



Jurnal Eduscience (JES)

Volume 11, No. 1

Juni, Tahun 2024

Submit: 01 February
2024

Accepted: 5 April 2024

ANALYSIS OF THE CULTIVATION OF PANCASILA STUDENT PROFILE VALUES TO BUILD STUDENT CHARACTER IN YPK ERMASU MERAUKE ELEMENTARY SCHOOL

MY ISMAIL¹, RUDOLFUS RUMA BAY²

^{1,2}Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Musamus

myismail46@unmus.ac.id, rudolfusrumabay@unmus.ac.id

Abstract

The Pancasila Student Profile is one of the programmes integrated into the independent learning curriculum initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This programme aims to integrate the ideology of Pancasila as part of the character-strengthening curriculum for students so that national insight and the values contained in Pancasila can be adopted by students in their daily lives. Thus, students as the next generation of the nation can have a better attitude and insight into nationalism than the previous generation. The method used in this research is descriptive with a qualitative approach. The results showed that the Pancasila student profile programme at SD YPK Ermasu has so far been going well and in a conducive atmosphere. Conditions that must be maintained for the sustainability of the implementation of the Pancasila learner profile programme. Thus, the character of students becomes stronger with the support of their knowledge and understanding of the state ideology, namely Pancasila.

Keywords: *Value Embedding; Pancasila Learner Profile; Student Character*

Abstrak

Profil Pelajar Pancasila merupakan salah satu program yang terintegrasi dalam kurikulum merdeka belajar yang diinisiasi oleh Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia. Program ini memiliki tujuan untuk mengintegrasikan ideologi pancasila sebagai bagian dari kurikulum penguatan karakter bagi para pelajar agar wawasan kebangsaan dan nilai-nilai yang terkandung dalam pancasila itu dapat diadopsi oleh pelajar dalam kehidupannya sehari-hari. Sehingga, para pelajar sebagai generasi penerus bangsa dapat memiliki sikap dan wawasan kebangsaan yang lebih baik ketimbang generasi sebelumnya. Metode yang digunakan dalam riset ini adalah deskriptif dengan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa program profil pelajar pancasila yang ada di SD YPK Ermasu sejauh ini berlangsung secara baik dan dalam suasana yang kondusif. Kondisi yang wajib untuk dipertahankan demi terwujudnya keberlanjutan dari pelaksanaan program profil pelajar pancasila. Sehingga, karakter peserta didik menjadi lebih kuat dengan dukungan dari pengetahuan dan pemahamannya terhadap ideologi negara yakni Pancasila.

Kata Kunci: *Penanaman Nilai; Profil Pelajar Pancasila; Karakter Siswa*

INTRODUCTION

Education is an important instrument in human life. Its role in developing humans and their civilization cannot be ignored. Education is also a way for various concepts to be studied and studied in depth by humans. One of the things that can be adopted in the field of education is state ideology.



Pancasila as the ideology of the Indonesian state, in practice is always adopted by the national education system implemented in the Republic of Indonesia. Currently, through the Pancasila Student Profile program, the Government of the Republic of Indonesia is inserting state ideology into its educational curriculum with the aim of strengthening the nation's next generation in understanding Pancasila as a guide to life (Winangsih & Harahap, 2023).

The Pancasila student profile program is implemented at every school level throughout the territory of the Unitary State of the Republic of Indonesia. Starting from basic education to senior secondary education, this program is one of the priorities prioritized by the Government of the Republic of Indonesia in order to strengthen the Pancasila ideology in the nation's next generation. Through the learning process at school, it is hoped that the Pancasila student profile can be well absorbed by students because through the learning process, there are many benefits (benefits) that can be generated from each process (Kahfi, 2022) .

A student's success does not only depend on technical knowledge and competence (hard skills), but also on the ability to manage oneself and/or others (soft skills) (Kahfi, 2022) . This means that a student who can be categorized as successful in the learning process will have two abilities, namely *hard skills* and *soft skills* . This is necessary in order to build students' character and knowledge so that the two are balanced. Thus, students who are in fact the nation's next generation will be able to obtain a clearer *point of view* regarding the knowledge and character that they will use in their daily lives. The point is that the teaching and learning process carried out in the educational unit is not only aimed at increasing learning capacity, but also improving the personality of the students.

Character education which is manifested through the Pancasila student profile program has a strong foundation in a philosophical, ideological, normative and sociocultural context (Kahfi, 2022) . Philosophically, the Pancasila student profile program can be linked to strengthening the integration of Pancasila in the daily lives of students, while in an ideological context, the program clearly uses ideology as the basis for the learning process, then normatively, Pancasila which contains a number of norms also has relevance to aspects of social life in society that will be lived by students and finally in the sociocultural context, this Pancasila student profile program will become a positive culture in human relations in the environment where students live on the smallest scale and in the life of the nation and state in a larger scope and the life of global society in the social environment of global society. As is known, currently the scope of human life is no longer limited to certain places or regions but is freer because it has been integrated with the development of information and communication technology which reduces the distance between people so that the multicultural relations that exist between Indonesian citizens and the



world community become borderless, with Thus, it is necessary to develop the nation's personality gradually from an early age (Kahfi, 2022) .

The important agenda aimed at by the Pancasila Student Profile program is to strengthen the values and characteristics of the nation's next generation as a generation that is strong but still upholds human values as contained in Pancasila. This seems to be starting to disappear from the souls of the younger generation who are complacent with the development of information and communication technology so that they have a tendency to be apathetic about the humanist values that they ideally possess. This downward trend in human values can easily be found when news spreads in the mass media which implies the moral degradation of society even at a young age through a number of events that confirm the trend of declining human values such as the actions of students going against their teachers, promiscuity, students, or even individual teachers who act arbitrarily by exploiting the power of the relationship between teachers and their students.

The role of teaching staff in the Pancasila Student Profile program is very important and irreplaceable. Educators distribute knowledge and understanding of the values contained in Pancasila. The transmission of knowledge about the Pancasila ideology from teaching staff to students is ideally carried out in an integrative manner with attached supervision so that the students' understanding of the Pancasila ideology is holistic and comprehensive.

The implementation of the Pancasila Student Profile is carried out in all educational units in the territory of the Unitary State of the Republic of Indonesia. YPK Ermasu Elementary School, Merauke Regency is one of the basic education units in Eastern Indonesia that implements the Pancasila Student Profile program which was initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This school was founded in 1910 and has been providing educational services to the community in the Merauke region since before Indonesia's independence. This school has even given birth to many influential people in society, not only in the Merauke region but in Papua in general.

The process of teaching and learning activities at YPK Ermasu Elementary School was quite conducive based on observations made by the researcher on several occasions. However, there were several things that were of note to researchers when they saw that there were a number of students who seemed unable to participate in teaching and learning activities well because they did not have the basic skills of reading, writing and arithmetic well. This condition is one of the classic problems that still occurs in schools in the Papua region (Agusta Kuruwop, 2021). A condition that will certainly hinder various educational programs launched by the government considering that basic abilities are the entry point for all information in teaching and learning activities carried out by students.



Another problem that is a phenomenon in this research is the low level of awareness of students in applying Pancasila values in everyday life, especially in the context of interacting with peers. This can be seen from interactions between students, even in the context of "joking", but this can trigger friction between students who in fact come from various cultures, cultures, languages and customs. This kind of situation cannot be left alone by the parties within SD YPK Ermasu. If the educational unit wants to build strong character in its students, brotherhood in diversity must be a priority in a heterogeneous environment, a manifestation of " *university in diversity* " which is in the 3rd Principle of Pancasila.

Another phenomenon that occurs in the learning process and interactions between people at YPK Ermasu Elementary School is bullying carried out by a number of students against other students who are considered weaker. The bullying that occurred among YPK Ermasu Elementary School students has not yet become a serious case, however, this is still a situation that must be watched out for as a situation that can be dangerous for the students' mentality, especially those who are victims of bullying. This action is also counterproductive to the values contained in the 2nd Principle of Pancasila, namely, just and civilized humanity. The existence of bullying means that students have not yet absorbed human values.

Based on the conditions faced in the field of education, especially at SD YPK Ermasu, Merauke Regency, it is a natural thing if there is a program that has the potential to prevent and even eliminate bad cultures or habits for students as the next generation. Indonesian nation. The Pancasila Student Profile as a domestic education program can be used as an instrument that can reduce, prevent and even eliminate negative cultures that develop amidst social life among Indonesian students. Thus, the Pancasila Student Profile program must be implemented holistically and comprehensively with a strong commitment from the actors involved in it.

This research uses a number of references which can be a reference source that can confirm the role of the Pancasila Student Profile in building character for the nation's next generation as represented by students. Kahfi stated in his research that the Pancasila Student Profile program has an implementation that is still in the less than optimal category due to various factors, but still has the maximum impact related to strengthening the character of students who adopt the Pancasila Student Profile program (Kahfi, 2022) . Furthermore, Irawati *et . al .* , stated in his research that the development of the Pancasila Student Profile program was carried out through integration in the process of formal education activities through intracurricular, co-curricular and extracurricular activities which were packaged in project activities to strengthen the Pancasila Student Profile. The implementation of the Pancasila Student Profile policy is expected to be able to build a superior Indonesian national character and be able to compete globally with foreign communities c .



Based on a number of studies conducted by other researchers, there is a rationality that arises regarding the urgency to present the most ideal strategy and formulation regarding the implementation of the Pancasila Student Profile program. The existence of instruments that support the implementation of the Pancasila Student Profile program at YPK Ermasu Elementary School in particular and in every educational unit in Indonesia in general needs to be immediately executed as a standard standard that has legitimacy in the implementation of the Pancasila Student Profile program. Furthermore, it is also hoped that this research can become a reference for academics and practitioners, especially for stakeholders involved in the education sector, so that they have no doubts in designing or formulating the most ideal instrument as a standard basis. for the implementation of the Pancasila Student Profile program.

RESEARCH METHODS

This research uses descriptive research methods with quantitative and qualitative approaches (mix method). which describes the implementation of the Pancasila student profile program at SD YPK Ermasu, Merauke Regency. Quantitative research is a research approach that is oriented towards numbers and statistics (Sugiyono, 2016). Meanwhile, qualitative research is research that can be used to see and understand the reality that has occurred and been experienced by the subject (Muhammad Iqbal Usman et.al, 2023). The data collection method used in this research is observation, interviews, distribution of questionnaires and documentation. Determining research informants was carried out by determining certain criteria (purposive sampling). The research was carried out from May 2023 to August 2023. The data analysis method in this research used the Miles and Huberman data analysis model which consists of data collection, data presentation, data verification and data reduction (Huberman, 2014) .

This research also uses a number of literature obtained from articles in scientific journals which can be accessed online. The use of a number of literature is as supporting data that can strengthen the arguments, phenomena and findings of this research. Thus, all arguments built in this research can have better credibility than if there was no literature used to support this research.

RESULTS AND DISCUSSION

The implementation of the Pancasila Student Profile program at YPK Ermasu Elementary School, Merauke Regency, based on the research findings, is in the relatively good category. A total of 12 study groups at the school implemented the Pancasila Student Profile program in a *sustainable manner* . This commitment is reflected in the process of teaching and learning activities that are integrated with the values in the Pancasila Student Profile program. However, based on research findings, basically teachers



and students do not really know the content in the Pancasila Student Profile program in detail, but practically, they have implemented the program with high commitment.

Researchers used as many as 24 respondents as well as resource persons from students and as many as 6 people from teaching staff and educational staff. Furthermore, a response of 90% was obtained which stated that they agreed that the Pancasila Student Profile program was truly implemented in YPK Ermasu Elementary School. Meanwhile, the remaining 10% of respondents thought that they did not really know about the existence of this program, so they were not considered to have made a decision. As many as 100% of respondents admitted that the values contained in Pancasila need to be instilled in students from the time they are in elementary school to high school. These results of course reflect that respondents have an understanding that the Pancasila Student Profile program is important to implement in their educational units consistently and continuously.

Similar to the results of quantitative data processing, a number of questions asked in the research interview process to research informants also showed relatively the same thing. The research informants all agreed with the importance of Pancasila values being integrated into the teaching and learning process in educational units at every level of education in Indonesia. According to research informants, currently the Republic of Indonesia actually has great potential but it needs to be directed at the educational process that takes place in schools. This is in line with Syukron's opinion which states that the current education system in Indonesia has the potential to produce the nation's next generation who are obsessed with achieving targets (Syukron, 2019) . However, this condition can be overcome by directing and monitoring actions that are inherent through the application of the Pancasila ideology as the basis for the implementation of education in order to produce the nation's next generation who are brilliant and have strong competitiveness.

The independent learning program initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia includes the Pancasila Student Profile program in it. This program is actually an effort to produce good quality students who are expected to be able to compete on a local, national and even international scale. The concept built in the independent learning program is the tendency of teaching staff to move actively in the teaching and learning process. This concept is considered very relevant to the needs of students who currently still tend to be passive and cannot be forced to be more active.

The development of the Pancasila Student Profile program, which includes strengthening the character and competence of students, is very necessary for the lives of the nation's next generation as part of a global society (Irawati et al., 2022) . In the current era, strengthening character is very important



for the younger generation to support their increasingly dynamic and complex lives. That everything that exists today, global community relations which no longer look at distance requires a strengthening of the identity of every nation and country whose people interact with each other, including Indonesian citizens.

The main reference for the Pancasila Student Profile program is the thoughts initiated by Ki Hajar Dewantara regarding the national educational ideals of the Indonesian nation (Darmawan, 2021) . One of the ideals of national education is character strengthening education which can be realized from the essence of the values of the Pancasila ideology. These ideals have correlation in every aspect of social life in society which currently really needs a basis that can harmonize life between people. If the basis for harmonizing the social life of society is lost, then relations between humans in various corners of the world can take place in a less conducive manner.

Based on a number of research and scientific studies, competency and character are two important instruments in educational orchestration aimed at by every party in the education sector throughout the world. Pancasila as the ideology of the Indonesian State in it turns out to have relevance to the existence of the competencies and character needed in the field of education. Thus, the implementation of the Pancasila Student Profile program in educational units in Indonesia is very important and relevant to the need and urgency in producing students as the nation's next generation who have strong competence and character.

Competence and character are needed by humans as instruments to be productive and democratic in global life as is happening today and beyond (Irawati et al., 2022) . Human productivity is needed as a stimulus to maintain its existence in everyday life, while democracy is needed to maintain the existence of relationships between humans in the social environment. To achieve the two attributes necessary for human life in the era of modern civilization, the Pancasila Student Profile program must be optimized and utilized properly by all parties involved directly or indirectly in the field of education implemented in Indonesia as a country that desires development. good man in his country. The stages for achieving these goals in the Pancasila Student Profile use several indicators such as faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity.

Faith, devotion to God Almighty and noble character

Faith, piety and noble morals are one of the indicators that represent the Pancasila ideology. This indicator is a reflection of the first principle of Pancasila, namely Belief in One Almighty God. Every Indonesian citizen must have faith, piety and noble morals taught from heaven. The great and noble values of God will bring every citizen to live in harmony in the world created by God Almighty.



The application of the values of faith, devotion to God Almighty and noble character is well practiced by students at YPK Ermasu Elementary School, Merauke Regency. Activities that reflect these values can be seen from the prayer process before and after carrying out teaching and learning activities in the classroom, when carrying out extracurricular activities and also applied in the daily lives of students. Apart from that, students' etiquette towards teachers and parents/guardians is also known to have been implemented well by students in everyday life. This was known from the results of structured interviews conducted with teachers and students who were resource persons in this research.

The conditions as described in the previous section indicate that the indicators of faith, devotion to God Almighty and noble character can be categorized as having been adopted well. Thus, this indicator in the Pancasila Student Profile program implemented by SD YPK Ermasu Merauke Regency can be said to have been successful. So, ideally these conditions must be maintained by students and also including educators and parents/guardians of students so that the values of faith, devotion to God Almighty and noble morals can become principles that are held firmly by students and adhere to them throughout life. what he did.

Global Diversity

Global diversity is the idea that every human being must have differences and these differences must be respected by every citizen. Having global diversity means having the view that every person actually has equal obligations and rights before other humans. This correlation also manifests Pancasila which contains the values of diversity.

The value of global diversity is found in the 2nd principle of Pancasila, namely just and civilized humanity. Human values can be reflected through respect for fellow humans even though humans basically have differences in ethnicity, religion, race and customs. Indonesia as a pluralistic country clearly requires the application of this value as part of efforts to maintain the integrity of the nation and state which in fact is filled with various different ethnicities, religions, races and customs from Sabang in Nangroe Aceh Darussalaam to Merauke in South Papua. .

The adoption of global diversity values is also implemented by YPK Ermasu Elementary School, Merauke Regency. As a region with a high level of diversity, Merauke and its people must be able to maintain the harmony and synergy that has been built in the easternmost region of Indonesia. SD YPK Ermasu as one of the educational units that provides educational services in Merauke Regency also has *concerns* and responsibilities towards the value of global diversity. This is reflected in the mutual respect between students towards other students taught by the teachers at the school. This condition indicates



that the value of global diversity adopted by YPK Ermasu Elementary School, Merauke Regency is in a good category considering that the importance of synergy and living in harmony in heterogeneous areas is absolutely necessary to maintain the integrity of the nation and state.

Worked together

Mutual cooperation is a manifestation of unity. Gotong royong contains a spirit of togetherness carried out by various kinds of people in one unified whole. The 3rd principle of Pancasila contains the spirit of mutual cooperation within the framework of Indonesian Unity. A country with a very high level of diversity like Indonesia really needs the spirit to work together in a uniting unity. This is an inseparable part of the value of togetherness which is ideally possessed by a social environment of society with multi-racial, multi-ethnic, multi-cultural and multi-faith communities.

The spirit of mutual cooperation is the spirit of being able to work together within a framework of close unity and brotherhood. YPK Ermasu Elementary School, Merauke Regency, realizes that the need for a spirit of mutual cooperation within the framework of unity and brotherhood is urgently needed to be implemented considering the high level of diversity among the community in the Merauke Regency area. The implementation of mutual cooperation can be seen from the activities at SD YPK Ermasu, especially in maintaining cleanliness which is carried out by all elements of the school, from students to teachers and education staff. Everyone mixes, unites and works together to clean the school environment which is carried out once a week, namely on Fridays, so the activity is called the Clean Friday activity.

The conditions existing at the research locus indicate that the mutual cooperation indicators in the Pancasila Student Profile program adopted by YPK Ermasu Elementary School, Merauke Regency are running. This must be maintained or even improved so that the rhythm and synergy built within the framework of unity and brotherhood in the spirit of mutual cooperation at YPK Ermasu Elementary School, Merauke Regency can become a positive culture. Thus, a commitment to implementing mutual cooperation that reflects Indonesian unity can be a good way to build unity among constituents starting from an early age for Indonesian citizens who currently have the status of students (Dewanti et al., 2023)

Independent

Independence or independence is an attitude that is free from dependence on other parties. Independence is also a situation where a person and/or group of people are in a condition without any intervention from other parties. However, independence in the context of realizing independence still needs to be carried out through empowerment activities which can be implemented with a liquidation mechanism for the negative aspects inherent in the party given the empowerment (Syukron, 2023).



Independence has correlation with the fourth principle of Pancasila, namely democracy which is led by wisdom in representative deliberations or can also be identified as democracy. The principle of democracy itself is closely linked to independence. Thus, the relationship between the four principles of Pancasila and independence can be said to be very close and has strong relevance.

An independent or independent attitude is absolutely owned by every individual because this is one of the most basic rights for every human being. YPK Ermasu Elementary School, Merauke Regency, in carrying out its operational activities, also strives to instill the values of independence in its students. This can be seen from teaching and learning activities which require students to be able to independently carry out learning activities through a number of individual assignments that are relevant to the values of independence or independence. Thus, there is a strong correlation between the values of independence and the efforts in the Pancasila Student Profile program to create students who are able to independently carry out every task and responsibility they carry out.

The value of independence built in the Pancasila Student Profile program will be very useful for students when they face the real world. In interactions between people, whether on a local, national or global scale, independence or independence is very important in the social environment of society. This happens because if a person is able to independently carry out his wishes or activities that are *related* to his interests, then dependence on other parties can be minimized. Thus, individuals with a good level of independence will be strong figures in facing every challenge and obstacle they face in the life they live.

Critical Reasoning

Every human being is born with common sense which is given by God "for free". Common sense is what humans use to reason critically as part of human nature. This critical reasoning is what differentiates humans from other creatures in the world (Zainal, 2019) . Thus, Pancasila as a state ideology also adopts these natural human attributes in the values contained in Pancasila itself. The relationship between critical reasoning and the values contained in Pancasila can be linked to the fifth principle of Pancasila, namely social justice for all Indonesian people. *The keywords* fair can represent critical reasoning, this happens because in the justice process critical rationality is needed to uphold justice.

Critical reasoning is basically possessed by every human being. However, this needs to continue to be honed and trained so that it becomes a standard attitude that will arise by itself when needed. The school environment is one of the most perfect places to create this awareness. Therefore, the Pancasila Student Profile program uses critical reasoning as an indicator or parameter for success in the program (Rosmalah, 2022). YPK Ermasu Elementary School, Merauke Regency also implements processes that



can stimulate critical reasoning in its students with various concrete efforts (Dalimunthe et al., 2021). One of these efforts can be seen from the teaching and learning process which clearly illustrates how freely every student is given the opportunity by the teachers at SD YPK Ermasu to be able to ask questions and express their opinions in the teaching and learning process.

Based on the research process, the researcher clearly saw that efforts to create critical reasoning among students at YPK Ermasu Elementary School, Merauke Regency were carried out well. Every opportunity given by teachers to students to ask questions and express their opinions in the classroom proves that efforts to hone critical reasoning are provided by educators without making exceptions. Every student from any background is given equal and equal opportunities. This was welcomed by the students who took advantage of this opportunity by asking a number of questions and/or statements that were relevant to the context being discussed in the classroom. Thus, this condition becomes a situation that is worth maintaining to produce students who can reason critically and carry this into their daily lives (Amin & Harahap, 2023).

Creative

Creativity is also part of the indicators in the Pancasila Student Profile which is closely related to state ideology. Naturally, creativity must also be possessed by every individual in living their own lives (Abidin, 2014). Creative means the art of creating or recreating a certain aspect that is needed by humans. Creativity will arise in every opportunity faced by humans.

Creativity has an important role in the Pancasila Student Profile program because it is part of the indicators to measure how creative and innovative students are as the nation's next generation (Vita, 2023). The more creative the students are, the more successful the Pancasila Student Profile program will be. The awareness of presenting creative thinking also does not escape the attention of the teaching staff at YPK Ermasu Elementary School, Merauke Regency. Based on research results, the creativity of students studying at SD YPK Ermasu, Merauke Regency is always stimulated by teachers through activities that lead to consistently increasing student creativity. One concrete example of how to present creative thinking is through a series of assignment mechanisms to students with creative task characteristics (Mardhiyana, 2015). Making art products is one form of assignment that is most relevant to efforts to present creative thinking for students at YPK Ermasu Elementary School, Merauke Regency.

Referring to a number of facts that emerge from the results of research carried out by researchers, it can be seen that the indicators of creative thinking can be categorized as having been implemented well by the parties involved in educational activities at YPK Ermasu Elementary School, Merauke Regency.



This means that the Pancasila Student Profile program in the context of presenting creative thinking has been implemented by one of the oldest educational units in the easternmost region of Indonesia . Thus, the entire series of activities that lead to the existence of creative thinking must be maintained or even improved so that the creative thoughts of the nation's next generation can continue to be maintained into the future.

CONCLUSION

The Pancasila Student Profile Program is a manifestation of the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Department of Learning and Culture for 2020-2024. There are six main characteristics that can be adopted from the values contained in the Pancasila ideology, namely faith and devotion to God Almighty, noble character, global diversity, mutual cooperation, independence, critical and creative reasoning (Kahfi, 2022). The six main characteristics adopted from the Pancasila ideology are relevant to efforts to produce the nation's next generation who are strong academically and in character to welcome the future of the Indonesian State with more dignity in international relations (Indrasvari et al., 2021).

The implementation of the Pancasila Student Profile program at YPK Ermasu Elementary School has so far gone well. Students and teaching staff implement and apply the values contained in the Pancasila ideology in the teaching and learning process carried out at school (Dewi, 2022). Every activity at school, such as flag ceremonies, teaching and learning activities in classrooms to sports or arts activities, intracurricular and extracurricular activities all apply the values contained in the Pancasila ideology. Thus, the Pancasila Student Profile program implemented at SD YPK Ermasu Merauke Regency can be categorized as running well.

The positive nuanced situation in the implementation of the Pancasila Student Profile program at YPK Ermasu Elementary School, Merauke Regency should be maintained and improved so that the nation's next generation born from this educational unit can make a major contribution to the progress of the Republic of Indonesia. Apart from that, commitment and consistency in implementing the Pancasila Student Profile program must be maintained. Thus, the hope of obtaining quality graduates who in fact are part of the next generation of the Indonesian nation can be realized in real terms and have a positive impact on the progress of the country.



REFERENCE

- Abidin, S. M. dan Z. (2014). Meningkatkan Kreativitas Anak Melalui Penggunaan Media Balok Pada Kelompok B TK Dharma Wanita Kesimantengah Pacet Mojokerto. *Ejournal Unesa*, 1–7.
- Agusta Kuruwop, S. M. dan I. (2021). Analisis Kebutuhan Tenaga Pendidik Sekolah Dasar di Kecamatan. *EDUSTUDENT: Jurnal Ilmiah Pendidikan Dan Pengembangan Pembelajaran*, X(14), 1–16.
- Amin, M. T., & Harahap, R. D. (2023). Analysis of students learning interest in biology subject matter of viruses in grade X senior high school. *BIO-INOVED : Jurnal Biologi-Inovasi Pendidikan*, 5(2), 179. <https://doi.org/10.20527/bino.v5i2.15549>
- Dalimunthe, R. R., Harahap, R. D., & Harahap, D. A. (2021). Analisis Minat Belajar Siswa Sekolah Dasar Terhadap Mata Pelajaran IPA Pada Masa Pandemi Covid-19. *Jurnal Basicedu*, 5(3), 1341–1348. <https://doi.org/10.31004/basicedu.v5i3.888>
- Darmawan, I. P. A. (2021). *Total Quality Management dalam Dunia Pendidikan “Model, Teknik dan Implementasi.”* Widina Bhakti Persada.
- Dewanti, P. A., Alhudawi, U., & Hodriani. (2023). Gotong Royong Dalam Memperkuat Partisipasi Warga Negara (Civic Participation). *Pancasila and Civics Education Journal*, 2(1), 15–22. <https://doi.org/10.30596/jcositte.v1i1.xxxx>
- Dewi, Y. N. P. dan D. A. (2022). Peran Guru dalam Menerapkan Nilai-Nilai Pancasila Bagi Siswa Sekolah Dasar di Era Globalisasi. *Jurnal Kewarganegaraan*, 6(1), 1432–1439.
- Huberman, M. M. B. dan A. M. S. (2014). *Qualitative Data Analysis, a Methods Sourcebook* (3rd ed.). Sage Publications.
- Indrasvari, M., Harahap, R. D., & Harahap, D. A. (2021). Analysis of the Impact of Smartphone Use on Adolescent Social Interactions During COVID-19. *Jurnal Penelitian Pendidikan IPA*, 7(2), 167–172. <https://doi.org/10.29303/jppipa.v7i2.622>
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5 (2), 138-151.
- Mardhiyana, D. dan E. O. W. S. (2015). Mengembangkan Kemampuan Berpikir Kreatif dan Rasa Ingin Tahu Melalui Model Pembelajaran Berbasis Masalah. *Jurnal Unnes*, 1(1), 672–688.



- Muhammad Iqbal Usman et.al. (2023). Model Pemberdayaan Masyarakat Melalui Konsep Usaha Tani Perkotaan. *Societas : Jurnal Ilmu Administrasi Dan Sosial*, 12(1), 13–26.
<https://doi.org/https://doi.org/10.35724/sjias.v12i1.4518>
- Rosmalah, A. dan A. S. (2022). Implementasi Profil Pelajar Pancasila Dimensi Bernalar Kritis dalam Proses Pembelajaran di Sekolah Dasar. *Seminar Nasional Hasil Penelitian*, 969–975.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (23rd ed.). Alfabeta.
- Syukron, N. (2019). Perspektif Islam Dalam Manajemen Pendidikan Sebagai Manifestasi Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. *Proceeding International Seminar 2019 Faculty of Education and Teacher Training Universitas Islam Negeri Sultan Maulana Hasanuddin Banten*, 1(1), 365–372.
- Syukron, N. (2023). Strategi Pemberdayaan Kegiatan Pariwisata Berbasis Komunitas. *Societas: Jurnal Ilmu Administrasi Dan Sosial*, 12(2), 350–361.
- Vita, H. dkk. (2023). Studi Deskriptif Internalisasi Nilai Kreativitas Melalui Proyek Penguatan Profil Pelajar Pancasila Tema Kewirausahaan. *Dialektika Pendidikan IPS*, 3(2), 157–169.
- Winangsih, E., & Harahap, R. D. (2023). Analisis Penggunaan Media Pembelajaran pada Muatan IPA di Sekolah Dasar. *Jurnal Basicedu*, 7(1), 452–461. <https://doi.org/10.31004/basicedu.v7i1.4433>
- Zainal, A. (2019). Perspektif Psikologi Islam tentang Konsep Critical Thinking dalam Al-Quran. *Jurnal Warta*, 6(2), 146–161.