

THE ROLE OF PANCASILA STUDENT PROFILES IN BUILDING CRITICAL REASONING CHARACTER OF STUDENTS

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Abstract

This article aims to determine the role of Pancasila student profiles in building students' critical reasoning characters. There are six elements contained in the Pancasila student profile which is an effort to improve student character. The method in this article uses qualitative research methods. Data collection techniques based on interviews and literature studies, then analyzed through descriptive data analysis techniques. The results of the study are as follows: knowing how the role of the Pancasila student profile in building students' critical reasoning character is, the obstacles experienced by students before the Pancasila student profile program. The conclusion of this article is one of the efforts to improve students' critical reasoning character, among others, through the application of the Pancasila student profile during learning, through this habituation students' abilities will be honed and accustomed to responding and seeing phenomena from various sides so as to generate ideas and solve varied problems.

Keywords: Pancasila student profile, critical reasoning

Introduction

Critical thinking skills do not occur naturally just owned by students, it takes a process of habituation and sharpening through teaching and learning activities. Critical reasoning skills are needed by students in real everyday life, but are often neglected in the process learning. Challenges faced increasingly complicated and complex where the information growing rapidly as well as technology increasingly sophisticated (Haryanti, 2017). Education character as an effort and process for teach, develop, as well instill character values to students, so that students can apply it to God Almighty One, oneself, as well as the nation and state (Sari & Puspita, 2019, p. 59). In the world education, character education has important role. In principle, it should Education does not only produce generations who only mastered science, but gave birth to a generation that Mastering science and technology knowledge accompanied by personality, character, morals mature and superior (Putri, 2018, pp. 41– 42) The teacher has difficulty in Monitor student behavior followed by decrease in student profile character planting Pancasila. The teacher begins to feel the factor the difficulty of forming the personality of students, 84.5% of teachers stated that during the process online learning carried out by participants students have begun to show ethical ethics not good (Gusty et

al., 2020, p. 71). According to Syamsul Kurniawan in (Sari & Puspita, 2019, pp. 59–60), the problem Character education needs to be studied immediately found a solution, and the need for it more operational development making it easier to implement. (Aisyah, 2019). This Pancasila Student Profile becomes one of the important factors in the formation student character. Ministry of Education and Culture strengthens education character in students through Student Profiles Pancasila, so that all policies are relating to learning, aims to create Indonesian students who have personality and be able to apply Pancasila values in everyday life (Walsiyam, 2021, p. 967). Student Profile Pancasila consists of six elements of character its constituents, among others, have faith and piety to God Almighty and morals noble, global diversity, mutual cooperation, independent, critical reasoning, and creative (Juliani & Bastian, 2021, p. 263). Critical reasoning is one of the constituent characters Pancasila Student Profile elements. Character Critical reasoning really needs to be cultivated in each student. Critical reasoning very necessary for learners when solve and complete problem. Critical reasoning skills interpreted as a deep cognitive process carry out specific analysis and systematically related problems, accuracy in distinguishing problems, and identify information for plan a problem-solving strategy (Azizah, Sulianto, &

Cintang, 2018, p. 62). In school, critical reasoning skills is an important matter for taught, instilled, and developed so that students can face various problems that occur around them properly, skillfully, and critically.

Education is a process increase in knowledge, change behavior and experience live to be a more person mature both in thought and manner we behave (Amreta & Pd, 2018). Destination education as a means of develop students' abilities to be a human being with good morals noble, knowledgeable, and become citizens responsible (Law No. 20 year 2003).

Character education is a a deliberate effort to teach values and instill the right moral ethics for students (Kezia et al., 2021). Nationalism namely the sense of awareness that arises because of the background the same historical background together so that the feeling arises awareness to rise united to improve the state of achieving shared goals want to be realized (Education & Training, 2019). With this Pancasila profile students' critical thinking skills are expected can grow and can be sharpened.

Literature Review

Pancasila Student

Profiles Pancasila student profiles are an attempt to improve the quality of education by prioritizing character building. Pancasila students are the embodiment of Indonesian students as students who have global competence and behave in accordance with the values contained in Pancasila, with six main characteristics: faith, fear of God Almighty, and have noble character, global diversity, mutual cooperation, independence, reason critical, and creative. Strengthening the profile of Pancasila students focuses on inculcating character besides that abilities in daily life are instilled in individual students through school culture, intra-curricular and extra-curricular learning, projects to strengthen Pancasila student profiles as well as Work Culture (RAHAYUNINGSIH, 2022).

This Pancasila student profile is intended as an answer to what kind of competencies the education system in Indonesia wants to produce. Strengthening the Pancasila student profile project is currently being implemented in educator units through the Driving School Program (PSP) for both elementary, middle and high school/vocational school levels. The Mobilizing School Program seeks to encourage education units to carry out transformations as an effort to improve the quality of learning in schools, one of which is by using a prototype curriculum (Syafi'i, 2021). It is hoped that from this Pancasila student profile that participants in the students will be

able to independently improve and develop their knowledge, study, and internalize and personalize character values and noble character that is manifested in everyday life (Ismail et al., 2021)

Character Formation

According to Megawangi there are nine characters in the formation of a child's character, including:

1. Love for God and the universe and its contents
2. Responsibility, independence, and discipline
3. Honesty
4. Respect and courtesy
5. Compassion, caring, and cooperation
6. Confidence, creativity, hard work and never give up
7. Justice and leadership
8. Kind and humble
9. Tolerance, peace-loving, and unity

Character formation is an important part in the field of Education. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that the purpose of national education is to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. To realize this goal, character education should be given to children as early as possible (Setiowati, 2020). to everything can help students in analyzing problems and solving them by using appropriate considerations. According to Fisher, this critical reasoning ability is related to the process of analyzing information, ideas, opinions, and concepts by asking questions so that students will get conclusions from facts and think well in responding to information. In addition, the ability to reason critically can make it easier for these students to process a concept regarding the learning material received so that students have a good understanding, because based on their understanding, critical reasoning ability is the ability of students to analyze information found based on using sources. Therefore it is important to familiarize students from an early age to reason critically about everything, namely by the way the teacher presents interesting learning for students by providing questions or statements that aim to invite students to think critically and so that understanding concepts about the material conveyed by the teacher can be accepted by students. The process of understanding

concepts carried out by students can be helped if students have the ability to reason critically.

Understanding the concept has an understanding that is an understanding of an idea, information, knowledge, and facts that are obtained by students while doing learning. According to Sriyanti, understanding the concept is that students can receive and understand the meaning of any information provided by the teacher, not just memorizing (Nugroho et al., 2021).

Critical Reasoning

Critical reasoning skills are very good to be developed early on for students because of the ability of students to reason critically. According to Marfuah et al. (2016) that the ability to think critically is a very fundamental ability to function effectively in various aspects of life. Therefore, the ability to think critically is very important and must be instilled from an early age, both at home, school and in the community (Lestari & Ma, 2020).

Method

The method used in compiling this article is a qualitative research method. The method used in this research is a qualitative research method. The qualitative research method is a type of research whose results are in the form of findings in the regarding matters that cannot be achieved using statistical procedures or quantitative methods. In this study, data analysis took place through data collection through observation series and interviews with research subjects to obtain credible answers (Kurniawaty & Faiz, 2022). According to Bogdan and Taylor (1992:21), this qualitative research is one of the research procedures whose results are in the form of descriptive data such as speech, writing and the behavior of the people the researcher observes. With this qualitative research, an understanding related to reality will be obtained through an inductive thinking process (Nugrahani, 2014).

Results and Discussion of Results

Observations and results of interviews at SD Negeri 3 Ceper were to find out the role of the Pancasila student profile in improving students' critical reasoning abilities, which is one of the elements in the Pancasila student profile. The existence of a program issued by the government related to the formation of the character of Pancasila students is very useful for improving the cognitive,

affective and psychomotor aspects of students. The elements in the Pancasila student program are actually in accordance with the urgency of education.

At present the reasoning ability of students, especially grades 4 (four) to 6 (six) is still relatively low with evidence of doing assignments or during group discussions many students are only fixated on what is in the books that are used daily in this case the LKS module. Students' learning abilities before the emphasis on Pancasila student profiles, namely students who were less able to conclude something. And lack of confidence in conveying ideas or ideas. There is a program launched by the government to achieve national education goals.

The applied Pancasila student profile includes many elements and influences *skills* starting from elements of faith, piety to God Almighty, global diversity, noble character, mutual cooperation, independence, and critical and creative reasoning. This critical reasoning ability is one of its own challenges for teachers because this ability requires habituation in every teaching and learning process. The emphasis on Pancasila student profiles in elementary schools is implemented with various activities relevant to learning such as reflection activities after each teacher finishes explaining and familiarizes students with increasing discipline in all things.

Efforts made by Ceper 3 Elementary School teachers in teaching critical reasoning skills include packaging problem-based learning, inviting students to make observations or experiments, providing opportunities for students to provide ideas, inviting students to actively ask questions.

DISCUSSION

Students' critical reasoning abilities are carried out through various activities during learning, including:

1) Group

Discussion Gertian Group Discussion Sudjana S. Djuju (2005:99) says group discussion is a planned face-to-face conversation between students regarding a particular topic and is led by the discussion leader. Meanwhile, according to Dewa Ketut Sukardi (2008: 220) group discussion is a meeting of two or more people, which is intended to exchange experiences and opinions, and usually results in a joint decision.

2) Case Study

Students are given an explanation or are provided with phenomena related to the material that has been explained by the teacher so that students are able to associate the material with the phenomena provided so that students are able to argue and find solutions to problems.

- 3) Participating in extracurricular activities One of the efforts to improve students' reasoning abilities is extracurricular activities such as scout activities which are routinely carried out once a week. Learning, students will get used to thinking and expressing opinions so that the character of critical reasoning can be built through the application of various learning methods (Slam et al., 2021). Students' critical reasoning activities are manifested through the activities of giving opinions and receiving opinions from friends or teachers, asking the teacher if there are things that are not understood, making conclusions from experiments or observations, giving opinions or criticizing other people, and being able to produce something useful, innovative and creative.

Profile of Pancasila students as a guide in achieving goals, profile of Pancasila students as an effort to achieve graduates with character and quality, profile of Pancasila students as a means of guiding students to become reliable individuals both locally and internationally, profiles of Pancasila students as one a reference for formulating policies, Pancasila student profiles as a means of building student character and competence.

Conclusion

The role of the Pancasila student profile in building student character, one of which is critical reasoning ability, is something that must be developed. One of the life skills that needs to be developed through the educational process is thinking skills (Ministry of National Education, 2002), because a person's ability to be successful in life is determined by his thinking skills, especially in solving life problems faced daily (Zanthy et al., 2016). In the world of education, of course students are required to master various aspects such as cognitive, affective and psychomotor aspects. One of the criteria included in this aspect is critical reasoning ability. Students must be able to reason critically about everything so as to assist students in analyzing problems and solving them using the right considerations.

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