MEASURING THE URGENCY OF PANCASILA STUDENT (PELAJAR PANCASILA) PROFILES: PROSPECTIVE PRIMARY EDUCATION TEACHERS' PERPECTIVES

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Abstract. *Pancasila Student profiles launched by the government through the Ministry of Education, Culture, Research, and Technology were aimed at formulating the main goal of national education in disruptive era. The objective of this research was to describe the perspective of primary teacher education students on Pancasila Student Profiles. The research design used was descriptive research design with qualitative method. The study was conducted in a state university in Papua as the barometer of education quality in rural and border area. There were 50 students investigated and most of them are in the first year college. Questionnaire, interview, observation and documentation were used as the technique of data collection. The data were analyzed by employing data analysis techniques; data reduction, data display, and drawing conclusion. The results showed that Pancasila Student profiles are important for prospective teachers of primary education. However, most students have no knowledge and understanding about the profiles. All education policy making and practitioners must work together by hand-in-hand to socialize the profiles either at schools or at university.*

Abstrak. Profil Pelajar Pancasila yang dicanangkan pemerintah melalui Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi bertujuan untuk merumuskan tujuan utama pendidikan nasional di era disrupsi. Penelitian ini bertujuan untuk mendeskripsikan perspektif siswa pendidikan guru SD tentang Profil Siswa Pancasila. Desain penelitian yang digunakan adalah desain penelitian deskriptif dengan metode kualitatif. Penelitian dilakukan di salah satu perguruan tinggi negeri di Papua sebagai barometer mutu pendidikan di pedesaan dan perbatasan. Ada 50 mahasiswa yang diselidiki dan kebanyakan dari mereka adalah mahasiswa tahun pertama. Angket, wawancara, observasi dan dokumentasi digunakan sebagai teknik pengumpulan data. Data dianalisis dengan menggunakan teknik analisis data; reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Profil Siswa Pancasila penting bagi calon guru pendidikan dasar. Namun, sebagian besar siswa tidak memiliki pengetahuan dan pemahaman tentang profil. Semua pembuat kebijakan pendidikan dan praktisi harus bahu membahu mensosialisasikan profil baik di sekolah maupun di universitas.*

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INTRODUCTION

Education quality determines the human development index in one country. Currently, the rapid growth of information and communication technology (ICT has disrupted most of human aspects of life including education aspect. The transition of direct learning to distance and online learning happens in all countries all around the globe. Many professions have no longer existed and a number of new job emerge due to the new model of innovation and production of creating goods and services. Some experts predict by 2030 as many as 800 million jobs could disappear because of the autonomous and advanced technology (Lang, 2020). Therefore, the policymakers must rethink the relevance, quality, and effectiveness of education service to address those employment issues.

Indonesian quality of education services can be categorized poor. According to the latest data from UNICEF, there are more than 10 million adolescents in the age of 15 to 19 years old are not in education (UNICEF, 2021). More than a half of them drop out from school. Even though the government has allocated 20 percent of national budget for education, the issues of education cannot yet be addressed. Education quality in several provinces such as Papua and West Papua is still left behind. Indonesian Central Statistics Agency (BPS) reported that education quality of Papua and West Papua is the lowest of all provinces in Indonesia. Additionally, 30 percent of Papuan students cannot complete their primary and secondary education (Halim & Mononimbar, 2016). There is huge number of educational issues in Papua that need to be quickly addressed. Those problems can be worse and more disastrous for the future generations of Indonesia.

People from various backgrounds should stand hand-in-hand to provide solutions of educational issues. Policy makers have should work together to formulate educational regulations to improve the quality and to increase the access of education across the nation. Besides, the community must get involved and should be the decision makers of an educational policy and regulation. Collaboration of all elements of society is the action needed to hand-in-hand improve the quality of education in Indonesia.

The Indonesian Minister of Education, Culture, Research, and Technology has currently launched the program of learning freedom (MBKM) in both school and university. Pancasila students profiles (Profil Pelajar Pancasila) launched in 2020 is part of this newly launched program. The profiles consist of six key dimensions need to be generated such as; noble morality, creativity, mutual assistance, global diversity, critical reasoning, and self resilience (https://cerdasberkarakter.kemdikbud.go.id/profil-pelajar-pancasila/). The government stressed that the character building be the main pillar of curriculum development to produce excellent and quality human resources. Besides character building, soft skill development has also become the main point of the new program launched.

The subject of Civics Education plays a very important role in supporting the realization of Pancasila Student Profiles. Civics is a subject where the students receive knowledge and character building. However, on the other hand, most of the students are not prepared and ready to learn Civics (Gallih, 2016). The Pandemic Covid-19 has worsened the education quality and caused a huge learning loss. The transition of the learning method to distance and online learning has tackled the teachers from providing quality education. Baby-boomers teachers found difficult to follow the new distance and online learning method. number of teachers do not have adequate profesional dan paedagogical competence (Fredy & Day, 2022). The learning loss has demotivated the students and gotten them closer to the smartphone abuse. Whereas, morality degradation experienced by young generation is a disastrous challenge must be face by all nations across the globe (Ahyar, Sihkabuden, & Soepriyanto, 2019). Civics Education plays a very important role in building Indonesia's future leaders' character. Today's generation must be enriched with knowledge of nationalism,

ability of defending the nation from any threat, and other disastrous challenges. Hence, the curriculum development on Civics Education must be reformulated and should be relevant to the Pancasila Student Profiles.

Teaching Civics to elementary school students might be the key success to education of a country. Students receive the message easily and enthusiastically at this early age. Then, teachers must be capable to apply relevant learning models, method, strategies and approach. Teacher are demanded to know every students personally through the real engagement in their life. Educators have the best age to build character, learning motivation, and determination at the primary education stage. As formulated by UNESCO that students must be prepared to adhere four pillars of education; learning to know, learning to do, learning to be, and learning to live together. Peace should also be the concern of teachers to prevent negative doctrines of separatism and radicalism that can cause disastrous conflict among society in the future. Social and cultural conflict will continue in Indonesia if difference of opinion in resolving problems can lead to the ongoing turmoil in various regions (Noor & Sugito, 2019). Problem-Based Learning (PBL) method can be effectively used in Civics learning especially for adolescents (Ahyar, Sihkabuden, & Soepriyanto, 2019). Teaching Civics to elementary school students is crucial for sustainable education. Hence, university students studying primary education must be prepared to possess all skills and competences needed to teach at elementary schools.

Pandemic Covid-19 has tackled the success of education administration in countries all around the world. The changing learning method from direct learning to distance and online learning has caused a huge learning loss faced by the students, especially by primary education students. It has worsened the education quality in several regions and countries. Thus, learning loss must be mitigated through innovative solution to achieve the success on education.

Research-based policy making becomes urgently needed in Papua. More research needed to support regulations and policy on education in Papua. Before implementing a new policy, the government should firstly analyze the appropriateness of the new policy to the social need and demand. The number of studies related to the new policy should be considered to become the priority. The new policy or regulation may need investigation and research finding to know the response of the society against the new policy or regulation. This research was carried out to support the policy of *Merdeka Belajar* program by the Ministry of Education, Culture, Research, and Technology. The result of this research will be beneficial and useful to both government and education practitioners. This research is also expected to be useful for other researchers willing to conduct investigation on *Merdeka Belajar* program especially on *Pancasila* Student profiles.

METHODS

The objective of this research was to describe the urgency of Pancasila Students' Profiles from the perspective of primary education students at a state university in Papua. This is a qualitative research. Observation, questionnaires, interview, and documentation were the techniques of data collection used. The instruments of data collection consisted of observation guideline, questionnaire, interview guideline, and documentation checklist. Due to the Pandemic of Covid-19, the questionnaires were distributed to students through virtual communication tool. Online survey was carried out to gather and uncover new information from the respondents. The respondents consisted of 50 students studying at Elementary Teacher Education Department in a state university in Papua. Recorder and documentation tool such as camera were occupied in collecting the data. Interview and observation techniques of data collection were used to gather information reinforcing the information collected through questionnaires.

The population of this research was the university second semester students at primary school teacher education department.

The sample of the research was determined by using purposive sampling technique. There were 50 students taken as the research sample. Those were interviewed and observed to find out their perspective about the urgency of *Pelajar Pancasila* Profiles. The study was conducted for eight weeks. After collecting the data, the researcher followed multiple steps to analyze the data; data reduction, data display, conclusion drawing, and verification.

RESULTSAND DISCUSSION

Data collected were verified before narrative analysis. After analyzing the data, the research data were interpreted the data to be displayed. The population of this research was the university first semester students at elementary school teacher education department. The sample of the research was determined by using purposive sampling technique. There were 50 students taken as the research sample. Those were interviewed and observed to find out their perspectives on the urgency of Pancasila Student Profiles.

Based on the interview, 90 percent of the students have no knowledge and understanding of Pelajar Pancasila Profiles. However, based on the questionnaire result, there were only 66 percent of the students have knowledge of those profiles. These two different data indicate the level of integrity of the university students studying primary education and teacher training.
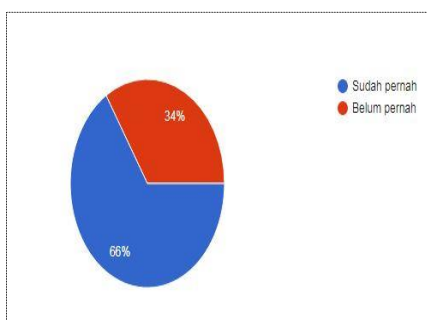

Figure 1. Students' Knowledge on Pancasila Student Profiles

From the figure can be implied that most students have no knowledge and understanding of Pelajar Pancasila profiles. After measuring the students' knowledge of Pelajar Pancasila profiles, they were asked question about the dimension number of Pelajar Pancasila profiles. The response of the
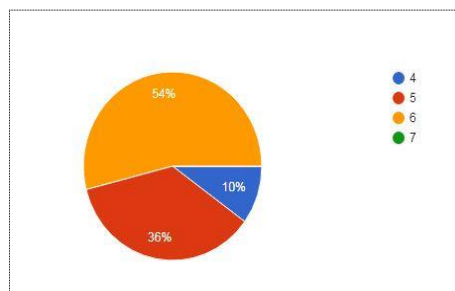
informants can be seen in the following picture.

Figure 2. Students response on the Dimension of Pelajar Pancasila Profile

The figure reveals that there are only 54 percents students who can answer the question correctly. Other 35 percent students chose to respond there are 5 dimensions, and the rest 10 percent answer there are 4 dimensions of Pelajar Pancasila profiles. Form the questionnaire, it can be figured out that a number of students have knowledge of Pelajar Pancasila but have no understanding of it. About 46 percent students have no knowledge neither understanding of the dimension of Pelajar Pancasila profiles. In this case, the students who chose incorrect response are considered have no knowledge and understanding about Pelajar Pancasila Profiles. Another word, it can be implied that there were 46 percents of the students have not known the existence of this profiles.

Further investigation was done to gain deeper information about the students' knowledge and understanding of the profiles. The research respondents were asked a more complex question about how important the existence of those profiles in their future career as the prospective teachers in Elementary Schools. The response of the students can be seen in the following pictures.
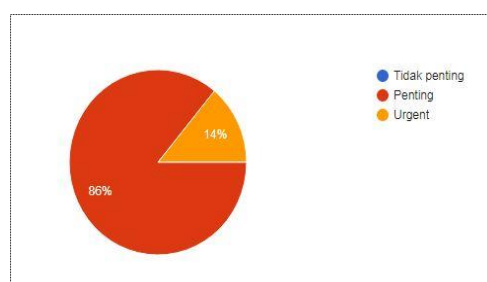

Figure 3. the Urgency of Pelajar Pancasila Profile

Based on the students' responses, Pancasila Student Profiles is important for their future career as teachers of primary education. Unlike the questionnaire, there are four level of urgency occupied in guided interview. Each number 1 to 4 is the value of each description form unimportant to urgent.

Figure 4. Time Appropriateness of Pancasila Student Profiles

Based on the question number 4 of the questionnaires, students mostly perceive that Pancasila Students Profiles are needed to be achieved and developed. There were 62 percent students viewed that the appropriate time for Pancasila Student Profile realization is today. Then, 26 percent students viewed the profiles as not urgent. The rest chose two years later.

Then, the students were asked to choose the urgency level of Pancasila Student Profiles. The students' responses can be seen in the following figure.

Figure 5. the urgency level of Pancasila Student Profiles

From the picture above there were 90 percent students that categorized Pancasila Student Profiles are important, while the rest of 10 percent students said the profiles are urgent. Furthermore, the students were randomly questioned about the urgency of those profiles to be actualized. The information was gathered through guided interview. The result of the interview can be seen through the following table.
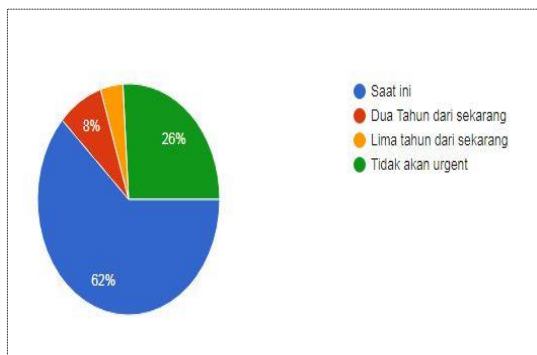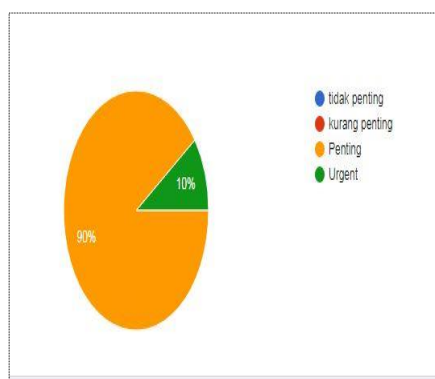
Table 1. The Urgency Level of Pancasila Student Profiles

Urgency Level	Value
Important	1
Important but not Urgent	2
Urgent	3

Based on the interview, 90 percent of the students have no knowledge of Pancasila Student Profiles. It is contradictive to the result of questionnaires revealing that 66 percent students have had knowledge about the profiles. Therefore, students have responded differently in the questionnaire and the interview. Further interview was carried out to investigate the students' understanding on Pancasila Student Profiles. The results of the interview showed that most students do not clear understanding about Pancasila Student Profiles. Therefore, further dissemination is needed to spread the profiles so the students can have clear understanding about Pancasila Student Profiles. The most effective dissemination seems to be effective teaching and learning process. Yet, teachers' qualification is questioned in order to support achieving the profiles.

Several researches have been done in accordance with Civics and Pancasila Students Profiles. It is suggested by (Hasudungan & Abidin, 2020) that Pancasila student profiles can be developed and actualized through the history learning in senior high school. Another investigation recommend that character is the attitude and way of thinking, behaving and interacting as a characteristic of an individual in life, acting and working together, both within the scope of the family and community (Sembiring et al., 2019). However, above all, the single most important we can do to help students achieve high standards is to put qualified teachers in the class (Scherer, 2003). Thus, successful actualization and achievement of Pancasila student profiles must be supported by other

aspects including the teachers' qualification.

Pancasila Student Profiles launched by the Minister of Education, Culture, Research, and Technology was aimed at developing and producing excellent human resources to reach golden era of Indonesia in 2045. There are six key profiles formulated to be the Pancasila Student profiles namely; six key dimensions need to be generated such as; noble morality, creativity, mutual assistance, global diversity, critical reasoning, and self resilience. Future teachers need to be prepared to support the sustainable development of human resources. However, students studying education and teacher training have not known about these profiles. Education practitioners must stand hand-in-hand to prepare human resources on education as the machine of producing excellent future generations.

Many researches revealing the low quality of teachers in Indonesia have become a huge challenge to face. The teachers' qualifications that do not meet the standards is the evidence of the lack quality of higher education providing teacher training and education department or schools. Subsequently, the education system of Indonesia has not able to address issues emerging internally and externally. The curriculum development is not relevant to social need on educationl institution. Thus, successful actualization and achievement of Pancasila student profiles must be supported by other aspects including the teachers' qualification.

Students at Primary Education Teacher Department viewed Pancasila Student profiles are important but not urgent. However, most students have not had knowledge of these profiles.

CONCLUSIONS AND SUGGESTIONS

Education quality in rural and border areas is still away of meeting standards. Several problems and challenges need serious action to find strategic and effective solutions. Teachers' qualification standards has become one of the main issues and urgently need development and improvement. Pancasila Student profiles program is one of the solutions offered by the minister of education, culture, research, and technology to improve the human resources issues. Thos profiles are viewed important and even urgent to develop excellent human resources in Indonesia especially in Papua. Most students studying education and teacher training have no knowledge and understanding about Pancasila Student Profiles. Therefore, both the educational authorities and practitioners must work together hand-in-hand to spread and introduce the profiles of Pancasila Student launched by the Ministry of Education, Culture, Research, and Technology. These profiles must be grown into the young generation so that they become Indonesia's future golden generation.

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