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IMPLEMENTATION OF PANCASILA VALUES THROUGH PANCASILA STUDENT PROFILE (GOTONG ROYONG) AT SMA NEGERI 1 SABU BARAT

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ABSTRACT

The problems studied in this study are 1) How to Implement Pancasila Values Through Pancasila Student Profiles (gotong royong) at SMA Negeri 1 Sabu Barat. 2) What is the role of teachers in implementing Pancasila Values through the Pancasila Student Profile (gotong Royong) at SMA Negeri 1 Sabu Barat. With the objectives of 1) To describe the Implementation of Pancasila Values through the Pancasila Student Profile (gotong royong) at SMA Negeri 1 Sabu Barat. 2) To describe the role of teachers in implementing Pancasila values through the Pancasila Student Profile (gotong royong) at SMA Negeri 1 Sabu Barat. The method used in this study is a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. This study conducted interviews with the principal, PPKn teachers, and students of SMA Negeri 1 Sabu Barat. The results of this study show that the role of PPKn teachers in implementing Pancasila values through the Pancasila Student Profile in the dimension of mutual cooperation in students is that PPKn teachers are examples and examples for students in instilling mutual cooperation attitudes. PPKn teachers provide understanding, guidance, and motivation to students both in the classroom and outside the classroom about the importance of mutual cooperation. Every hour of PPKn Lessons takes place, PPKn teachers not only deliver material but always advise, guide and encourage students on the importance of mutual cooperation. Before starting learning, PPKn teachers make a habit by giving directions to pay attention to the garbage or dirty paper around their respective seats, collected and disposed of in the garbage cans that have been provided. PPKn teachers also conduct class pickets and community service (clean Friday). Teachers carry out activities that are carried out to instill an attitude of mutual cooperation, namely learning with the

discussion method (Group Work) so that students can collaborate in the discussion to complete the assigned tasks.

Keywords: Implementation, Pancasila Values, Pancasila Student Profile, mutual cooperation.

INTRODUCTION

Education is a process to change the character, behavior of individuals and groups by means of daily teaching or training. Education is defined as an important part that is used as an investment in developing human resources to live a life full of uncertainty (Resdati et al., 2022: 3248). Education as the foundation for running a life must certainly be owned by every young generation of the nation's successors. Education is the learning of knowledge, skills and habituation of a group of individuals through training and habituation that is guided or self-taught (Basyar, 2020: 1).

In the Law on the National Education System No. 20 of 2003 Article 1 says that Education is "a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society". Definition from the Indonesian Language Dictionary (KBBI, 2019: 1168) The word education comes from the word 'didik' and gets the suffix 'pe' and the suffix 'an', so this word has the meaning of a method, method or act of guiding (Suparlan, 2023: 74).

Education is a systematic process to improve human dignity holistically. Thus, education should be a strategic vehicle in developing individual potential so that the goal of building a whole human being can be achieved (Yusuf, 2021: 1). John Dewey (1958) in Primasari et al. (2021: 1889) argues that education is the process without and, while in Arifin (2020: 204) Education is a process of forming basic fundamental

abilities, both regarding thinking (intellectual) and emotional power (emotional), towards human character and ordinary people.

Because Dewey understands behaviorism, where the influence of education is seen as able to shape people into whatever educators want, the term formation is a characteristic that shows the power of educators over students (Bakar & Daulai, 2022: 15). Van Cleve Morris (1963) in Daulai, (2022: 79) who believes in cultural-empiricism argues that education is a philosophical study that is basically not only a tool to transfer the way of life as a whole to each generation, but also an agent (institution) in charge of serving the conscience of the community in its struggle to achieve a better future.

The philosophical study here is intended, that education carries out systematic and logical thinking fundamentally about the process of transferring the cultural values of a society to the next generation on the one hand, while on the other hand, education is an institution in charge of developing people's ideals to achieve a better future life. Education in a broad sense, Education is any learning experience that lasts a lifetime in all environments and situations that have a positive influence on the growth of each individual. That education lasts for a lifetime (long life education).

Meanwhile, the definition of education in a narrow sense, Education is an effort to achieve the results of the institution for students who are entrusted to them to have good competence and full awareness of student relationships and social problems (Pristiwanti et al., 2022: 5). The Pancasila

Student Profile is a manifestation of the characteristics of noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity which are indicators in developing the Pancasila Profile.

Learning carried out at school requires a fun and student-centered learning environment so that the goals of the independent curriculum are achieved, namely students can develop their nature to the maximum through the Pancasila Student Profile and be comfortable in the learning environment (Putri et al., 2023: 58). The Pancasila Student Profile, which explains the competencies and characters that need to be built in each individual student in Indonesia, can direct educational policies to be student-centered or student-oriented, namely towards the development of six dimensions of the Pancasila Student Profile as a whole and comprehensively, namely students who 1) have faith, fear God Almighty, and have noble character; 2) global diversity; 3) mutual cooperation; 4) independent; 5) The definition of a method, method or act of guiding (Suparlan, 2023: 74).

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The Pancasila Student Profile, formulated as follows: "Indonesia students are lifelong learners who are competent, have character, and behave in accordance with Pancasila values." The profile statement in one sentence shows a summary of three major things, namely lifelong learners, competencies, and character according to Pancasila values. These three are very big concepts that being a lifelong learner requires independence, where a person is able to identify his needs to learn, be motivated, and be able to find resources and use learning methods that suit him (Irwanti et al., 2022: 5).

The Pancasila Student Profile is one of the efforts to improve the quality of education in Indonesia which prioritizes character building. Strengthening the Pancasila student profile focuses on instilling character and abilities in daily life in individual students through school culture, intracurricular and extracurricular learning (Rachmawati et al., 2022: 3614).

The urgency of Pancasila as a source of value, not only in legal values but also social, political and cultural values is a necessity to be implemented in the joints of life. The phenomenon that occurs among our young generation today, the tendency to know Pancasila is only in the form of memorization from the first precept to the fifth precept. However, understanding the values implied in each Pancasila precept is something that

needs to be a serious concern for all parties, especially Pancasila believers, so that how the values of Pancasila can be instilled and embedded in the younger generation (Suriaman & Fikar, 2022: 94).

Mutual cooperation is one of the noble values of the Indonesia nation that needs to be preserved. Gotong royong is cooperation carried out by a group of people in completing a job. Mutual cooperation has many benefits, both for individuals and society. The dimension of mutual cooperation in the Pancasila student profile is the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly.

However, in fact, based on the results of the author's pre-observation at SMA Negeri 1 Sabu Barat, it shows that mutual cooperation behavior is still low. The spirit of cooperation between students at school has decreased. This can be seen from the number of students who do not want to participate in mutual cooperation activities at school, such as social service activities, not carrying out class pickets, individual attitudes that tend to only think about their own interests and do not care about the interests of others. They no longer work hand in hand in solving problems together. The desire of students to participate or play a role in holding gorong royong, both in maintaining the cleanliness of the school environment and in terms of school development, has decreased. This can be seen from the small number of students who participate in mutual cooperation activities, cooperation and also not a few students who consider mutual cooperation activities to be ordinary. Students' lazy attitude, lack of understanding of the importance of mutual cooperation and the attitude of ignorance who tend to be reluctant not to participate in mutual cooperation activities. They may think that mutual cooperation is a waste of time and energy. This can be seen from the lack of students who are willing to involve

themselves in mutual cooperation activities because they consider it unimportant.

Education is one of the most effective means to instill Pancasila values. Through education, students can learn about the importance of mutual cooperation and how to apply it in daily life. This requires PPKn subject teachers as the only teachers who teach Pancasila values to be able to apply Pancasila values during teaching and learning activities and outside teaching and learning activities.

In this case, the role of teachers is very large in supervising, shaping, educating and directing students in a better direction to behave according to the moral values of Pancasila, so that the Pancasila Student Profile launched by the Minister of Education and Culture is a character achievement that must be possessed by students and is able to integrate the competencies of the Pancasila student profile.

METHOD

A research method is a method or path taken in connection with the research being conducted, which has systematic steps. Sugiyono (2016: 2), the research method can be interpreted as a scientific way to obtain valid data with the aim of being able to find, develop, and prove, a certain knowledge so that it can be used to understand, solve, and anticipate problems. The research activities are based on scientific characteristics, namely rational, empirical, and systematic. Rational means that the research activity is carried out in reasonable ways, so that it is affordable by human reasoning. Rational research is research that uses theory (Sugiyono 2019: 16).

The method used in this study is a qualitative descriptive method. Qualitative descriptive is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of the

observed people. The qualitative approach is expected to be able to produce an in-depth description of speech, writing, and/or behavior that can be observed from a certain individual, group, society, and/or organization in a certain context that is studied from a complete, comprehensive, and holistic perspective (Sujarweni, 2014: 19)..

RESULTS AND DISCUSSION

Implementation of Pancasila Values through Pancasila Student Profile (Gotong royong) at SMA Negeri 1 Sabu Barat

PPKn teachers implement the values of mutual cooperation in students both in the classroom and outside the classroom. PPKn teachers are not only tasked with transferring knowledge to students, but PPKn teachers are also tasked with transferring mutual cooperation values such as cooperation, care and sharing to achieve common goals. Marhamah et al. (2022: 96) also argue that the value of gotong-royong is cooperative behavior carried out by a group of people with the motive of helping each other, solving a problem and finding a solution to the problem, Dyah et al. (2023:

4272) so that the work becomes lighter and faster to be completed than done individually.

From the results of the data collected through interviews, observations, and documentation, it can be stated that PPKn teachers at SMA Negeri 1 Sabu Barat implement mutual cooperation through learning activities in the classroom and in the classroom. This is reflected in the activities applied in improving the attitude of mutual cooperation, including learning with group discussion methods, class pickets, clean Fridays and community service. In the application of the value of mutual cooperation, it is highly emphasized by practicing togetherness, collaboration, caring and sharing as well as fostering students' empathy for others and the environment:

a. Picket Classes

The researcher found that PPKn teachers in the implementation of the value of mutual cooperation through class pickets. Every day students together do class pickets that have been distributed according to their schedules and their respective assignments, students clean and tidy up the class in turn. This activity aims to create a clean, neat, and comfortable classroom environment for students to learn.

Mutual cooperation in class pickets students work together with classmates and are responsible for completing the assigned tasks and caring for the cleanliness and neatness of the classroom for the common good.

Teachers teach directly to foster concern for classroom cleanliness in accordance with the schedule set by the homeroom teacher. Through this activity, students are trained to be responsible for always throwing garbage in its place, maintaining the cleanliness of the classroom both inside and outside which is done together, sweeping together so that the character of mutual cooperation and responsibility can be formed in this activity. In line with Sofiana's opinion (2020: 48) that with picket work every day, a mutual cooperation attitude will be formed in students.

b. Group assignments

The researcher found that PPKn teachers gave group assignments that were done together 55 where group members exchanged opinions and were obliged to do it. In the division of groups, students are formed according to various abilities, some have the ability at the top, some have the ability is medium and some have the ability at the bottom so that those who have the ability at the top can become peer tutors for other friends, as well as from different backgrounds and characteristics With this students interact

with each other so that they can practice cooperation, communication, and solving problems together. Students learn to work together with their group friends to complete tasks where each group member has the same rights and obligations in providing opinions, inputs and respecting each other's opinions and ideas from their group friends and from other groups. The group consists of 4 to 5 people who are adjusted to the number of questions given.

In line with the opinion (Mulyani et al., 2020: 229) that group tasks are mutual cooperation tasks that are carried out together that have been predetermined. Usually each group and group members have the same rights and obligations. Expressing opinions, inputs, and appreciating each other's students.

c. Clean Friday

Clean Friday is one of the activities that is routinely carried out at SMA Negeri 1 Sabu Barat. This activity is carried out jointly by all school residents, ranging from students, teachers, to employees who aim to maintain the cleanliness and beauty of the school environment.

This activity is carried out every Friday which is usually done every 2 weeks, to clean the school environment from various dirt, such as pulling weeds, collecting and disposing of plastic waste, cleaning teacher and student toilets, cleaning fallen leaves and branches, tidying up books in the library, and burning the garbage that has been collected.

d. Social service

PPKn teachers also implement the value of mutual cooperation through social service. This activity is usually carried out ahead of holidays such as religious holidays. Where teachers and students clean houses of worship such as mosques and churches which aim to maintain the cleanliness and beauty of places of worship, increase a sense of

togetherness and social concern, and foster good relations between religious people.

PPKn teachers also teach caring for students by making donations of grief if any friends are experiencing grief. This can help students to feel what others are feeling. Donation of grief is an obligation carried out at SMA Negeri 1 Sabu Barat.

With this, it can foster a mutual cooperation attitude in students as a form of mutual cooperation for the Pancasila student profile which contains several noble values of Pancasila, including the following.

The One Godhead, for example, we as Christians are taught to cooperate, help, help people in need and likewise those taught by other faiths also participate in doing social service cleaning places of worship. This is a manifestation of faith itself. Fair and civilized humanity, as human beings we have the same dignity and dignity, we should help each other as a form of mutual cooperation. Then the third precept, the Unity of Indonesia, teaches for cooperation both in schools, families, and communities to build solidarity, unity, and national unity. A solid nation must have cooperation and a high spirit of mutual cooperation.

This is in accordance with the following interview: "The dimension of mutual cooperation here is related to teaching students the ability to collaborate, cooperate with others. In its application, an example of a simple dimension of mutual cooperation in the classroom, for example: I as a homeroom teacher apply class pickets, so there is collaboration, cooperation, then in learning I divide them in the form of groups that are divided heterogeneously/diversely, some have more ability, medium and slow, so there they work together so that those who have more ability can become peer tutors for those who have low ability.

Then activities outside the classroom that support the dimension of mutual cooperation, in my school every Friday there

is community service, cleaning the school environment which is divided into several parts of the classroom with each task, so that there is cooperation between one and the other. We also carry out social services including cleaning mosques, churches and collaborating with the community to clean the environment around the school (interview with Mrs. Nonce D. Adonis, S.Pd., Gr (38 years old) as a PPKn teacher at SMA Negeri 1 Sabu Barat on Wednesday, December 13, 2023 at 09.00 in class X Mia 3)".

The Role of Teachers

From the results of the data collected through interviews, observations, and documentation, it can be stated that the role of PPKn teachers in instilling mutual cooperation attitudes in students at SMA Negeri 1 Sabu Barat can be explained as follows:

- a) The researcher found that the role of PPKn teachers in instilling mutual cooperation attitudes in students is as an example and role model in guiding, educating and directing because teachers are the main elements of education in instilling mutual cooperation attitudes in students in accordance with the values of Pancasila, especially mutual cooperation both in the classroom and outside the classroom.
- b) PPKn teachers teach an attitude of mutual cooperation where students who have the ability to become peer tutors by giving freedom in sharing knowledge for friends who have low knowledge and respecting every difference of opinion in conducting discussions, teachers also instill an attitude of concern in students, namely by making voluntary donations for sick students and also students who are experiencing grief. PPKn teachers not only deliver subject matter, but PPKn teachers also play a role in providing advice, guidance, and encouragement for

students so that students have good attitudes and behaviors, especially students must have an attitude of mutual cooperation as the noble value of Pancasila.

- c) PPKn teachers also conduct class pickets and community service (clean Friday). With this, students are taught about the responsibility in maintaining the cleanliness of the school environment so that it remains clean, orderly, and maintained as a shared responsibility and can be an example for other students to emulate. By developing responsibilities to the school such as classroom pickets and community service in maintaining environmental cleanliness, students not only gain benefits for themselves but also contribute to maintaining a better school environment for all school residents.
- d) The researcher found examples of activities carried out to instill an attitude of mutual cooperation, namely learning with the discussion method (Group Work) so that students can collaborate in discussion to complete the assigned tasks. In forming a group, PPKn teachers who divide their members in a heterogeneous/diverse way so that students who have more abilities can become peer tutors for students whose abilities are still low, thereby encouraging students to work together, coordinate themselves with their group members, divide tasks, and help each other if there are group members who have difficulties.
- e) Researchers found the implementation of Pancasila values instilled by teachers to improve mutual cooperation attitudes in students as follows: The One Godhead, PPKn teachers teach the importance of working together regardless of differences in religion, ethnicity, race or class. One example of us as Christians being taught to respect each other, please help, as well as what is taught in other religions.

Teachers and students carry out mutual cooperation by involving various religious backgrounds in cleaning social services in places of worship. Fair and civilized age, PPKn teachers teach that as human beings we have the same dignity and dignity, we should help in this case PPKn teachers teach students to provide voluntary assistance for students in need such as students who are sick and who are experiencing grief. Unity of Indonesia, PPKn teachers teach cooperation in various activities such as involving students in community service, group discussions that are carried out together to increase solidarity both in the school environment and the community as a form of unity and unity of the nation in teaching mutual cooperation to students.

So that from various activities and habits carried out by PPKn teachers, namely, students learn to work together, help each other, care, share and appreciate each other's role in achieving common goals. This can help students in developing social skills that are important in daily life to instill an attitude of mutual cooperation

CONCLUSION

Mutual cooperation is one of the noble values of the Indonesia nation that needs to be preserved. This dimension teaches us to work together and help each other to achieve common goals.

In improving the attitude of mutual cooperation in students, teachers PPKn implements it in various activities both in the classroom and outside the classroom, including: class pickets, group work, clean Fridays and social services. With this, students can work together to help each other to achieve common goals in fostering mutual cooperation.

The role of teachers in instilling mutual cooperation attitudes in students is as an

example and example in educating and guiding students about the importance of mutual cooperation. Teachers organize learning activities that can encourage students to apply the value of mutual cooperation such as giving group assignments, carrying out discussion activities, holding class service activities so that students can work together, help each other and share knowledge.

PPKn teachers not only deliver subject matter, but PPKn teachers also play a role in providing advice and encouragement for students so that students have a good attitude and behavior, especially the attitude of mutual cooperation as the noble value of Pancasila. The challenges faced by teachers are the different character of students, individual attitudes influenced by selfish attitudes and ignorant attitudes about the importance of mutual cooperation.

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