



Tatanen Program in the Project of Strengthening the Profile of Pancasila Students in Purwakarta Indonesia

Helmawati

Email: helmawati@uninus.ac.id

Raden Yulyul Yulianan Hastuti

Email: radenyulyulyulianahastuti@uninus.ac.id

Nana Ismelani

Email: nanaismelani@uninus.ac.id

Received: December 25, 2022; reviews: 2; accepted: January 14, 2023

Abstract

Tatanen at Bale Atikan is a character education movement to foster awareness of ecological life in caring for the earth and studying the earth, so that students grow and develop according to their own nature and the nature of their era. The Tatanen at Bale Atikan Policy is one of the characters strengthening programs and is an effort to create a character of Pancasila Students Profile that provides meaningful learning experiences to students. The focus of this discussion is how to implement the Tatanen at Bale Atikan program in strengthening the Pancasila Student Profile at Public Senior High School (SMPN) 10 Purwakarta Indonesia and what characters grow from the results of implementing the program. This research uses a qualitative approach, and uses observation, interviews, documentation studies, and literature studies to collect the data. The data analysis is carried out through the stages of collecting data, classifying, reducing, and making conclusions. The results of this study are: the Tatanen at Bale Atikan program as a strengthening of the Pancasila Student Profile at SMPN 10 Purwakarta Indonesia is carried out through five stages, namely: the planning, organizing, implementing, monitoring and evaluating stages; while the characters that grow according to the results of the implementation are moral character towards nature; mutual cooperation character in the form of collaboration, caring, and sharing; independent character in the form of awareness and responsibility for the importance of natural preservation for ecosystems and their habitats; and critical reasoning characters. Meanwhile, the character of global diversity, namely the character of knowing and appreciating culture, intercultural communication skills

in interacting with others, and reflection on and responsibility for the experience of diversity have not appeared yet in the strengthening of this program.

Keywords

Character Education, Tatanen in Bale Atikan, Profile of Pancasila Students.

Introduction

Concerns about the waning character of the nation's generation including environmental preservation caused by globalization and other things that are not in accordance with the cultural character of the Indonesian nation are responded by various parties. Central and regional governments respond to character strengthening for students in educational institutions. Among them, in Purwakarta, they responded to character

education through Regent Regulation Number 69 of 2015. Among the programs formed were Tatanen in Bale Atikan (TdBA) with the aim of strengthening the character of students.

The program is of course part of the realization of the goals of national education which aims to form the character of faith and piety to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and becoming a democratic and responsible citizen which has been mandated in the law (Law Number. 20 of 2003). Strengthening the character education policy is also included in the Vision of Indonesia 2045, namely realizing an advanced and sovereign of Indonesia, independent, and has personality through the creation of Pancasila Students Profile who are critical, creative, independent, faithful, fearful of God Almighty, noble character, work together, and global diversity. All point to the importance of character for Indonesian people.

Policies to strengthen character education need to be responded immediately and precisely, because the experts have presented their arguments, including: a. many graduates of educational institutions are not ready to face life's problems and are unable to work professionally; b. education has not been able to produce a complete human being, namely a human being who is less responsible both for himself and society, tends to forget the Khaliq, the graduations have no noble character; c. there is no growth of scientific enthusiasm among educators and students; and d. they are not ready to compete in the world in seeking sustenance and not ready to face the afterlife (Al-Abrasyi, 1984; Al-Syaibany, 1979). Then, based on the results of the research, it was found that 93% of a person's productivity was determined by his basic abilities, namely: morals or character, attitudes, behavior, thoughts, flexibility, and feelings. In addition, self-control is one of the basics of human resource development (Ibrahim Elfiky, 2010).

The data above shows that good and strong character can help graduates of educational institutions be ready to address life's problems in the current era of globalization. And the Regent's Regulation Number 69 of 2015 is the program implemented at the Kahuripan Ecology School, SMPN 10 Purwakarta. This program

also supports the Project of Pancasila Student Profile, which is a project-based co-curricular activity which trains students to be more independent and have skill in problem solving to problems that occur in their surroundings (Permendikbudristek No. 56/M/2022).

Tatanen at Bale Atikan is a character education movement to foster awareness of ecological life in caring for the earth and studying the earth which is integrated in Pancaniti-based agricultural activities, so that students grow and develop according to

their nature, and the nature of their era. Tatanen at Bale Atikan activities can be carried out optimally through the synergy of all members at the SMPN 10 Purwakarta.

The Tatanen at Bale Atikan Policy is one of the character-building programs and is an effort to create a Pancasila Student Profile that provides meaningful learning experiences to students. So, through this program we can produce young people who are aware and care about the environment, and also able to form food self-sufficiency and ecological intelligence.

The character of the Pancasila Student Profile which is based on the character of caring for the environment becomes a differentiator from previous studies. Based on Sisca Septiani's discussion (2022), which also examines the implementation of the Tatanen program at Bale Atikan, but the study focused on cultivating habits that were integrated into every subject in school. The results were felt directly by students when learning in class. Meanwhile, Gianti Gunawan, Yus Nugraha, Marina Sulastiana, and Diana Hardin (2017) highlighted the management of character education based on local wisdom in public junior high schools in Purwakarta. Meanwhile, Andriani Safitri, Dwi Wulandari, Yusuf Tri Herlambang (2022), more focus in the strengthening and development of character of Pancasila Students Profile.

Based on the existence of the Tatanen at Bale Atikan Program and the Pancasila Student Profile Strengthening Project which is applied to Ecology-based Schools is interesting to study further. Therefore, the discussion in this discussion focused on two things. *First*, how to implement the tatanen program in strengthening the Pancasila Student Profile of students at SMPN 10 Purwakarta Indonesia; and *second*, what characters showed from the results of implementing the program.

Method

This study uses a qualitative approach, namely an approach that understands deeply about a phenomenon that occurs to be studied, for example behavior, perceptions, motivations, actions holistically, and by way of description (Moleong, 2011) or the approach used to research natural conditions (Moleong, 2011) Sugiyono, 2017). Qualitative research aims to analyze and describe phenomena or research objects through social activities, attitudes and perceptions of people individually or in groups.

The method used to find out how the implementation of the Tatanen at Bale Atikan Program in strengthening the Pancasila Student Profile of junior high school students is a case study, which means research on an event (Mulyana (2010). By carefully

examining an individual, a group or event, the researcher aims to provide a thorough and in-depth view of the subject.

Data collection techniques in this study were carried out by observation, interviews, documentation studies, and literature studies. While in this study, the primary data source was data from direct interviews with parties related to research conducted at SMPN 10 Purwakarta and secondary data sources were from literature, articles, journals and internet sites related to the research. Data analysis is done by collecting data, classifying, reducing, and making conclusions.

Results and Discussion

Pancasila Student Profile Characters

Character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values (Thomas Lickona (2013). And more broadly he mentions character education is a deliberate (conscious) effort to realize virtue, namely objectively good human quality, not only good for individuals, but also good for society as a whole. Meanwhile, character education aims to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students as a whole, integrated and balanced, in accordance with the competency standards of graduates in each educational unit.

In the independent curriculum there is a program namely Strengthening the Pancasila Student Profile which is a form of embodiment of lifelong students who are competent, have character, and behave in accordance with Pancasila values (Kemendikbud Research and Technology, 2022). The Pancasila Student Profile is designed to answer a big question, about students with what kind of competencies they want to produce. Of course, this is related to the Vision of Education in Indonesia, namely to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Indonesian students. And this program was formed because of the low number of human resources who have character in accordance with the values of Pancasila.

Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values. The Pancasila Student Profile Program is implemented in educational units through school cultural, intra-curricular, co-curricular (project) and extra-curricular activities. There are six elements in the Pancasila Student Profile, namely: faith, and fear of God Almighty,

and have noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity. These six elements are seen as a

single unit that supports and continuous with one another.

The key elements of noble character, namely: religious morality, personal morals, morals towards humans, morals towards nature, and national morals. The key elements of global diversity are: knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity. The key elements of gotong royong, namely: collaboration, caring, and sharing. Independent key elements, namely: awareness of oneself and the situation encountered, and self-regulation. The key elements of critical reasoning are: obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thinking processes, and making decisions. Creative key elements, namely: generating original ideas, as well as producing original works and actions.

Methods or strategies that can shape children's character include: 1) a little teaching or theory, 2) a lot of examples, 3) a lot of habituation or practice (Abdullah Nashih Ulwan (1981), 4) a lot of motivation, and 5) supervision and enforcement consistent rules (Helmawati, 2017). UNESCO (1998) put forward important methods in character formation, namely: learning to know, learning to do, learning to live together (with others), and learning to be, as well as learning throughout life (learning throughout life).

When classified, the types of character education from the national education goals consist of two types of character education. *First*, character based on religious values, namely the character of faith, piety and noble character; and *second*, character based on culture values, namely healthy, knowledgeable and skilled characters, independent, creative, democratic and responsible (Akademia Edu Helmawati, 2018). This discussion of character based on national education goals is the basis for the vision and mission of Indonesia 2045 which is then passed on to the program to strengthen the profile of Pancasila students which is then implemented in the Tatanen at Bale Atika (TdBA) Program.

Tatanen at Bale Atikan Program

The Tatanen at Bale Atika (TdBA) Program aims to strengthen the character of students. This activity was initiated as an effort to make the school a learning laboratory that provides meaningful learning experiences to students based on the Pancaniti learning

model. And as a character education strengthening program that is in line with 21st century learning competencies, so that students' character accordance with its own nature, and the nature of its era.

The Tatanen at Bale Atikan Program places character values as the highest dimension of education that cultivates and civilizes in accordance with the principles of national education. The Tatanen at Bale Atikan Program is a character strengthening program that is integrated to other programs which are the Educational Policy of the Purwakarta Regency.

Purwakarta Regency has an initial program in building children's character

starting in 2014 and has an Atika Purwakarta program as stipulated in Regent Regulation Number 69 of 2015 concerning Character Education. Implementation of this program through planning and methods that are integrated into learning in schools and carried out by applying habits in schools related to character education.

The implementation of Tatanen's activities at Bale Atikan aims to shape student character through environmental preservation, to increase ecological awareness for all school members, to make the school a natural laboratory for students to know environmental ecosystems in a real way, to create food self-sufficiency and to develop competence in communication, collaboration, critical thinking, and student creativity through environmental preservation activities. The purpose of the Tatanen at Bale Atikan Program is contained in Purwakarta Regent Regulation Number 103 of 2021.

The Tatanen at Bale Atikan Program is a form of project-based learning practice that has a vision in building the students' character of. This aim of this program is to build students' awareness of their environment. The Tatanen at Bale Atikan program is included in the school curriculum structure and carried out by planning and organizing learning process.

The mission of the Tatanen at Bale Atikan program is to produce students' characters. The students who are creative, have critical thinking, and have insightful character based on faith and piety, have good attitudes and behaviors that respect the environment. It is hoped that students will have full awareness of ecological aspects, so that they can become better generations that will lead Indonesia to connect with the nature and their God.

The Regulation Number 103 of 2021 In Purwakarta Regent concerning Tatanen at Bale Atikan, places character values as the highest dimension of education that cultivates and civilizes in accordance with the principles of national education. The insertion of

character values in the Tatanen at Bale Atikan program is directed towards the formation of the Pancasila Student Profile.

The success of implementing Tatanen at Bale Atikan is highly dependent on the readiness, commitment and consistency of school stakeholders, therefore the program must be seriously designed starting from planning, organizing, implementing and supervising. Meanwhile, the structure of the Tatanen at Bale Atikan curriculum is adapted to the substance of each education unit and is carried out in two ways, namely strategic steps and technical steps. Strategic steps include integrating existing subjects in the curriculum structure of Local Content Subjects through intra-curricular, extra-curricular and co-curricular activities. Implementing Tatanen at Bale Atikan through school culture and creating synergy between education in schools, families and communities.

Implementation of the Tatanen at Bale Atikan Program in Strengthening Pancasila Student Profiles at the Kahuripan Ecology School "SMPN 10 Purwakarta"

Tatanen at Bale Atikan is a character education movement to foster awareness of ecological life in caring for the earth and studying the earth which is

integrated in Pancaniti-based agricultural activities, so that students grow and develop according to their nature, and the nature of their era. Tatanen at Bale Atikan activities can be carried out optimally through the synergy of all members of the Kahuripan Ecology school "SMPN 10 Purwakarta".

Implementation of Tatanen in Bale Atikan (TdBA) through subject insertion. The content of the grammar in Atikan is entered into the appropriate Basic Competency in each subject. The end result is a TdBA-based learning plan design. Based on the results of research with reference to the Handbook of Tatanen at Bale Atikan, the implementation of this program is divided into five stages, namely planning, organizing, implementing, monitoring, and evaluating.

First, the planning stage. At the planning stage the school conducts a survey, analysis, design, and action plan. An analysis is carried out based on strengths, weaknesses, opportunities and threats. *Second*, the organizing stage. The school principal make a legal letter for the team work starting from the person in charge, adviser, chief executive, secretary, treasurer, member, and student coordinator. Organizing Tatanen at Bale Atikan activities is intended to ensure that the activities are neatly organized, so that organizational solidity is expected to have a positive impact on the goals. This is based on

the assumption that the school as an organization is a system consisting of various elements. Where humans are the most important element in the process of achieving organizational goals. Interaction between elements is the key to the successful implementation of organizational activities. School management needs to determine what tasks need to be carried out, who must carry them out, and who will make decisions about these tasks.

Third, the implementation stage. The working group that had been formed began to take concrete action, and in its implementation the entire school community was actively involved because each of them had been given duties and responsibilities. The Tatanen at Bale Atikan Working Group (Pokja) at SMPN 10 Purwakarta and all school members are actively involved, starting from the school principal, teachers, administrative staff, students, and parents or school committee. The important thing to remember by all parties is that the Tatanen at Bale Atikan program is an effort to strengthen the character of students, so that they have concern for the environment, increased creativity, and the growth of an entrepreneurial spirit. The projects implemented are actualizing action plans related to design, land preparation, seeding, and planting (care for the environment). Then the stage of maintenance, measurement and assessment of ecosystems and their habitats in the school environment. And finally, the stages of searching, improving, developing, modifying to get better results (new innovations) for environmental preservation efforts. To ensure accountability for program implementation, workbooks are created, both written and digital. Each group will report activities every day. Once a week, the report will be checked by the school principal.

Fourth, the supervision stage. Supervision is carried out by school

supervisors, subject supervisors, and school principals according to their respective authorities. Tatanen at Bale Atikan's success was greatly influenced by the supervision of the implementation process. Various instruments and control devices are used to ensure implementation program. *Fifth*, the evaluation stage. Evaluation is carried out in the form of progress reports and findings from each working group that has been formed, as well as direct monitoring in the field by the principal. And Tatanen at Bale Atikan is expected to be a role model for character education to foster awareness of ecological life, all parties are responsible for preserving nature and its environment.

Based on data from the results of evaluating the implementation of the Tatanen at Bale Atikan program using stratified sampling from grades VII, VIII, and IX, the character of Pancasila Student Profile was found stronger in the students. *First*, the

character of faith, piety to God Almighty and noble character. The dominant key element that appears is morals towards nature. This is very logical, because the project being carried out at this school is related to a nature conservation program in its environment. So that this project makes students have their own experiences such as they can feel how to preserve nature or the environment.

Second, the character of global diversity. This character is directed at attitudes and behaviors to maintain noble culture, locality and identity, and to remain open-minded in interacting with other cultures. This can build a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture. The key elements of a global diversity character include knowing and appreciating culture, intercultural communication skills, and responsibility for experiencing diversity do not found in this school yet. This might be the project carried out at this school did not lead to attitudes and behavior of global diversity, so the results of interviews with sampling found no reinforcement of global diversity attitude.

Third, team work characters. The attitude and behavior of mutual cooperation, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. The dominant key elements emerging from mutual cooperation are collaboration, caring, and sharing. This makes sense, because the Tatanen at Bale Atikan project at SMPN 10 Purwakarta involves all school members, starting from the school principal, teachers, administrative staff, students, and parents or the school committee, and they work in group.

Fourth, independent character. Independent character indicates attitudes and behaviors that are responsible for the learning process and outcomes. The dominant key element that emerges is awareness and responsibility both individually and collectively of the importance of natural sustainability for ecosystems and their habitats. Based on the results of the evaluation carried out on this project, it is evidence of the responsible attitude of the students involved in it.

Fifth, the character of critical reasoning. At the project planning stage, this critical reasoning character has begun to appear. The indicators show when the schools carry out surveys, analyses, designs, and action plans, then carry out a SWOT analysis about the strengths, weaknesses, opportunities and threats to ecosystems and habitats in the school environment. The dominant key elements seen in students from critical thinking are obtaining and processing information and ideas, analyzing through thought processes, and making decisions about the conditions of the natural environment around the school.

This activity is very good in the context of problem solving of natural conditions and extreme climate change. The reality of current natural conditions is influenced not only by the old age of the earth (Environment Article, 2019) but also by advances in science and technology. The problems of poverty, extreme climate change and the Sustainable Development Goals are a plan of action for people, planet and prosperity. Overcoming extreme poverty is the biggest global challenge (Bappenas, 2015). And the efforts made at SMPN 10 Purwakarta through the Tatanen at Bale Atikan project have become a real action in overcoming the problems.

Sixth, creative character. This character shows that students are able to modify and produce something original, meaningful, useful, and impactful. The dominant key element of creative consists of generating original ideas and producing original works and actions. In an effort to preserve the environment at SMPN 10 Purwakarta, creativity has been shown at the time of planning, namely in the environmental preservation design process. The creative idea is to make the school a natural laboratory for students, creating food self-sufficiency and preserving the environment.

Strengthening this character is certainly in line with the results of Ibrahim Elfiky's statement (2010), which states that character acts towards obstacles or challenges and how to deal with them; the ability to think critically and be creative in dealing with it is the key to success in life. From the analysis of field results on the Tatanen at Bale Atikan project at SMPN 10 Purwakarta shows that the characteristics embodied based on Indonesian cultural values and Pancasila are the foundation for national development. With Indonesian cultural identity and Pancasila values rooted in society, Indonesia, in the future, will become an open society with global citizenship able to accept and utilize a variety of sources, experiences and values from various cultures in the world.

Conclusion

The Tatanen at Bale Atikan Program as a strengthening of the Pancasila Student Profile at SMPN 10 Purwakarta Indonesia is carried out through five stages, namely the planning, organizing, implementing, monitoring and evaluating stages. At the planning stage the school conducts a survey, analysis, design and action plan in an effort to preserve the environment in schools. The organizing stage, forming a working group and making an SK by the Principal. The implementation

phase involves all school members actively caring for the environment, increasing creativity, and growing an entrepreneurial spirit in students. The supervision phase is carried out by school supervisors, subject

supervisors, and school principals according to their respective authorities. The evaluation phase is carried out in the form of progress reports and findings from each working group which are submitted directly to the principal.

The characters that grow according to the results of the implementation of the Tatanen at Bale Atikan program as a strengthening of the Pancasila Student Profile of students at SMPN 10 Purwakarta, mainly namely moral character towards nature; the character of mutual cooperation with the dominant key elements appearing, namely collaboration, caring, and sharing; the independent character that emerges is awareness and responsibility for the importance of nature conservation for ecosystems and their habitats; the character of critical reasoning appears to originate from the planning process; the creative character appears to be shown at the time of planning, namely in the environmental preservation design process; while the characters of global diversity, namely the character of knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity have not been found in Tatanen activities at Bale Atikan in this school.

Reference

- Al-Abrasyi, Mohammad Athiyah. (1984). *Dasar-dasar Pokok Pendidikan Islam*. terj. Bustani A. Gani dan Djohar Bahry. Jakarta: Bulan Bintang.
- Al-Syaibany, Omar Mohammad Al-Thoumy. (1979). *Falsafah Pendidikan Islam*. Terj. Hasan Langgulung, Jakarta: Bulan Bintang.
- Andriani Safitri, Dwi Wulandari, Yusuf Tri Herlambang. (2022). *Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia*. Jurnal Basicedu: Vol. 6 No. 4.
- Bappenas. (2015). <http://www.bappenas.go.id/berita-dan-siaran-pers/berita-harian/bappenas/konsep-sdgs-kerangka-pembangunan-pasca-2015/>. Retrieved November 26, 2015, from www.bappenas.go.id.
- Deddy Mulyana. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Gianti Gunawan, dkk. (2017). *Manajemen Pendidikan Karakter Berbasis Kearifan Lokal pada Sekolah Menengah Pertama Negeri di Kabupaten Purwakarta*. Humanitas: Vol. 1. No. 3.
- Helmawati. (2017). *Pendidikan Karakter Sehari-Hari*. Bandung: PT. Remaja Rosdakarya.
- Helmawati. (2018). *Pendidikan Karakter di Indonesia*. Akademia Edu Helmawati.
- <https://environment-indonesia.com> (2019)
- Kepmendikbud Nomor 56 Tahun 2022. *Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran (Kurikulum Merdeka)*.

- Lexy J. Moleong. (2011). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Lickona, Thomas. (2013). *Character Matters* (terjemahan: Persoalan Karakter). Jakarta: Bumi Aksara.
- Dinas Pendidikan Kabupaten Purwakarta. (2021). *Panduan Tatanen di Bale Atikan Jenjang SMP*.
- Peraturan Bupati Kabupaten Purwakarta No. 103, Tahun 2021. *Program Tatanen di Bale Atikan*. (<https://disdik.purwakartakab.go.id/> di akses 2 November 2021).
- Peraturan Bupati Nomor 69 tahun 2015. *Program Tatanen di Bale Atikan (TdBA)*. Permendikbudristek, (2021), *Kurikulum Merdeka Sebagai Opsi Satuan Pendidikan dalam Rangka Pemulihan Pembelajaran Tahun 2022 s.d 2024*. <https://kurikulum.gtk.kemdikbud.go.id/detail-ikm/>
- Septiani, S. (2022). *Internalisasi Kecerdasan Ekologis Dalam Konteks Penguatan Pendidikan Karakter*. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), 12527-12533.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Ulwan, Abdullah Nashih. (2012). *Pedoman Pendidikan Anak dalam Islam*, Semarang: Asy-Syifa,
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang *Sistem Pendidikan Nasional*.