



Mapping the Interests, Talents and Character Profiles of Pancasila Students in High School Students

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ARTICLE INFO

Article history:

Received February 19, 2023

Accepted June 30, 2023

Available online July 25, 2023

Kata Kunci:

Pemetaan Minat, Bakat, Karakter, Profil Pelajar Pancasila

Keywords:

Mapping Interests, Talents, Characters, Pancasila Student Profiles



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ABSTRAK

Profil pelajar Pancasila adalah karakter dan kompetensi yang harus dimiliki oleh pelajar Indonesia baik di saat sedang dalam pembelajaran maupun saat terjun di masyarakat. Adapun tujuan dari penelitian ini yakni untuk mengetahui gambaran karakter siswa berbasis profil pelajar Pancasila. Penelitian ini tergolong kedalam jenis penelitian deskriptif dengan menggunakan metode library research. Penelitian ini dilaksanakan dengan metode membaca, penelitian dan catatan literatur atau komponen yang berbeda. Kegiatan membaca dilakukan sesuai dengan kajian penelitian, kemudian disaring dan am refleksi teori terkait. Secara lebih lanjut penelitian ini juga menggunakan metode situs (website visit). Teknik pengumpulan data kepustakaan dilakukan melalui referensi dan informasi tertulis. Analisis data data penelitian dilakukan setelah pengumpulan data dengan metode klasifikasi untuk memberikan identifikasi kelompok (nama) untuk variabel penelitian. Hasil analisis penelitian menunjukkan bahwa nilai-nilai yang terkandung dalam profil pelajar Pancasila yakni religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat/komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial dan tanggung jawab. Pendidikan tersebut menekankan pada pendidikan karakter yang menanamkan nilai-nilai karakter pada peserta didik, yang mengandung unsur pengetahuan, kesadaran individu, tekad, serta adanya kemauan dan tindakan untuk melaksanakan nilai-nilai, baik terhadap Tuhan Yang Maha Esa, diri sendiri, sesama manusia, lingkungan, maupun bangsa, yang merupakan kewajiban bagi semua pihak,

ABSTRACT

The Pancasila student profile is the character and competency Indonesian students must have when learning and entering society. This research aims to determine the description of student character based on the Pancasila student profile. This research is classified as a descriptive research type using the library research method. This research used reading methods, literature notes, and different components. Research studies conduct reading activities, then filter and reflect on related theories. Furthermore, this research also uses the site method (website visit). Library data collection techniques are carried out through references and written information. Research data analysis is carried out after data collection using the classification method to provide group identification (name) for the research variables. The results of the research analysis show that the values contained in the Pancasila student profile are religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievement, friendly/ communicative, loves peace, likes reading, cares about the environment, cares about social affairs and responsibility. This education emphasizes character education, which instills character values in students, which contains elements of knowledge, individual awareness, and determination, as well as the will and action to implement values, both towards God Almighty, oneself, fellow human beings, the environment, as well as the nation, which is an obligation for all parties.

1. INTRODUCTION

The development of science and technology requires every society to think critically and creatively, and to have good morals, abilities and qualifications in various fields. Improving the quality of

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human resources can be done by pursuing the highest level of education, this is because education is able to produce quality people who will be able to occupy strategic positions in various industrial fields and in society. Those who attend education are considered individuals who have moral, mental, physical, social and emotional potential with unique character (Fahrozy et al., 2022; Safitri et al., 2022). Ministerial Decree Number 1177/M/2020, states that the aim of the curriculum is to strengthen skills and personality with the Pancasila student profile, ensure uniform quality of education by increasing the capacity of competent school leadership programs, main unit education in the range of quality learning, building a more comprehensive education ecosystem. Strong emphasis on improving quality, as well as creating a collaborative environment for stakeholders interested in the field of education, both across schools, government and central sectors (Irawati et al., 2022; Rahayuningsih, 2022).

It's just that as time goes by the problems that arise in the world of education also become more complex with various implications. In fact, the problems that arise can be said to be classic or cliché problematic, because the things that are considered problems are in principle nothing new, but in the current digital era, the impact of these problems is wider because they are viral through the media. mass and social media (Jannah et al., 2022; Rina & Teti, 2019). However, there are quite a few other problems that occur in the world of primary and secondary education, such as radicalism and bullying. These various problems are considered a violation of the values of Pancasila. The Ministry of Education and Culture, as the ministry that oversees the world of education, has designed efforts and policies to overcome this problem, one of which is the idea of a Driving School which will realize the Pancasila Student Profile. The profile in question is having noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity. Regarding the Pancasila Student Profile, the Ministry of Education and Culture (Kemendikbud) through the Character Strengthening Center (Puspeka) continues to strive to produce the nation's successors who comply with the Pancasila Student Profile.

Strengthening the profile of Pancasila students focuses on cultivating character and the ability to live an effective daily life in individuals through school culture, intracurricular and extracurricular learning, projects to strengthen the profile of Pancasila students as well as Work Culture (Rahayuningsih, 2022; Sulastri et al., 2022). The strengthening of the Pancasila student profile project is currently starting to be implemented in educational units through the Driving School Program (PSP) at elementary, middle school and also high school/vocational school levels. One of the things that is the focus in strengthening the Pancasila Student Profile is the school's efforts to optimize individual abilities in understanding their interests, talents and developing the character of the Pancasila Student Profile (Rizal et al., 2022; Susilawati et al., 2021). Currently there is a change in public awareness of the results of the world of education, which was initially more about how graduates were expected to get jobs (job seekers) in companies/industry, now it has shifted to how graduates are able to create jobs (job creators) (Hernawati & Yuliniar, 2019; Jamaludin et al., 2022).

Apart from developing the profile of Pancasila students, improving students' skills in the era of globalization can be done by developing students' interests and talents. Interest is basically a sign of someone's liking or interest in something that is in front of them without any coercion (Anggraini et al., 2020; Cahyono & Padmi, 2023). It is very important to develop students' interest in the learning process, this is because if students do not have interest in what is in front of them then students cannot master it, as in the example of previous researchers who tested the effect of interest in learning on achievement. learning mathematics, in this research it is said that interest in learning is very influential on learning achievement and also this interest influences the activity of students and this is very dependent on what is given by educators (Anggraini et al., 2020; Rachman & Mukminin, 2018). It is further explained that interest will influence the form and intensity of aspirations, for example, people who are interested in a martial arts talent will aspire to become a martial arts expert, likewise if students are interested in the arts field they will aspire to become an arts expert (Friantini et al., 2020; Rachman & Mukminin, 2018). Recognizing children's talents and interests from an early age can make it easier for parents to guide and direct them so that it can become a form of career planning from an early age (Fatmasari & Supriyatna, 2019; Sonjaya et al., 2022). Recognizing one's own talents also helps children to explore their talents and potential better and fill their days with something meaningful for their future life (Sholihah & Chrysoekamto, 2021). On the basis of various phenomena in the world of education that occur in Indonesia, both classic problems and modern problems regarding student character, this is also related to the design of character education on the Pancasila student profile.

Character education is an important effort to overcome the moral decline in society which is already at an alarming level (Ismail et al., 2021; Safitri et al., 2022). Character education is lifelong education that requires example and touch from early childhood to adulthood (Marhayani, 2018; Rahayuningsih, 2022). Elementary school is the main place to instill character education for children. However, there are several factors in developing student character, one of which is external factors,

namely the environment, food and learning. In maintaining the character that students have, collaboration between teachers, parents and the community is needed. Of the many problems, it is important to implement and get used to character education as early as possible so that character can be formed firmly. A person's character consists of real values (Actions). The three components in forming character are understanding, feelings and moral behavior (Hidayat et al., 2020; Irawati et al., 2022). Having good character means being aware of and expecting good things in life, as well as cultivating good habits in your mind, heart and actions (Ichsan & Hadiyanto, 2021; Sahira et al., 2022).

Several previous studies have revealed that RIASEC-based talent interest mapping is carried out using psychological assessments with the aim of placing students into educational fields that suit their interests and talents, so that the majority of students choose subjects according to their potential interests, talents and character (Cahyono & Padi, 2023). The results of other research reveal that the importance of protecting the environment as a character value is demonstrated by the fact that implementing a character education program that cares for the environment is an absolute necessity because it can prevent and help nature from the damage that has occurred at this time. In its implementation there are four stages, namely regular habituation, spontaneous activities, exemplary behavior, ideal situations and school culture (Sopiah et al., 2020). Based on the results of this research, it can be said that the mapping of student interests and talents is tailored to the Pancasila student profile. It's just that in previous research, there have been no studies that specifically discuss this mapping the interests, talents and character profiles of Pancasila students among high school students. So, this research focuses on this study with the aim of knowing the description of student character based on the Pancasila student profile.

2. METHOD

This research is classified as a type of descriptive research which was carried out using the library research method. Library research is carried out by looking for data sources so that this research is carried out based on written works. The implementation is by reading methods, research and literature notes or different components. Reading activities are carried out in accordance with research studies, then filtered and reflected on related theories. With the implementation of the prototype curriculum in Pancasila students take notes on the basis of new local intellectual education. This technique has led to the strengthening of comparing differences and/or equivalencies between theory and current practice. This research also uses the website visit method, which is a method used to browse websites that provide various data and information related to the research location, namely research site articles that highlight local wisdom as part of the educational ethos in the Pancasila profile. Students in the school curriculum as part of a new educational model. Library data collection techniques are carried out through references and written information. Data analysis of research data is carried out after data collection using the classification method to provide group identification (name) for the research variables. Interpret data that has been collected categorically and has been processed with detailed, thorough research and according to the process. Data has been collected and classified, analyzed using materiality analysis, and systematically using descriptive analysis.

3. RESULTS AND DISCUSSION

Result

Efforts to Create a Pancasila Student Profile Quality human resources are lifelong learners who have global abilities and act based on Pancasila values. The realization of the six characteristics of Pancasila Students is by developing Indonesian cultural values and Pancasila, which are the basis for national development. The effort to create a Pancasila Student Profile is not only a movement within the education system, but also a community movement. Success in realizing the Pancasila Student Profile will be achieved if parents, educators, students and all agencies in society collaborate and work together to achieve it. The Minister of Education and Culture in the 2020 National Virtual Seminar Week for Friends of Character stated that in order to realize the Pancasila student profile, it is necessary to always ask, always try and always work. Students must be given the freedom to do something new.

Other analysis results show that strengthening character education has been implemented in three education centers, namely home, school and community to form the profile of Pancasila Students. With character education, students will be able to independently improve and apply their insights, analyze and internalize and personalize noble behavior and morals so that they can be reflected in everyday attitudes. This is in accordance with the statement that learning is not limited to reading material and then taking tests, but also includes producing work. If you want to change the way learning is done in the

classroom, teachers have to ask lots of questions, try lots of things, and create lots of work. It is hoped that the character and competencies in the Pancasila Student Profile can be built in educational institutions from an early age, and continue to be carried over and built until each individual graduates from high school, and is ready to enter college or enter the wider community and industrial environment. In fact, this development of character and competence is expected to continue throughout his life.

Discussion

The independent learning curriculum is a competency-based curriculum created in order to restore learning as a result of the pandemic (Indarta et al., 2022; Sugih et al., 2023). This learning recovery is carried out by the teacher by implementing the existing learning model in the classroom which is based on a social learning approach. It is further explained that the independent learning curriculum is a competency-based curriculum that helps and supports learning recovery, where this curriculum implements project-based learning to support the character of students who are in accordance with the Pancasila student profile (Fahlevi, 2022; Khusni et al., 2022). The independent learning curriculum is the last choice for educational units that are considered able to restore learning after the pandemic. The independent learning curriculum is implemented and implemented in a program called driving school, where this driving school refers to the profile of Pancasila students which can strengthen the competency and character of students which is an important part in the process of implementing character education in learning (Jannati et al., 2023; Rismorlita et al., 2021; Vhalery et al., 2022).

Character education is an essential part of the educational process, interpreted as a system of instilling character values in school members which includes the components of knowledge, awareness or willingness and action to implement these values, both towards God Almighty, oneself, others and the environment, and nationality so that they become human beings. In the formation of students' character values, which is the responsibility of educators, can be realized by implementing the Pancasila student profile into the realm of education (Barlian et al., 2022; Priantini et al., 2022; Sherly et al., 2020). The Pancasila student profile can be applied at educational levels from early childhood to tertiary education, it can also be used as lifelong education, namely education that is carried out until the end of life (Indarta et al., 2022; Indriani et al., 2023). Pancasila not only contains the nation's cultural values, but is also the source of basic national law, and is the embodiment of noble ideals in all aspects of national life (Hakiky et al., 2023; Hernawan et al., 2022). Pancasila values are an implementation that must be translated into moral norms, development of norms, legal rules, and the ethical life of the nation. It can be concluded that the Indonesian people actually have a strong philosophical basis in the life of society, nation and state. The Pancasila Student Profile based on the Vision and Mission of the Ministry of Education and Culture contained in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 reveals that Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics, namely faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity (Arisanti, 2022; Meliniasari et al., 2023; Sumarsih et al., 2022).

The results obtained in this study have slight differences with the results of previous research which revealed that RIASEC-based talent interest mapping is carried out using psychological assessments with the aim of placing students into educational fields that suit their interests and talents, so that the majority of students choose subjects according to their potential interests, talents and character (Cahyono & Padi, 2023). The results of other research reveal that the importance of protecting the environment as a character value is demonstrated by the fact that implementing a character education program that cares for the environment is an absolute necessity because it can prevent and help nature from the damage that has occurred at this time. In its implementation there are four stages, namely regular habituation, spontaneous activities, exemplary behavior, ideal situations and school culture (Sopiah et al., 2020). So based on the results of this research, it can be said that the character values in the Pancasila student profile contains elements of knowledge, individual awareness, determination, as well as the will and action to implement values, both towards God Almighty, oneself, fellow humans, the environment and the nation, which is an obligation for all parties.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the values contained in the Pancasila student profile are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievement, friendly/communicative, love peace, like reading, care about the environment, social care and

responsibility. This education emphasizes character education which instills character values in students, which contains elements of knowledge, individual awareness, determination, as well as the will and action to implement values, both towards God Almighty, oneself, fellow humans, the environment, as well as the nation, which is an obligation for all parties.

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