried out by teaching staff, it is hoped that students will become individuals who fit the Pancasila student profile, especially in the first point of faith, piety, and noble character.

Conclusion

1. Forming the character of students through the application of the Pancasila student profile cannot be separated from the role of teaching staff. To shape the character of students who come from various different family backgrounds, teaching staff need to get used to

- good habits, set an example, educate with heart, want to guide, get to know each student's personality, position themselves as parents and friends who want to listen and see the student's side of life, and establish good relationships with the student's parents who are the child's main educators.
2. The challenges faced by teaching staff in forming the character of students through learning are really not easy, facing students in the SD Negeri II Tomohon environment with quite a large number of study groups with various different family backgrounds certainly produces students with various unique characters.
 3. Efforts of teaching staff in facing every challenge include making a lot of effort, helping each other, and always seeing students as unique individuals who need to be guided and educated to become better human beings in the global field and in character, so that participants students experience a change in character for the better in accordance with the values of Pancasila.
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