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Building pancasila student profiles through social science cluster subjects

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Abstract

Schools as educational units have a major role in the formation of the Pancasila Student Profile (PPP), where schools are limited living communities whose existence is not based on kinship, have cultural values that can be a supportive environment instilled in 6 (six) dimensions of PPP. With a strong educational unit cultural environment that has supported the formation of PPP, it is expected to affect student behavior towards acts of violence in schools. This study uses the mix method, because the single method approach is inadequate to obtain comprehensive, valid, reliable, and objective data. In data collection, this study uses triangulation that combines various data collection techniques and existing data sources. Qualitative data collection techniques using interview techniques and questionnaires with open-ended questions. The quantitative method used in this study is a survey method, by taking a sample from a predetermined population. The results showed that the Education Unit Culture has provided conducive climate opportunities for the formation of the Pancasila Student Profile; Intracurricular Learning Social Studies Cluster Subjects have played a lot of role in instilling values that should be conveyed in learning; A well-developed Education Unit culture has provided opportunities for the growth of a collaborative climate between all education unit residents in the context of implementing the PPP (P5) Strengthening Project; Extracurricular activities of students at SMAN 12 Bandung City, have contributed to the growth or formation of 6 (six) dimensions of PPP through every activity that fosters diversity, belief in God Almighty, independence, and gotong-royong. Students' extracurricular activities also support P5 where extracurricular organizations are involved in the implementation of the project.

Key Word

Pancasila student profile

Introduction

The sustainability of a nation is determined by the quality of its next generation, namely qualities related to mental and physical health, especially the generation of children. This is in line with, Sri Mulyani who said the indicators of a nation's progress along with the quality of its Human Resources (HR) or the progress of a nation are certainly always bound and determined by its human quality, she conveyed to CNBC Indonesia's online media. (CBNC Indonesia, 2021).

The formation of a quality generation will be disrupted when a nation is threatened by environmental factors that generation was formed. Children are formed into the next generation of the nation in educational institutions, with various names such as schools, madrasas, pesantren, and non-formal educational institutions. This is in line with Ki Hadjar Dewantara's view, 'Indonesian culture is threatened by Western individualism, egoism, and materialism and warns that without cultivating cultural values and national personality, we will inevitably only get bourgeois movements, which will only give pleasure to the bourgeoisie, namely the upper and middle class people while the people will continue to be miserable' (Latif, 2021, p. 132).

Today one of the big problems faced by the Indonesian nation is the number of teenagers who deviate from noble values, both religious values, cultural values, moral values and other values that are concerning. Various phenomena were found among adolescents, such as brawls, drug use, violence, pornographic treatment, begal, fights, harassment and other criminal acts. No less important, the phenomenon of bullying today has also occurred a lot in the school environment. Violence or bullying is often legitimized on the grounds of enforcing discipline for students with various motives such as a sense of solidarity, identity search, psychological disorders. This can be seen from the many acts of violence that occur as shown in the following data.

Table Cases of Violence/Bullying in Educational Institutions in Indonesia

No	Child Protection Cases	2016	2017	2018	2019	2020	Sum
1	Children Victims of Student Brawls	55	57	56	73	9	250
2	Child of Student Brawl Perpetrator	76	74	88	84	7	329

No	Child Protection Cases	2016	2017	2018	2019	2020	Sum
3	Children Victims of School Violence	122	129	107	46	76	480
4	Children Perpetrators of School Violence	131	116	127	51	12	437
5	Child Victims Policy (Children Expelled for Pregnancy, Pungli at School, School Sealing, Cannot Take Exams, Children Drop Out, Drop Out, etc.)	43	52	73	67	46	1.1.6938
	TOTAL	427	428	451	321	1567	3.194

Source : (KPAI, Data on Violence Against Children, 2020)

From the table above, from 2016 to 2020 there were 3,194 cases with details of 250 cases of student brawl victims, 329 cases of student brawl victims, 480 cases of school violence victims, 437 cases of school violence perpetrator children, and 1,698 cases of policy victim children. And as many as 18 cases of violence in education units during 2021 (Sabiila, 2021)

The KPAI Commissioner for Education conveyed the results of monitoring on social media Kumparan News (2019), found that many teachers and schools still provide corporal punishment for 'naughty' students, which can have a negative impact on children's growth and development and, does not guarantee that children will stop their actions. According to the KPAI, there were 153 cases of complaints of physical violence during 2019 as follows.

Table Resolution of cases of violence/bullying (bullying)

No	Sum Of Cases	Prosentase	Settlement
1	95	62	National coordination meeting in Jakarta
2	23	15	On-site surveillance
3	19	12,42	Mediation
4	16	10,45	Referred to related parties
	153		

Source: (KPAI, 2019)

Acts of violence or bullying also occur in cyberspace, in Indonesia found cases of cyberbullying, namely the picture below shows that there is disrespectful treatment by netizens as follows.

CYBERBULLYING di INDONESIA



Menurut hasil riset Digital Civility Index pada Mei 2020 oleh Microsoft, Indonesia menempati peringkat pertama sebagai Negara Paling Tidak Sopan Se-Asia Pasifik loh!

PENGALAMAN PERILAKU TIDAK SOPAN yang pernah dialami warganet



pernah mengalami hate-speech



mengaku mendapatkan hoax dan penipuan



merasakan tindakan diskriminasi

48% perilaku tidak sopan ini dilakukan oleh orang asing (stranger).

24% Dalam kurun waktu 1 minggu, sebanyak 24% mengalami perilaku tidak sopan di dunia digital.

Microsoft. Persentase diperoleh berdasarkan total responden Indonesia sebanyak 503 pengguna internet. Source: | Digital Civility Index, February 2021. Civility, Safety & interaction online: Indonesia. kenalmental.

Source : (Makassar, 2021)

The subject of cyberbullying, quoting from the Online Profession of Makassar State University (Makassar, 2021), obtained data from three well-known digital platforms, namely:

1. Microsoft (Digital Civility Index, the age qualification that experiences the most digital attacks, and the most actions taken by Indonesian netizens when surfing in cyberspace)
2. UNICEF (Definition of cyberbullying, impact of cyberbullying for mental health)
3. U-Report Indonesia (Percentage of places where digital violence occurs, those responsible for cyberbullying cases)

Cases of violence or bullying either directly or through online media can be overcome through education. The purpose of National Education based on the National Education System Law No. 20 of 2003 is to educate the nation's life and develop Indonesian people as a whole, namely people who believe and fear God Almighty and have noble ethics, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility.

Combating Violence that is rife in schools has been approved by Permendikbud No. 82 of 2015 concerning efforts to prevent and overcome acts of violence in the education unit environment carried out against: Students, Educators, Education Staff Parents/guardians, Community school committees, Local Government Government. In Chapter III Article 6, acts of violence within the educational unit include: Harassment, whether physical, psychological or online Bullying Persecution, Fighting, either fighting words or fighting energy Hazing Extortion, Obscenity Rape Acts of violence based on discrimination against ethnicity, religion, race, and/or intergroup (SARA), Acts of violence.

Changes in the 2013 curriculum to the Merdeka curriculum or prototype curriculum as a result of Loss Learning due to the Covid-19 outbreak that hit the world, including in Indonesia. The Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential materials and developing the character and competence of students (Curriculum, 2021). The purpose of the Merdeka Curriculum is to catch up with learning caused by the COVID-19 pandemic. The independent curriculum is the answer to all educational problems in Indonesia. This curriculum is made with the aim that education in Indonesia can be like education in other developed countries where students are given freedom in choosing what they are interested in learning.

One of the efforts to improve superior human resources by the government is manifested in the establishment of driving schools, with which learning outcomes above the expected level, a learning environment, which is safe, comfortable, inclusive and fun. This is contained in annex I of the Decree of the Minister of Education, Culture, Research, and Technology No. 371/M/2021 concerning the Mobilizing School Program, in Point B the objectives of the Mobilizing School, namely:

1. Improve competence and character in accordance with the profile of Pancasila students;
2. Ensuring equitable distribution of education quality through capacity building programs for school principals who are able to lead education units in achieving quality learning;
3. Building a stronger education ecosystem focused on improving quality; and
4. Creating a collaborative climate for stakeholders in the field of education both within schools, local governments, and governments.

The Driving School as mentioned in the Decree of the Minister of Education, Culture, Research, and Technology No. 371/M/2021 is a program that focuses on improving the competence of students holistically to further encourage the realization of the Pancasila Student Profile. Efforts to prevent violence in schools were returned to the cultivation of Pancasila ideological values.

Guru Penggerak is a learning leader who encourages student growth and development holistically, actively and proactively in developing other educators to implement student-centered learning, as well as being an example and agent of transformation of the educational ecosystem to realize the Pancasila Student Profile. Komara in his writing Pancasila Student Profile will be realized if it begins with superior Human Resources (HR), namely principals, teachers and students.

State High School (SMAN) 12 Bandung City is one of the schools that has been designated as a driving school since April 30, 2021, in accordance with the Decree of the Director General of Early Childhood, Basic Education, and Secondary Education Number 6555/C/HK.00/2021 concerning the Determination of Education Units for the Mobilization School Program. SMA Negeri 12 Bandung City has a vision of "The Realization of Human Resources with Noble Character, Pancasila Character, Care for the Environment, Able to Compete, and Excellent in Science and Technology".

SMAN 12 Bandung City has contributed to the formation or creation of the Pancasila Student Profile since April 2021 with the implementation of the Independent Curriculum for all grade 10 students. Based on observations and interviews with counseling guidance teachers, in schools there are still found forms of violence or bullying (bullying) even though the forms of violence are verbal and not physical violence. The Pancasila Student Profile Strengthening Project began to be implemented through activities with themes, among others, themes related to violence prevention or bullying in the school environment, which was then followed by the formation of change agents or anti-violence agents.

Social studies Subject Clusters (Mapel) also take part in project activities because they collaborate with other subjects. The IPS Maple Family is a maple family that is full of educational values, practical values, theoretical values, philosophical values, and divine values (Wahab, 2017). Social Studies Maple is one of the maples that must be able to prevent violence in the school environment by teaching students values and rules of behavior that can be students' ability to behave and make decisions about events that occur in their environment.

The author is interested in analyzing the problem of violence in schools and how to solve it. Therefore, the author developed it with the title Building a Pancasila Student Profile through Social Science Cluster Subjects as a Role Model at SMAN 12 Bandung City.

From the description above, the formulation of the problem proposed in this study is:

1. What is the picture of the Education Unit Culture in supporting the formation of change agents at SMAN 12 Bandung City?
2. How is the Intracurricular Learning of Mapel Rumpun IPS in building a Pancasila Student Profile at SMAN 12 Bandung City?
3. What is the role of schools and teachers in implementing the Pancasila Student Profile Strengthening Project at SMAN 12 Bandung City?
4. How are Extracurricular Activities in supporting the Strengthening Pancasila Student Profile Project at SMAN 12 Bandung City?

The study on Building a Pancasila Student Profile through the Mapel of Social Sciences Clusters as a Role Model at SMAN 12 Bandung City is expected to provide the following benefits:

1. For schools, they can find factors that can encourage the realization of the Pancasila Student Profile, which can then be taken into consideration in determining how to implement the 6 (six) Dimensions of the Pancasila Student Profile.
2. For teachers, especially social studies teachers, they can find appropriate learning strategies when integrating the values of the Pancasila Student Profile into the learning of their respective subjects
3. For Students to provide an overview of how to apply the values of Pancasila in daily association in the school environment
4. For researchers This study can provide an opportunity to apply and develop knowledge related to the Application of Social Science Clusters that are integrated with

the cultivation of values in the 6 (six) Dimensions of the Pancasila Student Profile, as well as being a requirement to obtain a Master of Social Studies graduation and input materials to the Head of the Work Unit where the researcher works.

Research methods

In an effort to answer the problem of study, empirical research is needed. Research must use the right method in accordance with the problem, in connection with that there are four study problems, which cannot use a single method, so in this study the method used is a mix method.

Mixed methods involve combining or unifying qualitative and quantitative research and data in research. Qualitative data tends to be open-ended without a predetermined response while quantitative data usually includes closed-ended responses.

Mix method is a research approach that combines qualitative and quantitative research methods. This is driven by the fact that the use of a single method is sometimes inadequate to obtain comprehensive, valid, reliable and objective data.

In data collection, this study uses triangulation. Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. With triangulation, researchers actually collect data that simultaneously tests credibility, data, namely checking credibility and data with various data collection techniques from various data sources.

The subjects of this study at SMAN 12 Bandung City are: class X students consisting of 5 students who became agents of change, and as many as 143 respondents who were netted through the googledrive link; Social Studies Cluster Subject Teachers who teach class X as many as 10 respondents; Principal; Provincial Education Office; Bandung Social Studies Teacher Conference (MGMP).

In this study, the research instruments are interview guidelines (attached), questionnaires (attached), recording aids, and the researcher himself as an observator participant.

Data analysis techniques in this study use qualitative analysis techniques and quantitative data analysis techniques. Qualitative data analysis techniques use qualitative descriptive analysis techniques using the Miles and Heberman analysis model.

Findings data description

SMA Negeri 12 Kota Bandung is one of the Senior High School Education Units in West Java Province, located on Jalan Sekejati IV No. 6, Sukapura Village, Kiaracandong District, Bandung City, West Java, with School Statistics Number (NSS): 30.1.02.60.11.094 and National School Principal Number 20219241. Decree number 0189/0/1979 dated March 9, 1979 issued by the Head of Education and Culture of West Java Province.

The Organizational Structure of SMA Negeri 12 Bandung consists of the Principal who oversees the Head of the Sub-Division of Administration, Wakasek Curriculum, Wakasek for Student Affairs, Wakasek for Infrastructure Facilities, and Wakasek for Public Relations and Management, Teaching Staff, and Staff.

The number of students recorded in 2022 is 1,066 students with details, class X students as many as 356 people, class XI MIPA as many as 215 people, class XI social studies as many as 142 people, class XII MIPA as many as 211 people, and class XII social studies as many as 142.

Culture of the Education Unit of SMAN 12 Bandung City

A culture can live if it fulfills the elements of the territory, the citizens or members who support the culture, and the values that are followed or adhered to by all its members. An area in which there are citizens and values of life is called a community. The school Education Unit is a community.

As an area where culture lives, SMAN 12 Bandung City has facilities and infrastructure to support the lives of its citizens, namely in the form of buildings consisting of classrooms, laboratories, fields, libraries, and multi-media rooms and sports fields to support learning activities. Other facilities that exist to support interaction or social relations among its citizens, at SMAN 12 Bandung City have canteens, mosques, park areas and parking areas.

As a community in SMAN 12 Bandung City, there is a structure of relationships among its residents, it is shown among others by the organizational structure in the school environment that is applied to the principal, teachers and other support personnel. For students, the structure of the relationship that can be seen is in the structure of the Intra-School Student Organization (OSIS) and extra-curricular organizations for student activities. In addition to the formal organizational structure, there is also an informal organizational structure, namely the relationship of seniority among both teachers and students.

In addition to the organizational structure that regulates relations between its citizens, in the community of the SMAN 12 Bandung City education unit, there are rules and values made jointly between teachers and students or values that are informally agreed to be obeyed. The values that are adhered to at SMAN 12 Bandung City as a community, including rules that are made formal and officially established, are socialized. In addition to official rules, there are also rules made and agreed between teachers and students regarding discipline during the learning process in class in the form of making picket lists and rules or prohibitions against certain actions during learning.

Other values that are not formal at SMAN 12 Bandung City can be in the form of traditions or habits, such as when learning begins such as the tradition made by PPKn teachers in the form of checking list points, and before learning begins in the form of praying, doing literacy, recite the Holy Qur'an, sing the national anthem Indonesia Raya and recite the school motto. The values and rules agreed upon by students informally are things that are prohibited from being done

in the school environment such as smoking, dating, bullying, cheating, Using mobile phones during learning, doodling on walls, littering, chatting during learning, behaving impolitely, sleeping in class and others.

Things that are not allowed to be done are unwritten rules, but these unwritten rules are obeyed by its citizens. The existence of rules or values in the community, education units function, among others, to protect their citizens from threats or adverse actions. Harmful actions in the community can be in the form of violence or bullying, which is possible based on the results of questionnaires and questionnaires still show that there are students who do not understand or know that an act is included in the type of violence. The existence of a gap among the community members of the education unit about the values that must be obeyed and the actions that should and should not be done, requires a role that can be an intermediary or agent that can influence the perspective and behavior of community residents, in the unit Education SMAN 12 Bandung City the role of this agent was formed by training several students and accompanying teachers to become Agents of Change. One proof of the gap is the low knowledge of students regarding Law Number 35 of 2014 related to Child Protection.

Students who become agents of change have motivations that have a positive impact on the school community, namely: becoming more responsible individuals, be sensitive to the surrounding environment, motivate to be better, become a useful person for society and individuals, be confident, be a good listener, increase knowledge, have the ability to provide solutions, recognize yourself, and able to remind others. The values that take precedence in change agents are the values of Pancasila, Gotong royong, Social values and norms, respect for the rights of others and justice.

These values are in line with the values contained in the six dimensions of the Pancasila Student Profile. The values that are in the education unit as a limited community and these values are supported by its citizens in the form of sanctions for violators or those who do not carry out, then these values have become a culture of the education unit. The culture of the education unit will facilitate the development of the Pancasila Student Profile, which is expected that the six dimensions of the Pancasila Student Profile become a unified part of the Education Unit Culture. The existence of an educational unit culture is part of the achievement process of Proffil Pelajar Pancasila.

The six dimensions are: Faith, fear of God Almighty, and noble character; global celebrity; mutual cooperation; creative; critical reasoning; and independent, can be part of the Education Unit Culture, among others through efforts made through Intracurricular activities in teaching and learning activities, and in extracurricular activities, namely in activities that can develop students' interests and talents.

Intracurricular Learning of Mapel Clusters of Social Studies in building a Pancasila Student Profile

Intracurricular learning of Social Science Cluster Subjects at SMAN 12 Bandung City is supported by the Competence of Educators, namely teachers and

learning modules that guide the learning process, modules are the elaboration of the independent curriculum. Learning outcomes for class X are in Phase E, where students are expected to be able to understand concepts and at the end students are expected to be able to reflect back on concepts that have been accepted and practiced in life. Its application is carried out through the creation of projects carried out together.

With regard to the values that must be conveyed in the Social Studies Cluster Maple, 90% of Social Studies Cluster Maple Teachers at SMAN 12 Bandung City have understood the benchmarks for the success of social studies education implementation, including educational values consisting of cognitive, affective, and psychomotor aspects. Social studies teachers also convey that learning is not only limited to reality or facts, teachers teach students how to solve problems, and the subject matter made is dug from everyday life, identifying the consequences of an action. Social studies teachers, balance students' reasoning skills with religious life, teach to be willing to accept criticism, and teach how to work together in teams. Social studies education is able to provide understanding that students must have, including the traits that shape human personality, provide skills that must be developed, including critical thinking, analyzing and solving problems, and participating in group activities, and various moral attitudes that must be developed, including respecting the dignity of fellow individuals, believing in equality of opportunity in various matters for everyone, upholding the rule of law, willing to prove responsibility as citizens.

The role of schools and teachers in implementing the Pancasila Student Profile Strengthening Project

The role of schools in building the Pancasila Student Profile is by creating a collaborative climate for stakeholders in the field of education within the school. From the results of interviews, questionnaires, questionnaires, and observations, it was illustrated that there was collaboration between teachers and students. Collaboration is shown in the formation of change agents involving students who become agents of change and teachers who become facilitators, mentors, and coaches for agents. From the results of the interview, it is known that the activities of change agents prioritize the values of Pancasila, gotong-royong, social values and norms, respect for the rights of others, and justice.

A well-developed Education Unit culture has provided opportunities for the growth of a collaborative climate between teachers and students, teachers with principals, principals and students, and good relationships between all residents of the education unit as a limited living community. The climate of collaboration can be seen in the project activities carried out, where one project can involve more than one subject teacher, involve students, and also involve all education unit residents such as administrative personnel and technicians. For example, in the implementation of the First Class X project with the theme of Election of Student Council President at SMAN 12 Bandung, involving teachers of PPKn and Sociology

subjects. In this project contains material related to citizenship but there is also material related to ethnic diversity, and social background which is studied in the subject of Sociology. In its implementation, it involves many students, not only from class X students, especially students who are candidates for student council president. In its implementation, many teachers are also involved as a project team.

Schools as limited communities that have a distinctive culture, namely the culture of educational units, are institutions or institutions that play a role in passing on or instilling cultural values or good values, including the six dimensions of the Pancasila Student Profile. SMUN 12 Bandung City although not an indigenous educational institution but also an institution where character values from the six dimensions of the Pancasila Student Profile are instilled in students to become characters. So this is what the role of the school really is.

Extracurricular Activities in supporting the Pancasila Student Profile Strengthening Project at SMAN 12

There are many extracurricular activities at SMAN 12 Bandung City, from the results of observations, interviews and documents there are as many as 7 extracurricular activities that can be observed, extracurricular activities at SMAN 12 Bandung City have been able to support the Pancasila Student Profile Strengthening Project, such as the Student Council President Election activity, Art Performance which was followed by extracurricular activity organizations.

In extracurricular activities themselves, they can also develop the dimensions of the Pancasila Student Profile such as diversity and gotong-royong, independence, love of local culture, creativity, responsibility, and democracy.

Conclusion

Based on the description above, it can be concluded as follows.

1. The culture of the SMAN 12 Bandung Education Unit has provided opportunities for a conducive climate for the formation of the Pancasila Student Profile, where the dimensions of the Pancasila Student Profile do not conflict with the values that already exist within the education unit as a limited living community that has rules, values and ethics that are obeyed by its citizens. All 6 (six) dimensions of the Pancasila Student Profile, namely fearing God Almighty and having a noble character, global celebrity, cooperation, creativity, critical reasoning, and independence can be part of the Education Unit Culture

2. Intracurricular Learning of Mapel Social Studies Cluster at SMAN 12 Bandung City has been supported by Human Resources, namely the competence of teaching staff with undergraduate to doctoral education, and the educational background of the teaching human resources is in accordance with the subjects taught by each teacher. All teachers of Social Studies Cluster subjects have attended mobilizing teacher training, so as to understand how to implement an independent curriculum in the school environment.

3. A well-developed Education Unit culture has provided opportunities for the growth of a collaborative climate between all education unit residents in the context of implementing the Pancasila Student Profile Strengthening Project. The role of teachers and schools can be seen from planning to implementing projects involving not only one maple teacher but several teachers, students, and technical personnel within SMAN 12 Bandung City. The role of the school is also shown through social media accounts, where the school publishes the work of the projects carried out. The role of SMAN 12 Bandung City as a driving school has not been optimal because it does not yet have an impact or target school. Scanning is carried out to other schools when there is an invitation from resource persons or there is a comparative study visit from other schools.

4. Extracurricular activities of students at SMAN 12 Bandung City, have also supported the growth or formation of 6 (six) dimensions of the Pancasila Student Profile through every activity that fosters diversity, trust in God Almighty, independence, and mutual cooperation. Student extracurricular activities also support the Pancasila Student Profile Strengthening Project where extracurricular organizations are involved in the implementation of strengthening projects.

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