



Development of pancasila student profile through Social studies learning in smpn 1 serang panjang subang

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Abstract

This research is motivated by the emergence of the problem of the phenomenon of moral degradation with deviant behavior as a result of the emergence of sophisticated cultural and technological advances. Social studies education is very closely related to character education which can be interpreted as values education, moral education or character education. Efforts to develop Pancasila Student Profiles through Social Studies learning in schools must be continued, so that students with character match the Pancasila student profiles who have the same direction and goals as Social Studies learning objectives, namely that both aim for students to become good citizens. This study uses a case study method with a qualitative approach. The results of the study showed that (1) Planning for the development of the Pancasila Student Profile at SMPN 1 Serangpanjang Subang, social studies learning had been carried out. The curriculum used is guided by the Merdeka curriculum. (2) The implementation of the development of the Pancasila Student Profile uses the independent curriculum with the social studies learning process through the learning stages which include preliminary activities, core activities, and closing. Development

activities outside the classroom with habituation and extracurricular activities. ; (3) Assessment of student learning outcomes is grouped into three domains, namely cognitive, affective and psychomotor. The conclusion in this study is that the development of the Pancasila Student Profile is planned from a curriculum based on the Merdeka KOS, ATP and Module curriculum. Activities outside the classroom with habituation and extracurricular. Assessment of learning outcomes with cognitive, affective and psychomotor assessment.

Keywords

Pancasila Student Profile, IPS Learning.

Introduction

The development of technology as a result of global scientific development allows the younger generation to access a variety of information, both positive and negative. The impact is the phenomenon of moral degradation which is marked by the emergence of deviant behavior from the audience of these advances.

Character degradation with the rise of juvenile delinquency, drug abuse, brawls between schools, and other criminal acts is increasingly very alarming. So that the government through the Minister of Education and Culture (Mendikbud) issued a regulation on the Strategy of the Ministry of Education and Culture for 2020-2024 which is contained in the Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2020 concerning the vision and mission of education in Indonesia through the Pancasila Student Profile, which is a profile and future hope about the character of students who are able to understand, live, and implement the values of Pancasila in a diverse life.

Character figures who have Indonesian cultural identity and Pancasila values rooted in Indonesian society in the future become an open society with global citizenship, able to accept and utilize a diversity of sources, experiences, and values from various cultures in the world, but at the same time do not lose their distinctive characteristics and identity. The hope is that students will be able to independently improve and use their knowledge, study, and internalize and personalize character values and noble morals that are manifested in everyday life. Having strong reasoning skills, accompanied by emotional intelligence, having firm and wise moral values in responding to various challenges and rejecting temptations that can damage the future of both themselves and their nation, and having the ability to manage themselves and their emotions in responding to various differences in society and in following world developments.

Social studies education is closely related to character education. This is in accordance with the opinion (Darmiyati Zuhdi 2011) "Character education can be interpreted as value education, moral education or character education". By studying character education, it is hoped that millennials can have the same direction and purpose as the purpose of social studies learning, which is equally aimed at making students become good citizens. (Hamid Darmadi 2007) states

that "Values Education as social studies "to prepare students to be well-functioning citizens in democratic society". In addition (Fajar Arnie 2009) argues that, "Social science is a subject that examines a set of events, facts, concepts and generalizations related to social issues and citizenship".

Based on some of these notions it can be concluded that social studies is a branch of science that examines the various events and social facts that occur in the community as well as matters relating to the issue of citizenship.

(Totok Suprayitno 2020) states that: "The Pancasila Learner Profile is the answer to the question, what are the characteristics of Indonesian students, and the answer is summarized in the answer, Indonesian students are lifelong learners (long life education) who are competent, have character and behave in accordance with the values of Pancasila. Six dimensions need to be built optimally and balanced, starting from preschool, basic education, secondary to higher education to realize the profile of Pancasila students, among others: First, faith and devotion to God Almighty and noble character. Second, global diversity. Third, mutual cooperation. Fourth, independent. Fifth, critical reasoning. Sixth, creative". Thus, to carry out social studies learning, a model or method of learning is needed that is appropriate and media that can attract the attention of students to be able to follow social studies learners who are fun. They can gain a deep understanding and get a very satisfactory score.

Related to this, researchers are interested in conducting observations carried out on March 28, 2022 at SMPN 1 Serangpanjang to find out more deeply about the Development of Pancasila Student Profile through Social Studies Learning at SMPN 1 Serangpanjang Subang.

Methods

The method in this research is a descriptive qualitative method with a case study approach. Qualitative research according to Sugiono (2010: 9) is research where the researcher is the key instrument, data collection techniques are combined and data analysis is inductive. Yin (2013: 18) case study is an empirical inquiry that investigates phenomena in the context of real life, where the boundaries between phenomena and context do not appear firmly and where multiple sources of evidence are utilized.

The preparatory observation guidelines and tools used include narrative notes, reflection notes, and can also record demographic information and school conditions. As an observer and participant, in this case the researcher has a position as an instrument In qualitative research, to record data, an instrument in the form of an observational protocol is used (creswell, 2008, p. 271).

Results and discussion

The interview process was carried out using data source sampling techniques with certain considerations, where the person was considered to know

best about what was expected of the 4 key resource persons met at SMPN 1 Serangpanjang Subang. Researchers conducted participatory and non-participatory direct observations, which were carried out from March 28, 2022 at SMPN 1 Serangpanjang. This observation was carried out on the principal and vice principal and social studies teachers.

The following is a description of the results of research conducted by researchers through triangulation of data from interviews with principals, vice principals and social studies teachers:

1. How do teachers plan the development of Pancasila learner profiles through social studies learning at SMPN 1 Serangpanjang Subang?

The results of research on planning the development of the Pancasila student profile through social studies learning at SMPN 1 Serangpanjang Subang, in developing the Pancasila Student Profile through social studies learning at SMPN 1 Serangpanjang Subang, have successfully carried out the educational process by planning starting from the curriculum used, which is guided by the Merdeka curriculum. This is in line with the opinion of Suryadien et al., (2022b) that:

The independent curriculum is a competency-based curriculum that can support learning recovery through intracurricular and co-curricular activities (projects).

According to the Ministry of Education, Culture and Research (2022) in the independent curriculum there is a program called Profil Pelajar Pancasila, which is a form of realization of lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila.

In its implementation, SMPN 1 Serangpanjang has a School Operational Curriculum (KOS) which is developed by referring to the Learning Outcomes (CP) that have been compiled nationally and then implemented in the learning process activities based on the Flow of Learning Objectives (ATP), and the Module, another name for the Learning Implementation Plan (RPP) made by teachers by bringing up the proximity of the 21st century which refers to four things, namely PPK, Literacy, 4C4C (creative, critical thinking, communicative, and collaborative), and HOTS (Higher Order Thinking skills). In line with the opinion of Wijayanti et al., (2022) that:

The independent curriculum in the Pancasila Student Profile program aims to strengthen character education that expects the birth of superior Human Resources (HR) and is able to have character in accordance with the values of Pancasila through school culture, intracurricular, project, and extracurricular activities.

Based on the results of observations and interviews, the principal (S), the deputy head of curriculum (TG), social studies teachers (Y) and (AS), in planning the learning process by making preparations to carry out learning, namely by holding a meeting at the beginning of the year for the distribution of teaching assignments so that schools have carried out planning. This is in accordance with the opinion of Majid (2014: 15) that:

Planning is compiling steps that will be implemented to achieve predetermined goals ". IPS learning objectives such as the definition of social science or social studies according to (Saripudin 2011): "Is a field of learning provided at school with the aim to develop attitudes, and social skills and social skills that contain the concept of learning experiences selected and organized or organized in the framework of social scientific studies."

Likewise, Fajar Arnie's opinion (2009) regarding social studies subjects argues that:

Social science is a subject that examines a set of events, facts, concepts and generalizations related to social and civic issues.

Based on this understanding, it can be concluded that social studies is a branch of science that examines various social events and facts that occur in society and matters relating to civic issues.

Furthermore, from the curriculum IPS 2013 (2013: 2) explained that Social Studies (IPS) is a subject that examines social issues with elements of the study, in the context of events, facts, concepts, and generalizations. Themes studied in social studies are phenomena that occur in society both past present and trends in the future, at the level of SMP / MTs, social studies subjects Loading material Geography, History, Sociology, and Economics.

From this understanding it can be concluded that social studies is an integration of several social sciences that are organized based on facts and social phenomena that occur in people's lives. In learning social studies, social studies education emphasizes the skills that students must have in solving problems, both problems that exist within the scope of themselves to complex problems though. In essence, social studies education is more focused on providing skills to solve problems faced by students. This is in line with the opinion of Ernawati and Puji Rahmawati (2022) said that:

Elements of the Pancasila learner profile critical reasoning needs to be applied to students to be the basis of the cognitive process to solve a problem faced, process the information obtained, Critical thinking makes students think rationally in making a decision, which requires consideration to be carried out in order to produce consideration of solving the problem at hand. When students are able to reason critically, it means that they can receive information objectively by linking the information obtained, analyzing, and evaluating, and concluding the information obtained.

Based on some of the above understanding can be drawn the conclusion that social studies education in schools is an integrated subject or integrated from several disciplines of social sciences and humanities and focus on the skills of students to become good citizens and able to solve problems in their environment which is then developed to develop Pancasila Student Profile through social studies learning applied SMPN 1 Serangpanjang, namely: First, faith and piety to God Almighty and noble character. second, global diversity. Third, mutual cooperation. Fourth, independent. Fifth, critical reasoning. Sixth, creative. Approaching the

learning and assessment guidelines in school intracurricular activities in accordance with BSKAP 033/H/KR/2022 (Education Assessment Curriculum Standards Agency).

2. How do teachers implement the development of the Pancasila learner profile through social studies learning at SMPN 1 Serangpanjang Subang?

The implementation of the development of the Pancasila Learner Profile through social studies learning at SMPN 1 Serangpanjang Subang based on the results of observations and interviews with social studies teachers, namely (Y) and (AS) who said that in the implementation of the development of the Pancasila Learner Profile in the implementation of the learning process in the classroom already using the independent curriculum. Researchers witnessed and observed the social studies learning process divided into 3 (three) stages of learning in which there are activities, introduction, core activities, and closing activities. Development activities outside the classroom are carried out in habituation and extracurricular activities.

According to the opinion (AS) in the core activities, the development of the Pancasila Student Profile is mostly carried out at the beginning and at the end of learning, in the core activities more focused on the material to be conveyed, namely Natural Resources. The learning model used is Problem Based learning (PBL). The implementation of this learning model is in accordance with Arend's opinion in Dewi, et al, (2013) about the meaning of the Problem Based Learning model, namely:

A learning model that exposes students to a problem that leads them to new knowledge and concepts that they have not known before. Problem-based learning is learning where students are faced with meaningful problem situations that can facilitate students to compile their own knowledge, develop inquiry, higher order thinking skills, develop independence and confidence.

Then using the Image media is given a problem. Arsyad Azhar (2002: 26), suggests some practical benefits of using teaching media in the teaching and learning process as follows:

- 1) Learning media can clarify the presentation of messages and information so that it can facilitate and improve the learning process and results.
- 2) Learning media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and the environment, and the possibility of students to study individually according to their abilities and interests.
- 3) Teaching media can overcome the limitations of the senses, space and time.

Teaching media can provide students with a common experience of events in their environment, and allow direct interaction with teachers, society and the environment. Then students work on problems in the form of questions given by the teacher in groups, for a few minutes. According to social studies teachers (Y) and (AS) in the formation of groups he determines directly the number of members per group. After the time runs out, students are allowed to present the results of their work in the presence of their friends. Furthermore, closing activities, according

to the opinion (Y) closing activities are teacher activities in directing students to make conclusions made by students together with the teacher (reflection). Here the teacher gives students the opportunity to ask back to the material that has not been understood, then the teacher tells the material that will be discussed at the next meeting.

Through social studies learning at SMPN 1 Serangpanjang. The results of interviews with 2 social studies teachers who teach in grade VII, namely (Y) and (AS) said that only 1 (one) level using the independent curriculum. In the implementation of the learning process according to (AS) using lesson plans / modules that are in accordance with the syllabus that develops then compiled using learning resources in the form of books, the internet or the environment, and in the learning process using image media, power point / LCD. As Learning Media. This is in line with the opinion of Azhar Arsyad (2015) that :

The word media comes from the Latin *medius* which literally means middle, intermediary or introduction.

In line with the opinion of Prasasti and Prasetya (2005) that :

Media is anything that can channel information from the information source to the information receiver. From this understanding, it can be concluded that learning media is everything, both hardware (everything that can be heard, seen or touched with the five senses) and software (the content to be conveyed) that can be used to convey messages / information from the source to the recipient, and can be used in mass, large / small groups or individuals in the learning process.

From the results of the interview with (Y), the learning implementation process uses a scientific approach with five steps of learning experience, namely 5 M: observing, questioning, gathering information, associating, and communicating.

Similarly, the results of the interview with (AS) said that the learning strategy used was the cooperative learning method.

In line with Permendikbud Number 22 of 2016 concerning Process Standards using 3 (three) learning models that are expected to shape scientific, social behavior and develop a sense of curiosity. The three models are: Discovery/Inquiry Learning Model. The Discovery/Inquiry Learning model is about understanding concepts, meanings and relationships through an intuitive process to eventually arrive at a conclusion.

3. How do teachers assess and evaluate the development of the Pancasila learner profile through social studies learning at SMPN 1 Serangpanjang Subang?

From the results of interviews with (Y) social studies teacher grade VII said that the assessment of the development of Pancasila Student Profile through social studies learning at SMPN 1 Serangpanjang Subang in learning, conducting an assessment / assessment. It is used to measure the ability of students in achieving learning objectives.

(AS) said that the assessment of student learning outcomes is grouped into three domains, namely cognitive, affective and psychomotor. The form of assessment

of the knowledge aspect is divided into eight forms, namely multiple choice, stuffing, true false, matching, description, question and answer, individual assignment, and group assignment. The purpose of this assessment is to determine student learning progress, to repair and improve student learning activities and at the same time provide feedback for improving the implementation of learning activities. In line with the opinion of Permendikbud No. 23 of 2016, that assessment is:

The process of collecting and processing information to measure the achievement of student learning outcomes. The process is carried out through various assessment techniques, using various instruments, and comes from various sources to be more comprehensive.

According to (AS), a seventh grade social studies teacher, the assessment technique used in designing learning implementation is an attitude assessment using an attitude development journal, knowledge assessment with a written test description and skills assessment with a presentation assessment. So that the three aspects of the assessment can develop the values of the Pancasila Student Profile to students.

From the results of research at SMPN 1 Serangpanjang, the assessment techniques used in the learning implementation design are attitude assessment with attitude development journals, knowledge assessment with descriptive written tests and skills assessment with students able to make products. Where the three assessments used develop the values of the Pancasila Student Profile

Closing

Based on the research results it can be concluded, as follows:

The conclusion that can be drawn from this research is;

1. Development of the Pancasila Student Profile through social studies learning at SMPN 1 Serangpanjang Subang, has successfully carried out the educational process by planning starting from the curriculum used, which is guided by the Merdeka KOS, ATP and Module curriculum.
2. The implementation of the development of the Pancasila Student Profile through social studies learning at SMPN 1 Serangpanjang Subang uses an independent curriculum with a social studies learning process through the learning stages in which there are activities, introduction, core activities, and closing activities. Development activities outside the classroom are carried out habituation and extracurricular.
3. Assessment of student learning outcomes is grouped into three domains, namely cognitive, affective and psychomotor. The form of assessment of the knowledge aspect is divided into eight forms, namely multiple choice, stuffing, true false, matching, description, question and answer, individual assignment, and group assignment. The purpose of this assessment is to determine student learning progress, to repair and improve student learning activities and at the same time provide feedback for improving the implementation of learning activities.

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