

Profile of Pancasila Students Through Culture-Based Learning in Elementary Schools within the Independent Curriculum in Indonesia

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Abstract

The profile of Pancasila students is an essential characteristic that students must possess. However, in real-world conditions, it is still observed that students lack knowledge and appreciation of their own cultures, and interactions among students often lead to conflicts. The purpose of this research is to assess the application of culture-based learning in relation to the Pancasila Student Profile. This research is experimental in nature. The population as well as the sample consists of 15 fourth-grade students. The design used is a one-group posttest design. The instrument used is a questionnaire. Data analysis was conducted using the One-Sample Test, resulting in a t-value of 5.041 and a t-table value of 1.76131. Since the t-value is greater than the t-table value, it can be concluded that culture-based learning has a positive impact on the Pancasila student profile, particularly in the aspect of global diversity.

Keywords: Pancasila Student Profile, Culture-Based Learning, Independent Curriculum

INTRODUCTION

Schools as educational institutions are one of the places that play a very important role in developing the potential of students starting from the formation of knowledge, skills to character formation. This is in line with the goals of education in Indonesia as stated in the National Education System Law No. 20 of 2003 Chapter II Article 3 which states that the goal of national education is to develop the potential of students to become human beings who believe and fear God Almighty, become human beings who are noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Ministry of Education, 2003)

To achieve the above goals, of course, various efforts are needed, one of which is by creating a creative and innovative learning process. Here, teachers are required to be able to carry out a fun learning process for students. In Government Regulation Number 4 of 2022, it is stated that the learning process in educational units is carried out, one of which is by upholding cultural values. Through this Ministerial Regulation Number 4 of 2022, in the learning process, teachers are expected to be able to create a learning atmosphere in accordance with the cultural culture of students so that students' abilities can be developed such as the formation of student characters with global diversity contained in the Pancasila learning profile.

In accordance with the Policy of the Ministry of Education and Culture contained in the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education for 2020-2024, it states: "Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and implementation in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity". (Sabon et al., 2022). The Pancasila student profile is one of the programs to be able to form intelligent and characterful students according to the values contained in Pancasila (Nevrita & Sujoko, 2023). With the Pancasila student profile, it can improve better students for the Indonesian nation (Sutrisno et

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al., 2023). Through the Pancasila profile, global diversity can improve human resources not only nationally but also internationally (Hardoko et al., 2024).

In relation to the problems found in the learning above, learning is needed that is carried out in accordance with the daily activities and culture of children, in order to provide convenience for students in understanding the material and forming a character of love for culture (Fauziah et al., 2023). Students can connect the knowledge they already have with the new knowledge they learn. This has been found in many research results that prove that learning that integrates the culture of students or what is called learning that integrates the culture of certain community groups which contains elements of effective learning materials in order to overcome problems that occur in learning and can improve students' understanding of the material being studied.

Various studies have been conducted such as (Widada et al., 2018) with the results of his research showing that the application of culture-based learning in learning is able to improve students' understanding of the material, the second research is research conducted by (Nuryadi et al., 2023) through his experimental research, he found that the application of culture-based learning can influence students' abilities. Other studies such as research (Hartinah et al., 2019) about the culture-based learning model can develop students' love of culture. According to (Faiziyah et al., 2020) stated that the application of culture-based learning is expected to enable students to master the material as well as get to know the local culture. The results of his research show that the application of culture-based learning can increase students' love for local culture. The application of culture-based learning can encourage students to understand and find material concepts related to students' daily activities. (Widada et al., 2019), (Sitti Hartina et.al , 2019). According to (Cahya Sari Putra & Nur Mahmudah, 2021) states that culture-based learning is learning by creating a learning atmosphere by integrating culture as part of the learning content. According to (Sunzuma, 2020) that culture-based learning is learning that is experienced, practiced, or integrated into the practices or activities of diverse cultural groups in the world. Culture-based learning is a science that grows and develops in a country Culture (Turmudi et al., 2021). Menurut Arisetyawan et.al (2014) that the application of culture-based learning can make learning meaningful. Other research is also related to the application of culture-based learning such as research Kaselin, Kaselin, Sukestiyarno Sukestiyarno (2013), Utami et al., (2018), (Sarwoedi et al., 2018), (Farokhah et al., 2017), (Herawaty et al., 2019). Other culture-based research is limited to identifying forms of learning materials from culture, such as research (Charitas et al., 2021); (Pathuddin et al., 2021); (Prahmana & D'Ambrosio, 2020); (N. W. Utami et al., 2019); (Supiyati et al., 2019)

By looking at various research results that have proven that the application of culture-based learning in learning has a positive impact, so a new innovation is needed, namely implementing learning that is in accordance with the daily culture of students. This is very urgent to do considering that the learning carried out by this teacher is still far from the cultural context or daily activities of students (Taneo & Madu, 2023). So that in learning, students still find it difficult to understand the material. Because students have difficulty connecting the material presented by the teacher with their daily experiences. From this situation, the school and teachers have not shown initiative and innovation in developing learning that is adapted to students' cultural contexts.

Based on the results of the initial data collection that the researcher carried out related to learning in elementary schools carried out by teachers in Woha District, Bima Regency on Tuesday, November 8, 2022, from the initial data collection it provides information that teachers in implementing learning have not implemented culture-based learning, even teachers do not know what culture-based learning is, teachers carry out learning referring to teacher handbooks that have been provided by the government, likewise students still use student handbooks at school. In addition, students in learning appear less active and learning is centered on the teacher. So the solution chosen in this research is to implement culture-based learning.

The application of culture-based learning in learning is expected to create students with global diversity characters.(Susilawati et al., 2021) Pancasila student profile global diversity aspect, means that Pancasila Students must be able to recognize and appreciate culture, and be able to communicate and interact between cultures. They are also able to reflect and be responsible for the experience of diversity and social justice. (Laila et al., 2022) The purpose of implementing the Pancasila student profile in the independent curriculum is to

make children more characterful, more familiar with work culture, and know how to adapt as students according to the Pancasila profile. (Nurdyansyah et al., 2022) Strengthening the Pancasila student profile emphasizes teaching character and skills in daily life that are instilled in students individually through school culture, extracurricular and extracurricular learning, and projects to strengthen the Pancasila student profile and Work Culture. (Komang et al., 2022) Students who have a globally diverse Pancasila profile have the spirit to maintain noble culture, locality and identity and remain open-minded in interacting with other cultures, thus fostering a sense of mutual respect and the possibility of forming a new positive culture that does not conflict with the nation's noble culture. Diversity means diverse, various, many, diverse, and so on, which leads to the many differences that exist in each life, diversity is more focused on national values, namely the diversity of ethnicities, races, religions, cultures, languages, etc. that exist in the country of Indonesia (where unity and unity as a link from this diversity). In general, related aspects of the profile of Indonesian Pancasila students are as follows.

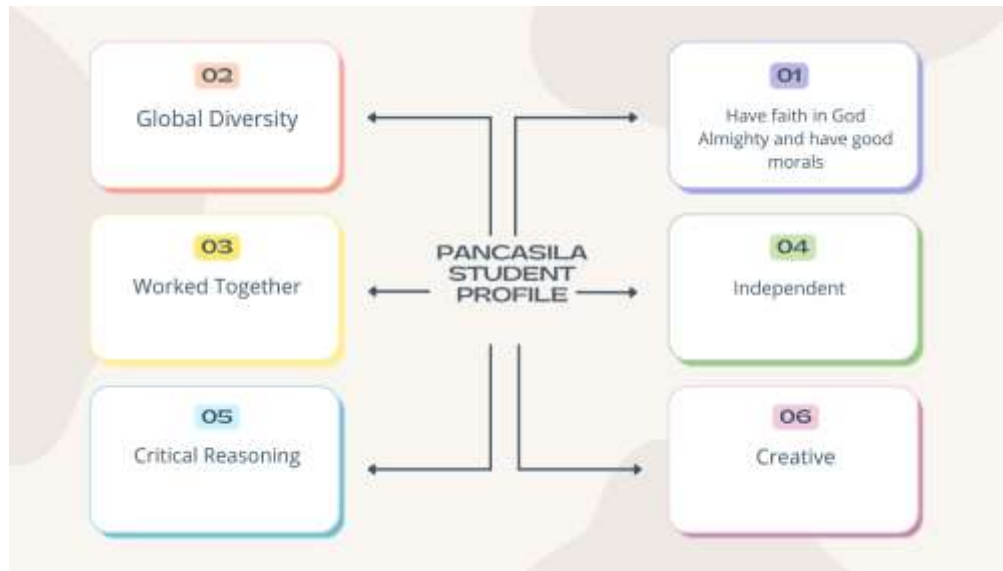


Figure 1. Profile of Pancasila Students of Indonesian Students

According to (Nofarof Hasudungan et al., 2020) that Global diversity is a feeling of respect for diversity. Global diversity is tolerance for differences. There are 3 key elements that are the profile of Pancasila students who are globally diverse, namely: 1) Knowing and appreciating the culture of Pancasila Students, 2) Intercultural communication skills in interacting with fellow Pancasila Students. 3) Reflection and responsibility for the diversity experience of Pancasila Students. Research related to this Pancasila learning profile has been carried out, such as research conducted by (Fadillah et al., 2022) on Improving Students' Understanding of Social Arithmetic Material Through the Pancasila Student Profile Strengthening Project, (Sujadi, 2022) regarding Learning Innovations that Strengthen Literacy and Numeracy to Support the Pancasila Student Profile. (Di & Merdeka, 2022) about Differentiated Learning in Learning in the Independent Curriculum. (Ramuni, 2022) Discovery Learning Model to Improve Collaborative Pancasila Student Profiles and Mathematics Learning Outcomes, (Rohmah et al., 2022) about Pancasila Student Profile Based Learning in Elementary School, (Lestari et al., 2021) tentang The implementation of mathematics comic through contextual teaching and learning to improve critical thinking ability and character

Of the 5 aspects of the Pancasila learning profile, for the aspects of creativity, critical thinking and independence. These aspects have been the subject of many educational studies that focus on improving these aspects, such as research conducted by (Arifin et al., 2021); (Sadijah et al., 2021); (Ummah et al., 2019), However, for the aspect of global diversity, there are not many or even rare studies that focus on improving this aspect. So this research really needs to be done through culture-based learning.

The main reason for determining the solution to the existing problem is because culture-based learning can increase students' love for culture. So by conveying the context of the material that is in accordance with the students' daily culture, so that students no longer experience severe difficulties. From the various studies that have been conducted above as a solution to overcome various problems related to students' lack of understanding of the material through the application of culture-based learning in learning, so that researchers conduct a simple analysis related to the chosen solution by implementing culture-based learning. Previous research is only limited to conducting experiments on the application of culture-based and also most studies only identify culture-based from cultural heritage and focus on introducing culture to students. So this study is assumed to have a novel value. The selection of this solution is also inseparable from the study of the opinions of various experts regarding the success of the application of culture-based in learning. Culture-based learning by linking material content that is adapted to the local Bima area such as the form of woven/mat crafts, camping, baskets, the form of the Lenge traditional house, the form of the Jompa traditional house and the form of the Panggung traditional house. From the explanation of the importance of the application of culture-based learning above, it is hoped that the character of global diversity can be improved. This research is very necessary to be carried out in order to overcome existing problems.

(Zein et al., 2023) The statement expresses that education in Indonesia is not only aimed at developing students' intellectual abilities but also at shaping character in accordance with the values of Pancasila. One important dimension in the Pancasila Student Profile is global diversity. This aspect emphasizes students' ability to understand, appreciate, and respect the diversity of cultures, religions, ethnicities, and languages in Indonesia and around the world, as well as equipping them with the necessary skills to interact in a global context. (Sugimin et al., 2024).

Global diversity refers to an awareness of the differences in various aspects of human life, including culture, religion, language, and ethnicity, as well as the ability to appreciate and interact with those differences. This encompasses an attitude of mutual respect, openness to differences, and the ability to collaborate with people from various backgrounds in a broader context. (Zakso et al., 2021). According to James A. Banks, an expert in multicultural education, global diversity involves teaching that encourages students to understand and appreciate different cultures and perspectives. Banks emphasizes that inclusive and diverse education is key to building a just and peaceful society. He also argues that students should be given the opportunity to experience and learn about cultural differences directly through an inclusive curriculum and cross-cultural activities (Banks, 2004). Howard Gardner, yang dikenal dengan teori kecerdasan majemuk, mengemukakan bahwa kebhinekaan global dapat dikembangkan melalui pengajaran yang mendukung perkembangan intelektual dan moral siswa. Gardner menyatakan bahwa pendidikan harus mempersiapkan siswa untuk memahami dan berpartisipasi dalam masyarakat global yang beragam, dengan menghargai perbedaan dan bekerja menuju tujuan bersama (Gardner, 1999).

Geert Hofstede, a social psychology and management expert, contributed to the understanding of global diversity through his study of national cultures and their influence on individual and organizational behavior. Hofstede emphasizes the importance of cultural awareness in education, highlighting that understanding cultural differences helps individuals work more effectively in a global context. In the educational context, this understanding can shape students to be more open-minded and adaptable to global changes (Hofstede, 2001).

Relevance of Global Diversity in Education

(Munir et al., 2024) In the era of globalization, education does not only focus on the local context, but must also prepare students to participate in the global society. Global diversity education helps students to:

Develop a Global Perspective, students are invited to see issues from various perspectives and understand the global impact of their actions and decisions (Widana et al., 2023).

Cultivating Tolerance and Empathy: Through an understanding of diversity, students can develop an attitude of tolerance and empathy towards others, which is the foundation for living harmoniously in a pluralistic society.

Improving Social Skills: The ability to communicate and work with people from different cultural backgrounds is a very important skill in the global workplace.

Culture-Based Learning in Enhancing Global Diversity

Culture-based learning is an approach that integrates cultural values, traditions, and practices into the educational process. This approach allows students to recognize and appreciate the cultural richness that exists in their environment, while developing a broader understanding of other cultures in the world. Implementation of culture-based learning can be done through:

Use of Diverse Teaching Materials: Teachers can use teaching materials that reflect cultural diversity, such as folklore, music, dance, and artwork from various regions and countries.

Collaborative Projects: Students can engage in projects that involve collaboration with schools or communities abroad, allowing them to learn about other cultures firsthand.

Extracurricular Activities: Activities such as cultural exchanges, visits to historical sites, and participation in cultural festivals can strengthen students' experiences in understanding global diversity.

Global diversity as part of the Pancasila Student Profile is an important aspect that must be developed in the Indonesian education system. Through a culture-based learning approach and activities that promote cross-cultural understanding, students can be equipped with the knowledge and skills needed to become responsible global citizens. However, achieving this goal requires continued efforts from all parties involved in education, including teachers, schools, and governments, in addressing the challenges.

METHOD

This type of research is a quasi-experimental research because not all variables that emerge from the experimental conditions can be strictly regulated or controlled. The dependent variable in this study is the Pancasila learning profile. The independent variable is Culture-based Learning. The population in this study were all 15 fourth grade students. Due to the population being less than 100, the research sample was the entire population, namely 15 fourth grade students. The research design used a one group posttest design. The instruments used consisted of two, namely a test instrument to measure students' mathematical communication skills and a questionnaire instrument to measure the profile of Pancasila students. The aspect of the Pancasila student profile, the aspect of global diversity, refers to the Indicator (Ministry of Education and Culture: 2023) which consists of: 1) Knowing and appreciating the culture of Pancasila Students, 2) Intercultural communication skills in interacting with fellow Pancasila Students. 3) Reflection and responsibility for the diversity experiences of Pancasila Students. 4) Social justice, for the Pancasila student profile aspect, the global diversity aspect refers to the Indicators (Kemendikbud: 2023).

Table 1. Indicators for Pancasila student profile

Variable	Indicator	Instrument
Pancasila student profile	Recognizing and appreciating the culture of Pancasila Students	questionnaire
	Intercultural communication skills in interacting with fellow Pancasila Students.	questionnaire
	Reflection and responsibility for the diversity experiences of Pancasila Students.	questionnaire
	Social Justice	questionnaire

The elements of global diversity in the Pancasila Student Profile can also be seen in the following image:



Figure 2. Elements of global diversity in the Pancasila Student Profile

Data analysis using the One-Sample Test with a value for the Pancasila learning profile aspect of 60 (based on the interval with the High category). Before testing the hypothesis using the One-Sample Test, a prerequisite test was first carried out, namely the data normality test. The following are the category intervals for the Pancasila learning profile aspect

Table 2. Categories of Students' Pancasila learning profile aspects

Interval	Category
81- 100	Very high
61- 80	high
41 - 60	Enough
21 - 40	not enough
1 - 20	very less

RESULTS AND DISCUSSION

The research data related to students' Pancasila learning profiles are shown in Table 2 below.

Table 3. Students' Pancasila Learning Profile Data

No	Student Initials	Score	Conversion Results
1	LK	42	70
2	AD	43	72
3	ES	51	85
4	NK	43	72
5	M.I	36	60
6	LF	47	78
7	NR	53	88

8	AL	36	60
9	WU	46	77
10	M.K	36	60
11	SS	44	73
12	RF	47	78
13	S'A	40	67
14	M.R	43	72
15	M.F	41	68

From the data above, after being converted to a scale of 100, the highest score is 88 and the lowest score is 60. If categorized as a Student Pancasila Learning Profile Aspect, the data can be seen in the following table.

Table 3. Categories of Students' Pancasila Learning Profile Aspects

Interval	The number of students	Percentage	Category
81- 100	2 orang	14%	Very high
61- 80	10 orang	66%	high
41 - 60	3 orang	20%	Enough
21 - 40	0	0	not enough
1 - 20	0	0	very less

From the data above, it can be seen that the profile of students' Pancasila learning with a very high category is 14%, the high category with a percentage of 66% and the sufficient category is 20%. After knowing the category of the Pancasila student profile in the aspect of global diversity, a prerequisite analysis test was carried out, namely the data normality test. The following are the test results by looking at the Kolmogorov-Smirnov and Shapiro-Wilk values in table 4 below.

Tabel 4. Normality test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pancasila Learning Profile	.120	15	.200 [*]	.947	15	.476

Based on the test results using the SPSS program, the significance value of Kolmogorov-Smirnov was 0.200 for the aspect of students' mathematical communication and Shapiro-Wilk was 0.476. Based on the significance value which is greater than 0.05, it can be concluded that the data is normally distributed.

Table 5. Results of the t-test for aspects of the Pancasila learning profile

One-Sample Test						
	Test Value = 60					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pancasila Learning Profile	5.041	14	.000	11.00000	6.3197	15.6803

From the results above, the t-count value can be obtained as 5.041 and when compared with the t-table at a significance level of 5% with $df = n-1$ ($15-1 = 14$) is 1.76131. So the t-count is greater than the t-table, so it can be concluded that H_0 is rejected. If referring to the significance value if H_0 is accepted when sig. (2-tailed) is more than α , while H_0 is rejected when sig. (2-tailed) is less than α . From the second table, it is obtained that sig. (2-tailed) is less than 0.05 which results in H_a being accepted. So, it can be concluded that the average Pancasila Student Profile in the aspect of global diversity is not the same as 60 or greater than 60.

DISCUSSION

The results of this study provide an overview that learning that is carried out by loading subject matter that is adapted to students' daily culture (culture-based learning) can form Indonesian students who are able to understand and practice Pancasila values in everyday life. One form of implementing Pancasila values is having a global diversity spirit. Global diversity is one dimension of Pancasila students to maintain their noble culture, locality and identity, and have an open mind towards other cultures. The formation of this Pancasila student profile is very important to be carried out starting at the elementary school level. So that students grow into a golden generation with character. This is in line with the opinion (Purwanti et al., 2023) that Indonesian students must maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, so as to foster a sense of mutual respect and the formation of a positive noble culture that does not conflict with the noble culture of the nation. In the process of culture-based learning, student activities are seen as follows.



Figure 3. Discussion or group work

The atmosphere in the classroom, students are seen sitting in groups focusing on the subject matter with the context of the material that is adjusted to the students' daily culture and are having discussions or group work. The classroom atmosphere looks lively but orderly, with interactive learning activities. Activities like this usually aim to encourage students to work together, interact, and share knowledge in small groups. This is an example of collaborative learning, where students not only learn from books, but also from discussions with friends.

From this activity, the indicator of global diversity is achieved well, namely that students are able to communicate interculturally in interacting with each other.

Previously, many students did not know their regional culture, with this culture-based learning, students get to know many things such as regional crafts and forms of traditional houses. From the results of filling out the questionnaire related to the profile of Pancasila students, the aspect of global diversity. Provides a significant picture that students have begun to recognize and appreciate their culture.

The following is an example of cultural content that is applied in learning.



Figure 4. Forms of Students' Cultural Heritage

Character formation from the culture-based learning process has a very important meaning because it is not only related to the problem of right and wrong, but how children can instill good habits in their daily lives. So that children can love culture and take part in preserving their own culture. Elementary education is one of the right places to form a global diversity character. The role of schools is to introduce, support and facilitate children's activities in the development of global diversity characters. Creating interesting and fun learning activities so that children are interested in activities in developing global diversity characters. In the process of implementing learning, in general, a flowchart of achieving aspects of global diversity from culture-based learning will be made in the form of images. This diagram shows the stages from the beginning of learning to achieving understanding and application of global diversity by students.

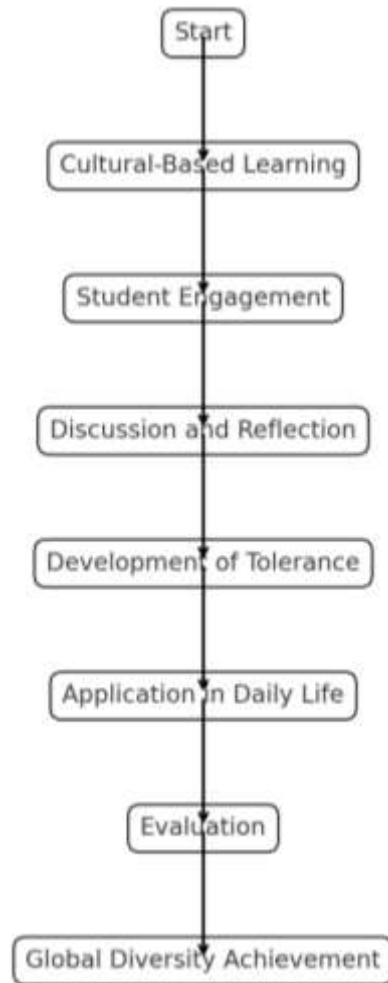


Figure 4. Flow of achievement of global diversity aspects from culture-based learning

Teaching begins with the aim of increasing global diversity. In the Culture-Based learning that is implemented, the teacher introduces materials based on local culture by involving students with the aim of students being involved in learning activities that encourage understanding and appreciation of culture. In the discussion process, an attitude of tolerance can be developed. Students can develop an attitude of mutual respect and tolerance for differences. Students apply their attitudes and understanding in everyday social interactions. The final step is for the teacher to evaluate the achievement of global diversity aspects through assessment of student attitudes and involvement and the results show an increase in global diversity in students.

The application of culture-based learning in this study by considering that culture-based learning is a context of material that is experienced, practiced, or integrated into Bima cultural practices or activities. Bima culture is contained in the content of the learning material consisting of traditional houses and woven crafts. From this learning, it is able to develop 4 elements of the Pancasila lesson profile of the global diversity aspect in students consisting of: 1) Knowing and appreciating culture; children are enthusiastic to see and get to know the forms of traditional houses of the Bima region and various crafts that are ancestral heritage that are still preserved to this day, 2) Intercultural communication skills in interacting with others; culture-based learning can be carried out individually or in groups, therefore there is interaction between students in learning, 3) Reflection and responsibility for the experience of diversity; culture-based learning can foster a sense of mutual respect and participation in preserving their own culture in students, 4) National values; can foster positive behavior in society, nation and state.

Culture-based learning is an educational approach that integrates elements of local culture in the learning process. This approach aims to not only improve students' academic understanding, but also instill cultural values that are relevant to their social environment. In the Indonesian context, culture-based learning is very relevant to improving the profile of Pancasila students, especially in the aspect of global diversity. According to (Gay, 2010), culture-based learning can increase student involvement because the subject matter presented is more relevant to their lives. This opinion is reinforced by (Banks, 2007) who stated that multicultural education implemented through a culture-based approach helps students develop a strong social identity and global awareness. Meanwhile, (Sleeter, 2011) emphasized that culture-based learning encourages students to think critically about their role in an increasingly global society. This is in line with the objectives of the Pancasila student profile which emphasizes global diversity, where students are expected to be able to play a role as world citizens based on Pancasila values.

CONCLUSION

The results of the study of the Pancasila student profile variable in the aspect of global diversity, the t-value is 5.041 and the t-table is 1.76131. So the t-count is greater than the t-table, so it can be concluded that culture-based learning has a positive effect on the Pancasila student profile in the aspect of global diversity. From the learning that is carried out by presenting material according to the student's culture, it makes students feel happy and easy to understand the material. Because the material presented is no longer abstract, but the material presented is already in the students' daily lives. Through this culture-based learning, students also become more familiar with and appreciate their culture.

Implications of Research Results in the Field of Education

The application of culture-based learning not only improves students' competence in understanding diversity, but also promotes inclusivity in education. This is important in shaping the character of students who are not only academically intelligent, but also have high social and cultural sensitivity. In the long term, the implementation of culture-based learning is expected to create a young generation that appreciates differences, is able to interact in a global context, and adheres to the values of Pancasila as a national identity.

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