Representation of Character Education to Realize Pancasila Student Profile of Indonesian Textbook in Elementary School

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Keywords	**Abstract**
character education, Indonesian textbook, Elementary school, Pancasila student profile	*The background of this research is facing the era of Society 5.0 in the world of education. Elementary School is the basis of children's education. Education must play a greater role in building individuals capable of implementing the character and values of Pancasila. Therefore, the Indonesian government has developed an elementary school textbook that is able to realize Pancasila Students' profile. The purpose of this study is to evaluate character education to realize the Pancasila Student Profile of Indonesian Textbook in the 4th grade of Indonesian Elementary School. This type of research is descriptive qualitative with stages of data collection, data reduction, data presentation, and drawing conclusions. Indonesian textbooks for fourth-grade elementary school students, the Merdeka curriculum, apply the Strengthening of the Pancasila Student Profile from all aspects, although not every chapter has each aspect of the Pancasila Student Profile.*

Introduction

The context of this study is the Society 5.0 period in the field of education. Children's education begins in elementary school. Building people who can embody Pancasila's character and principles require a stronger emphasis on education. However, the reality is that many students lack the Pancasila Students; character (Istinah, 2021). According to the UST Strategic Plan (2021–2025), the institution excels at illuminating and educating the life of the country. Implementing character education and ICT-based learning in the context of national education entrepreneurship, and implementing collaboration and the downstream of research findings in the field of education (Agus et al., 2020; Rochmiyati & Putro (2020; Ermawati & Rochmiyati 2020). Additionally, to accomplish defined learning objectives, students must gain the knowledge, skills, and attitudes typically included in textbooks or other teaching tools. Specific knowledge (facts, concepts, principles, and procedures), abilities, attitudes, or values make up the different learning resources. One element of the educational system that is crucial in assisting students in meeting predefined learning objectives is the textbook. It is believed that by using the produced textbooks, teachers will have another option for delivering learning

materials, allowing the teaching and learning process to function more effectively and variably, increasing learning results and student engagement. Consequently, the Indonesian government has created a textbook for elementary schools that can realize the profile of Pancasila Students. Student Profile Pancasila is the embodiment of Indonesian students as students throughout life that has global competence and behaves by the values of Pancasila, with six main characteristics: believing in the fear of God and have a noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Kemendikbud, 2022). In order to produce Indonesian students with high moral character, abilities to compete on a national and international scale, the ability to communicate with anyone and anyone, independence in carrying out critical thinking, reason, and the ability to develop creative ideas, the Pancasila Student Profile is expected to operate smoothly and be successfully realized (Kahfi, 2022). Of course, the collaboration of students from all throughout Indonesia is also necessary to accomplish these aims. Indonesian students must be highly motivated to advance and develop into students of high quality who embody local cultural values. The Pancasila student profile is a character and ability that is built in everyday life and is brought to life in each individual student through school culture, intra-curricular, co-curricular, and extra-curricular learning (Rahayuningsih, 2022). Through the application of the Pancasila student profile and character education, it is hoped that students will become good, possess and develop noble traits and avoid despicable traits (Winata et al., 2020).

The profile of Pancasila students is especially applied in classroom learning. However, in accordance with the independent learning curriculum, the values of the Pancasila student profile are applied inside and outside the classroom. Research conducted by the author has not been done by other researchers. Research on the profile of Pancasila students is as follows: such as the research conducted by (Rachmawati et al., 2022) on the project of strengthening the profile of Pancasila students through the implementation of a prototype curriculum in primary school driving schools. The research focuses on the application of the Pancasila student profile in the classroom curriculum. Other research was also conducted (Kurniawaty & Faiz, 2022) regarding strengthening the profile of Pancasila students which became the focus of his research on learning strategies including differentiated learning and learning with social-emotional competence (KSE). While the research conducted by (Halim et al., 2021) focuses on introducing the profile of Pancasila students to teachers and how the formula is in the lesson plan. Zuriah and Sunaryo (2022) also describe the results of research on the Conceptual Construction of Pancasila Student Profiles in the PPKn Teacher's Guide in Elementary Schools. Therefore, the purpose of this research is to evaluate character education to realize the Pancasila Student Profile of Indonesian Textbook in the 4th grade of Indonesian Elementary School.

Method

This research method is qualitative content analysis. The flow and data analysis techniques of this study were carried out following the flow of Miles and Huberman (2014) covering the stages of data collection, data reduction, data displays, and drawing conclusions. The instrument of this research uses the Study Data Card which consists of the values of the Pancasila profile. The source of the data for this research is a high school 4th-grade elementary school textbook in the form of words or phrases and features that have character education values. The phases of data analysis are presented in FIGURE 1.
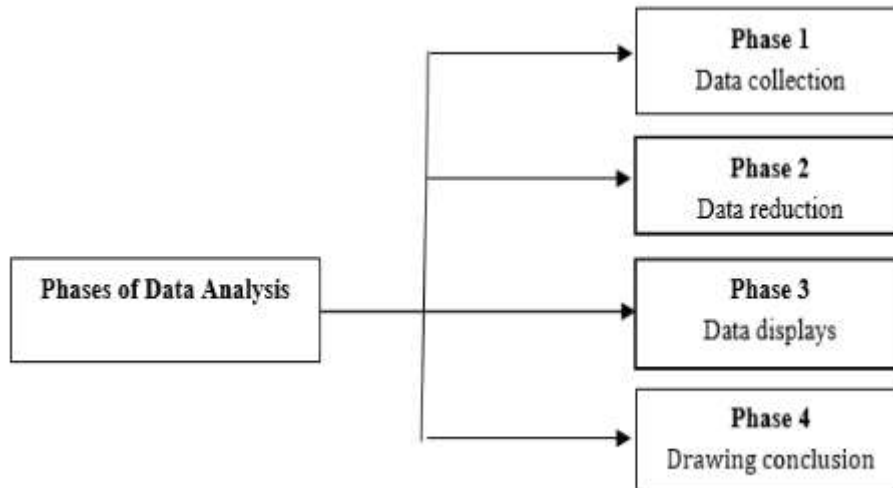
Figure 1. Phases of the data analysis

Results and Discussion

The results of this research evaluate character education to realize the Pancasila Student Profile in the Fourth Grade English Student Textbook in Elementary School which consists of six indicators of the Pancasila profile (1) having faith, fearing God Almighty, and having noble character; (2) global diversity; (3) mutual cooperation; (4) independent; (5) critical thinking; and (6) creative in Indonesian textbooks for fourth-grade elementary school student

Having faith, fearing God Almighty, and having a noble character

Figure 2. Source: *Bahasa Indonesia: Lihat Sekitar SD* (Grade 4), p. 140.

Figure 2 shows that the Indonesian textbook teaches students to have natural morals (Kemendikbud, 2022). The picture shows children playing in the field with horses and cows. They look happy playing with these animals. This picture reflects the character of being in love with nature and animals. The existence of Faith and Spirituality will help humans and provide strength to solve all problems, Personal Morals or morality is a benchmark for what we do in everyday life (Kahfi, 2022).

Global Diversity

Figure 3. Source: *Bahasa Indonesia: Lihat Sekitar SD* (Grade 4), p. 155.

Figure 3 shows that the Indonesian textbook teaches students to have a global diversity character (Kemendikbud, 2022). The picture shows that people were wearing traditional clothes. They look happy and sing a song too. This picture reflects the character who knows and appreciates multicultural in Indonesia. Global diversity has three essential components, starting with the understanding and appreciation of culture. Students can embrace diversity, which is the true form. The different aspects of people such as culture, religion, nationality, race, and skin tone must be accepted by students. Given the diversity of ethnic groups, traditions, and customs, as well as religions and beliefs, tolerance is even a basic requirement for carrying out a country's daily operations (Shihab, 2019).
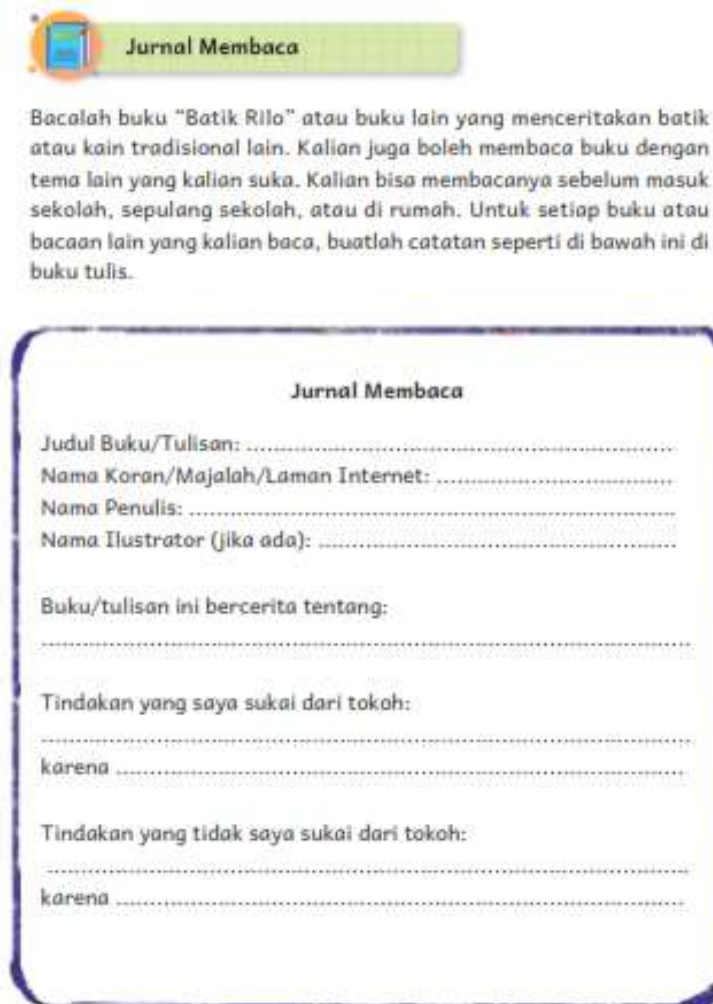
Mutual cooperation

Figure 4. Source: *Bahasa Indonesia: Lihat Sekitar SD* (Grade 4), p. 174.

Figure 4 shows that the Indonesian textbook teaches students to mutual cooperation character (Kemendikbud, 2022). The picture shows that a teacher and students have a discussion in the learning process. They discuss in a garden of an Elementary school. This picture reflects the character collaboration with each other students. Having populist qualities like unity, openness, democracy, togetherness, and/or democracy itself, and cooperation

(Widayati et al., 2020). The Indonesian people are naturally cooperative, collaboration must also be taught in the educational system.

Independent

Figure 5. Source: *Bahasa Indonesia: Lihat Sekitar SD* (Grade 4), p. 174.

Figure 5 shows that the Indonesian textbook teaches students to have independent characters (Kemendikbud, 2022). The picture shows that the exercise consists of a journal. The students do exercise independently. Therefore, this picture reflects the independent character of the students, especially in self-regulation. Independence in learning is often described as learning that is driven mostly by internal motivation, making it a responsible decision (Vina, 2018). As a result, no one else-not one's parents, instructors, or friends-can give one the spirit of independence. The capacity to control behavior to match performance abilities in reaching objectives or achievements as proof of improvement is known as self-regulation or self-management (Bandura, 1986).

critical thinking

Perhatikan kembali cerita "Garuk-Garuk" di atas. Perhatikan masalah yang dialami tokoh-tokohnya. Setelah itu, salin dan lengkapi tabel berikut ini ke buku tulis kalian.

Judul Cerita	
Tokoh Utama	
Tokoh Pendukung	
Hal yang diinginkan atau tidak diinginkan tokoh utama	
Alasan tokoh menginginkannya	
Tindakan yang dilakukan tokoh untuk mencapai keinginannya	

Hal yang membuat tokoh tidak mendapatkan keinginannya	
Apakah tokoh berhasil mencapai keinginannya? Jelaskan.	

Figure 6. Source: *Bahasa Indonesia: Lihat Sekitar SD* (Grade 4), p. 186-187.

Figure 6 shows that the Indonesian textbook teaches students to have critically thinking (Kemendikbud, 2022). The picture shows that the exercise that makes students think critically. This exercise trains students to do assignments independently and to be creative. The students do exercise independently. Therefore, this picture reflects students analyzing and evaluating something based on the problem to have high-order thinking. Students that use critical reasoning may process information objectively, connecting all the information they have collected, analyzing, evaluating, and drawing conclusions. The intellectual process of creating, applying, and evaluating concepts using data gleaned from observation, experience, reflection, thinking, and communication to serve as a foundation for beliefs and decisions can also be described as critical thinking or critical reasoning (Lismaya, 2019).

Creative

Figure 7. Source: *Bahasa Indonesia: Lihat Sekitar SD* (Grade 4), p. VII.

Figure 7 shows that the Indonesian textbook teaches students to have creative (Kemendikbud, 2022). The picture shows that the exercise that makes students will be creative in making projects or works to practice Indonesian language skills, assisted by teachers or parents. Therefore, this picture reflects students' creativity to do the project. Creativity take a field of endeavor that relies on intelligence and imagination to produce something unique (Domnguez-Garca & Fernández-Berrocal, 2018).

Conclusion

Based on the results of qualitative descriptive analysis and discussion of the results of the analysis of this study, the Indonesian textbook for Elementary School Class IV Students in the Merdeka Curriculum applies the Strengthening of the Pancasila Student Profile from all aspects, although not every chapter contains each aspect of the Pancasila Student Profile.

Recommendations

Teachers must incorporate character development of the Pancasila Student Profile into the teaching and learning process, whether it be in the lesson plan. Moreover, when assigning different assignments to students, teachers should be more imaginative and cautious because not all signs in the application of strengthening the Pancasila Student Profile Character are all included in textbooks. It is preferable for future researchers to get ready for the data gathering procedure and everything else necessary to carry out the research appropriately.

Acknowledgements or Notes

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