



Development of The Profile Pancasila Students in Early Childhood Dimensions



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Abstract

The philosophy of life about Pancasila that the founders of the nation formulated has become the leading center carried out by the Ministry of Research, Technology, and Culture in forming the Pancasila profile. It is hoped that future generations can help Indonesian children grow into an age that is smart and characterful and can face the career world and the upcoming era of globalization. This study aims to analyze the development of Pancasila student profiles in the early childhood dimension. The method used in this study is qualitative with descriptive analysis techniques with library review (Library Research). Data collection was sourced from teachers in Indonesia, scientific journals, proceedings, books, associations, and scientific forums. The results of the literature review found that the development of a profile of Pancasila students in early childhood is very important in order to prepare for their future to become an intelligent generation with character. The new findings of this study are that development can be carried out by implementing 6 Pancasila student profiles and developed according to each profile adjusted to the dimensions of early childhood, while the implementation of learning to characterize the Pancasila student profile can be carried out by implementing project-based learning carried out in a series of learning processes.

Abstrak

Filosofi hidup tentang Pancasila yang dirumuskan oleh para pendiri bangsa telah menjadi pusat utama yang dilakukan oleh Kementerian Riset, Teknologi, dan Kebudayaan dalam membentuk profil Pancasila. Diharapkan generasi mendatang dapat membantu anak-anak Indonesia tumbuh menjadi usia yang cerdas dan berkarakter serta dapat menghadapi dunia karir dan era globalisasi yang akan datang. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan teknik analisis deskriptif dengan studi pustaka (Library Research). Pengumpulan data bersumber dari guru-guru di Indonesia, jurnal ilmiah, prosiding, buku, asosiasi, dan forum ilmiah. Hasil

	kajian pustaka menemukan bahwa pengembangan profil siswa Pancasila pada anak usia dini sangat penting dalam rangka mempersiapkan masa depan mereka menjadi generasi yang cerdas dan berkarakter. Temuan baru penelitian ini adalah pengembangan dapat dilakukan dengan menerapkan 6 profil siswa Pancasila dan dikembangkan sesuai profil masing-masing disesuaikan dengan dimensi PAUD, sedangkan pelaksanaan pembelajaran karakter profil siswa Pancasila dapat dilakukan dengan menerapkan pembelajaran berbasis proyek yang dilakukan dalam rangkaian proses pembelajaran.  Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a Creative Commons Attribution 4.0 International License.
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INTRODUCTION

Indonesia is a developing country that is increasingly advancing in various sectors, both education, and economy, in the global arena. This does not rule out the possibility of the entry of a new paradigm for education in Indonesia at large. Education is the main centre for the development of future generations so that Indonesia's milestones are in the hands of a good golden generation and uphold the dignity of the nation in the international arena. Education is part of the fundamental human needs that must be met, as is the case with clothing, food, health, and shelter (Afiya, I. N . 2020)

The curriculum that has been developed by the nation is only oriented toward knowledge and skills. This has an impact on some schools implementing learning patterns oriented towards knowledge and skills that can be used as an achievement event. Most do not consider the preparation of future generations with character with a polite, critical and innovative attitude as well as politeness towards the nation's cultural heritage. Educational services in early childhood are the basis that greatly affects the further development of children to adulthood. This is reinforced by Hurlock (1996: 27) that the early years of a child's life are a basis that tends to persist and influences the attitudes and behaviours of the child throughout his life.

Teachers and parents have put a lot of effort into students' academic achievements to help them obtain high scores, the highest scores on standardized exams, and finally get into prestigious universities. With an excessive focus on school grades, the neglect of character building is inevitable. The main reason for the heavy emphasis on grades and academic knowledge at home and school is to increase the likelihood of getting a bachelor's degree from a prestigious university, which, in turn, is considered to lead to

better work, better business networking, successful marriages, and success in careers. A narrow view of the meaning of a successful life has taught children to understand education primarily as a function of memorizing facts. A good student is often measured solely by the ability to score higher than others on the exam, a detrimental belief to raise children with positive character traits such as care and empathy for others. Competitive emphasis teaches children to be egocentric and not care about anything other than learning and memorizing data. In order to realize easy and quality generations, of course, it cannot be separated from the word education; especially in Indonesia, education from an early age is the main foundation that must be built immediately (Ahyani, H., & Hidayah, N. 2021)

If the curriculum is not developed and there is a poor curriculum, it will be difficult to navigate a rapidly changing and uncertain situation. This is one of the important steps that must be developed in this age of science and technology. Because the development of the world is so fast that it requires changes in the new curriculum according to the times, in the context of early childhood, independent learning is interpreted as free play; therefore, every activity given to children must be a fun activity. Freedom of learning facilitated through play is a need of every child so that every potential that children have can be explored and all aspects of child development can be stimulated properly (Marlina et al., 2020).

There are concerns that too much emphasis on academic teaching during early childhood and insufficient character development results in future citizens who tend to pursue materialism without social values and that the lack of such values contributes to juvenile delinquency and running away from home. Intimidation, gang affiliation, violence against society, illegal acts, and, in some cases, even suicide. Thus, educators and parents have recently become critical of educational trends that are too focused on academic success. They began to perceive character education as an important and main goal of education as knowledge increased. Some researchers (Costley & Harrington, 2012; Park, 2009; Pike, 2009) also shows that academic achievement is also positively related to character development. With this realization, the national curriculum began to emphasize character development and creativity. The importance of a new curriculum with modern learning designs and methods used by teachers that are adapted to the character of students so that it is expected that the quality of education will improve (Suhendro, E.2022)

The formation of personality itself can be formed early. Parents are the first role models and the first educators for their children. The child is one of the special creatures. They are figures who need a sincere bandage of affection in order to develop with love and love (Suhendro, E:2022)). In addition, in this day and age, there are still many children who do not prioritize manners towards others, especially parents, so this character education is also indispensable. Especially in this era of globalization and advances in science and technology, it is expected to have a very negative impact on children. We can see that the abundance of promiscuous sex among adolescents is characterized by the decline in

morals and character of today's children. With the above problems, the role of character building through Pancasila is very useful. Character education can make students wiser in making decisions, accepting risks, working hard and having a high sense of humanity (Siregar et al., 2021)

The new paradigm curriculum is a curriculum that is used today, emphasizing the profile of Pancasila as a long-term outcome. There are six competencies to support the achievement of the profile of Pancasila students, including devotion to God, Global Diversity, Responsibility, mutual cooperation, critical reasoning, and creativity (Rusnaini et al., 2021). Pancasila means five precepts with a hierarchy of levels. Pancasila has the values contained in it, and these values are used as a soul and part of daily life. Pancasila is the basis of the state and the disposition or disposition of the Indonesian nation, which is also a philosophy in the life of the nation and state. So the cultivation of Pancasila values makes a lot of sense if instilled early.

LITERATURE REVIEWS

Profile Pancasila

Based on the explanation of previous studies, Most of the discussions related to Pancasila education broadly bis Akita refer to the first few articles, Nafisah, A. D., Sobah, A., Yusuf, N. A. K., & Hartono, H. (2022). The Importance of Instilling Pancasila and Moral Values in Early Childhood. *Journal of Obsession: Journal of Early Childhood Education* in this article discusses the importance of instilling Pancasila and moral values that have an impact on early childhood. The new finding of this study is that the cultivation of Pancasila and moral values can be done with various methods and media. Second Angraini, R., Tiara, M., Waldi, A., & Nurhayati, N. (2019). The Use of Image Media in Instilling Pancasila Values in Early Childhood. *JED (Journal of Democratic Ethics)* in this article discusses the use of image media in naming the value of Pancasila. The new finding of this study is that image media is one of the media suitable for use by teachers in the cultivation of Pancasila values in early childhood because this image media focuses on the sense of sight rather than the sense of hearing. Third, Nabila, K. S., Dewi, D. A., & Furnamasari, Y. F. (2021). The Role of Parents in Applying Pancasila Values to Early Childhood. *The Tambusai Education Journal*, in this article, discusses the role of parents in relation to the value of Pancasila. The new findings of this study are Many values are contained in it in these activities. When the child is familiar with this, when he grows up, the child will not feel burdened or lazy to do so. Fourth, Nurjanah, W., Elan, M. P., & Rachman, B. (2022). Instilling Pancasila Values in Early Childhood during a Pandemic. *Journal of Modern Early Childhood Education*. The findings in this study are that it is very necessary to implement Pancasila values in students in order to improve the character and moral values of state children. Fifth, Slamet, S., Irdyansah, A., Irnawati, I., & Tugino, T. (2022). Installation of Pancasila Values in The Formation of Early Childhood Character. The findings in this article are to be able to understand the continuous

cultivation of Pancasila values that are operationalized in daily learning activities and understand the importance of character building based on Pancasila values to be applied to early childhood.

This study seeks to fill in the gap in knowledge, especially related to the profile of Pancasila students who are the field of direction for the new program from the Ministry of Research, Technology and Culture of early childhood dimensions, which have not been consensual in research. This study aims to provide an overview and design for the development of a Pancasila student profile in the early childhood dimension and several learning design activities that can be used by teachers as a reference in the implementation of this kemristekdikbud program. This study is important to conduct because there is no clear strategic study that discusses and examines the profile of Pancasila students in the early childhood dimension in Indonesia.

This study discusses the development of a profile of Pancasila students in the early childhood dimension in Indonesia. This study will discuss the main Topics. First, about the profile of Pancasila students in the dimension of early childhood in accordance with developmental achievements. Secondly, the development of the Pancasila student profile of the early childhood dimension from the elaboration of each profile. Third implementation of early childhood learning in relation to forming a profile of Pancasila students.

METHODS

This research is qualitative research with descriptive analysis techniques with a literature review (Library research) (Cohen et al., 2017). Data collection is sourced from teachers in Indonesia, scientific journals, proceedings, books, associations, and scientific forums. The data used is library data related to the profile of Pancasila students in the Early Childhood dimension. Data collection was taken from the results of a literature study—analysis using descriptive analysis that focuses on developing the Pancasila profile of the Early Childhood dimension.

RESULT AND DISCUSSION

Pancasila student profile

The profile of Pancasila students is the main goal carried out by education developers, in this case, the Ministry of Education and Culture, which is stated in the Regulation of the Minister of Education and Culture Number 20 of 2020 concerning the Strategic Plan for Education and Culture for 2020-2024 (Kusumah & Alawiyah, 2021). The essence of the mobilizing teacher program, as expressed by (Faiz & Faridah, 2022), is to provide opportunities for teachers to be able to develop their pedagogical abilities with the main value, namely Pancasila, which is integrated with various subjects. Syahril (2020) argues that the mobilizing teacher program that aims to form Pancasila students, it becomes an important system that can change Indonesian education in a new and better direction.

Profile of Pancasila students according to (Kemendikbud, 2021; Rachmawati et al., 2022), there are six profiles that are core competencies in the driving teacher program in realizing the profile of Pancasila students. Among them; are 1) having faith, devotion to God and a noble character; 2) being independent; 3) critical reasoning; 4) being creative; 5) working together; 6) global diversity.

The profile of Pancasila students is a reference for learning in Indonesia in the future. Strengthening Pancasila students is expected to be oriented towards building the character of the nation's children who are polite and civilized. Teachers believe that positive character, such as caring, honesty, and good manners, are important qualities that must be developed during early childhood (Yang et al., 2011). With proper character building, a new generation of children will become friendly individuals who value the family and respect parents at home, responsible citizens who obey the authorities of society, and global leaders who celebrate the diversity of people and cultures and create solutions to end the atrocities that currently exist around the world (Lee, 2011).). Because early childhood is the right period for character development (Berkowitz & Grych, 2000; Tainttnich, 1998).

When the world becomes more of a global community, it has positive character traits and the ability to make good moral judgments more relevant than ever (Lee, 2011).

The profile of Pancasila PAUD Students is measured at the end of the phase based on the developmental achievements that have been determined by the Decree of the Head of BSKAP No. 9 of 2022. In the decree document of the Head of BSKAP of the Ministry of Education and Culture, the Profile of Pancasila students is a form of translation of national education goals. The profile of Pancasila students transforms Indonesian students into lifelong learners who have high abilities, character, and behaviour in accordance with Pancasila.

Development of Pancasila Student Profiles Early Childhood dimension

The development of a Pancasila student profile in the early childhood dimension can be done by doing various things that have to do with the character and attitudes of students. This can be done by developing every aspect of the profile of Pancasila students in early childhood education, namely:

a. Having Faith, Fear of the One God, and Being Virtuous

Students who have the character of faith, piety to God Almighty and a noble character are Pancasila students who have a noble and religious character in accordance with the values and norms of religious life. The elements of the profile of this Pancasila student are religious morality, personal morality, morality towards others, morality towards the nation, and morality towards nature.

Children care about the rights and dignity of themselves, others, all living things, and the environment that is closely related to human existence. Children learn that people must protect the natural environment to ensure harmonious coexistence between humans and nature, and they learn to care for and care for friends, family, neighbours, animals, and plants.

Children consider ways to respect themselves and others and value relationships with parents, siblings, neighbours, and all individuals in the world. They learned that they were not alone; they lived together with others in the international community. Children see, hear, feel, and understand that people are different and learn to accept and cooperate. They learn to respect their own cultures and traditions, other societies and cultures, as well as life and the environment.

b. Global diversity

Global diversity means being a student who can maintain a noble culture, hometown, and identity in an increasingly globalized world. Furthermore, Indonesian children are expected to be able to respect each other and embrace a positive new culture without conflicting with the country's noble culture. Children who have good character and are accepted in their own culture will have a strong identity and are able to be proud and appreciate their own values in an ever-evolving global environment and gain respect for themselves and others. This is a necessary skill in today's global era (Kang, Lee, & Hong, 2012). These children will strive not only to maintain their own moral values but also to contribute to the cultural diversity of all mankind.

c. Mutual Aid

Mutual cooperation is one of the characteristics of the Indonesian nation. Therefore, Indonesian children must also have this mutual cooperation character. Having the character of Gotong Royong allows Indonesian students to work together to achieve common goals voluntarily. Mutual aid makes work simpler, easier and smoother. The elements of mutual aid are compassion, cooperation and sharing.

d. Critical Reasoning

All children need to have good critical thinking skills to face the era of globalization. Critical thinking means the ability to process information qualitatively and quantitatively and think objectively to analyze, evaluate, and reason about information. Elements of critical thinking: collecting information and ideas, analyzing and evaluating thoughts, examining thoughts and thought processes, and decision making.

e. Self-sufficient

Independent means someone who can take responsibility for his actions and learning outcomes. The independent element includes awareness of oneself and one's respective situations and self-regulation.

f. Creative

Indonesian students are also expected to have high creativity. Creative students can modify and create useful and original things to make a positive impact. Elements of creativity are the ability to produce original ideas, works and actions.

Implementation of Early Childhood Learning

Project-Based Learning

Project-based learning is a student-centred approach that is oriented towards developing students according to the principles of constructivism, problem-solving, in-depth research, linking learning problems, and an emphasis on application aspects based on theory (Yus, 2020). Project-based learning has principles in defining problems, brainstorming projects, setting completion schedules, implementing and accompanying, examining/reviewing results, and evaluating the entire series (Wibowo et al., 2022).

One of the learning methods that can facilitate independent learning related to the implementation of the Pancasila student profile for early childhood is the project-based learning method. Project-based learning focuses on the ability of children to explore their knowledge through experience and the nature of their curiosity in order to find solutions to the problems they face; as expressed by John Dewey that learning can refer to the concept of *learning by doing*, which means that learning is said to have meaning if accompanied by actions as desired to be achieved (Widiastuti, 2015).

In relation to development or innovation in learning, a project-based learning model emerged that made teachers have to become creative, innovative and professional educator figures. Teachers must create innovations in learning so that the concept of early childhood learning can keep up with the times. Creating a new innovation in learning is to make updates from existing learning and then packaging at the encouragement of new ideas (Fathurahman, 2020).

Project-based learning provides a lot of free space for children and teachers. However, studying this project is not a simple lesson. So the project needs to be carefully designed. Projects must be contextual, appropriate, and appropriate to local resources and environments. Projects in one school can be very different from projects in another because of the child's interests or different environmental contexts. One of the project-based learning that can be done in early childhood.

Pancasila Student Project Plan

a. Believe, fear God, and have good morals

In the theme "I say the earth", we can invite children to together carry out activities to love the environment by not taking out the garbage and sorting waste properly. The purpose of this activity is to invite children to show good behaviour that reflects noble

morals. Maintaining personal hygiene and personal health, practising a caring and responsible attitude in maintaining nature, the physical environment, and the social environment so that children build their love for the earth created by Allah Swt and are obliged to show their noble character by participating in caring for and maintaining the earth properly.

In addition, it invites children to read the Quran. Advice when reading the Quran is the embodiment of the pillars of *karimah akhlaqul*. In this habit-forming activity, the teacher personally guides the children to learn to read the Qur'an using IQRO and guides the children to memorize the Qur'an. Children aged 3 to years from al-Fatihah and an-nass and children aged up to 6 years from al-Fatihah in an-naba.

b. Berkebinekaan global

The implementation of learning that can train the character of global diversity can be done by applying the theme "I love Indonesia" the book of isa invites children to jointly watch videos about Indonesia's diversity consisting of religion, ethnicity, traditional clothes, dances and folk songs. Thus children will gain knowledge about diverse Indonesia. After that, we invite the children to do a project. For example, from the topics that arise, project activities can be designed that bring children closer to local wisdom in their area. For example, through the manufacture of local specialities (snacks/ snacks), simple souvenirs typical of the region and introduction to various local cultural activities. The implementation of this activity can be carried out to celebrate major days, including city/regency anniversaries, religious holidays, a commemoration of Independence Day, or local traditional/cultural activities.

c. Working together

The implementation in this profile can be done by taking the theme of love for the environment by inviting children to participate in activities to clean up the school environment and its surroundings or can invite children to make poster projects, let's love the environment, let's throw garbage well, it is hoped that in these activities it can foster a sense of mutual belonging and mutual cooperation in maintaining together

d. Self-sufficient

The implementation of the independent profile can be done by inviting children together to carry out independent behaviours in daily activities, for example, doing the *first* habituation, children's habits starting from the time of leaving for school, so that children will be well organized in carrying out each morning activity before leaving, this data trains an independent attitude in children to be able to go to school according to the hours that have been determined. The *second* activity is habituation to enter the school environment. In this activity, the child gets out of the vehicle when he is escorted by his parents, and then his arrival is welcomed by the teachers. When meeting with the teacher, the child says hello and then shakes hands with the teacher. After that, only then does the child enter the school environment. With the habituation of adab entering the school environment, an independent character is formed in early childhood. The *third* is the ceremony of raising the flag and the apple of the army. The

sign of the flag-raising ceremony is the implementation of leadership. The Flag Raising Ceremony is held every Monday. Meanwhile, apple activities are held every morning. When performing the flag-raising ceremony, the teacher fosters the children's sense of nationality and guides the children's spirit in the ceremonial activities of the ceremonial coaches. The provision of spiritual guidance is made by storytelling. The teacher recounted the heroism of Kawan Peri and the national hero and then delivered a history lesson. In addition, the teacher also teaches children discipline when standing in line.

e. Creative

Play is the best way to develop a child's abilities. Starting to play naturally, the child explores the environment, other people and himself. During play, children can appreciate the feelings of others and feel their confidence in dynamic processes, the things that are most important to them, and the experience of active play (Caplan & Caplan, 197 in Carroll, 1992). In its implementation, teachers can invite children to do play projects with children in groups or as individuals, for example, games for Building Blocks, Playing Word Connecting, Coloring and Drawing, Puzzle Games, Paper Folding Games, and Guessing Games. By doing the games above, it can train children's creativity in accordance with the implementation of the Pancasila student profile

CONCLUSION

Based on the analysis above, the development of Pancasila student profiles in the early childhood dimension is still very few who do research with the same theme. Action can be carried out by implementing 6 Pancasila student profiles and developed according to each profile adjusted to the dimensions of early childhood, while the implementation of learning to characterize the profile of Pancasila students can be carried out by implementing project-based learning carried out in a series of learning processes. It is hoped that with this development step, the profile of Pancasila students in the early childhood dimension can be implemented properly according to instructions from the government regarding the independent learning curriculum. The findings of this study contribute to a new scientific study related to the profile of Pancasila students in the Early Childhood dimension. However, this study each has weaknesses In the aspect of the orientation of the learning program in shaping the character and objectives of education according to the profile of the Pancasila student, the following study can be studied more deeply the implementation of the Pancasila student profile of each profile, especially the ability to think critically.

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