

## STRENGTHENING THE DIMENSIONS OF PANCASILA STUDENT PROFILE IN PROPULSION SCHOOL IN THE ERA OF INDUSTRIAL REVOLUTION 4.0

Tri Astuti<sup>1</sup>, Eko Handoyo<sup>2</sup>, Pranichayudha Rosulina<sup>3</sup>

Universitas Negeri Semarang, Indonesia<sup>1,2</sup>, Universitas Veteran Bangun Nusantara,  
Indonesia<sup>3</sup>

E-mail: [triasiuti@mail.unnes.ac.id](mailto:triasiuti@mail.unnes.ac.id)<sup>1</sup>, [eko.handoyo@mail.unnes.ac.id](mailto:eko.handoyo@mail.unnes.ac.id)<sup>2</sup>,  
[pranichayudhapranichayudha@gmail.com](mailto:pranichayudhapranichayudha@gmail.com)<sup>3</sup>

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### ABSTRACT

The progressive era impacted the decline in the Pancasila values implementation in everyday life. The young generation behaves differently from the values and norms that apply in society. Based on this, it is necessary to strengthen character education in the era of the industrial revolution 4.0. In this era, science and technology developed rapidly. Propulsion school is the school model of Merdeka's Curriculum implementation. One of the messages in the curriculum is strengthening character education. The character education implementation in Merdeka's Curriculum is based on Pancasila values, called the Pancasila student profile. This research used qualitative methods, especially case studies. The researcher collected data by observation, in-depth interviews, and documentation; tested the validity of the data by source triangulation and method triangulation. Data analysis included the stages of collecting data, identifying, sorting data, and concluding. Based on the research results, Propulsion schools, especially the Persatuan Umat Islam Elementary School, implemented strengthening character education by developing a religious basis, namely Islamic values. Educators trained students to implement the dimensions of the Pancasila student profile with a humanist approach and innovative strategies. They also used technology in various school activities because they educated the millennial generation; this generation is interested in technological developments. This research contributes to the advancement of integrating Islamic values and emphasizing a humanist approach with valuable strategies.

**Keywords:** pancasila student profile; propulsion school

### INTRODUCTION

One of the efforts to restore the quality of education after the Covid-19 pandemic is implementing Merdeka's Curriculum in every education unit. Propulsion schools implemented Merdeka's Curriculum in 2021; these schools became pioneers in implementing this curriculum. One requirement to become a Propulsion school is a Propulsion school headmaster. This headmaster plays a significant role and influences school quality<sup>1</sup>. Persatuan Umat Islam Elementary School is a Propulsion school in Tegal. Propulsion schools should be a model for implementing this new curriculum.<sup>2</sup> Implementing the Merdeka Curriculum at Propulsion Schools is an answer to the

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<sup>1</sup> Dielfi Mariana, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Efektivitas Sekolah Penggerak Dalam Meningkatkan Kualitas Pendidikan" 5 (2021).

<sup>2</sup> Ineu Sumarsih Et Al., "Analisis Implementasi Merdeka's Curriculum di Sekolah Penggerak Sekolah Dasar," *Jurnal Basicedu* 6, No. 5 (2022): 8248–58, <https://doi.org/10.31004/basicedu.v6i5.3216>.



problems of 21st-century education. This problem is related to the morale of the younger generation. The rampant anti-social behavior of elementary school-age children is the background for strengthening character education in this modern era.

One of the policies to achieve educational goals is the implementation of the dimensions of the Pancasila student profile, which are the content of Merdeka's Curriculum<sup>3</sup>; It is a character education program for students. Deviant behavior by elementary school children is an urgent problem, so the Ministry of Education and Culture initiated the Merdeka Curriculum containing the moral dimension of Pancasila. The Pancasila student profile implementation runs through intracurricular, co-curricular, and extracurricular activities. This intracurricular activity is learning activities of observing and thinking about solutions to a problem in the surrounding environment.<sup>4</sup> Students learn to find problem solutions in this lesson. This problem comes from the subject matter. Through learning, students should be able to develop attitudes originating from Pancasila values. Teachers maintain significant roles in the learning process.<sup>5</sup> Teachers should be able to deliver appealing and innovative learning activities so that students are enthusiastic about learning. This learning orientation is to cognitive, affective, and psychomotor domains in a balanced way. In the cognitive one, students learn knowledge from the subject matter. The psychomotor domain allows students to mature in physical development or motor movement. The effective one relates to knowledge and good character. Character education is needed to strive for.<sup>6</sup> It can be a provision for children in the future. The implementation of education must also keep up with the times so that students are interested.

Based on some of the problems that can be identified in the field related to the implementation of the Pancasila student profile and character education program are Deviant Behavior; Lack of Moral Education; Inadequate Problem-Solving Skills; Teachers' Teaching Roles and Methods; Unbalanced Learning Domains; Need for

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<sup>3</sup> Dini Irawati Et Al., "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa," *Edumaspul: Jurnal Pendidikan* 6, No. 1 (March 1, 2022): 1224–38, <https://doi.org/10.33487/Edumaspul.V6i1.3622>.

<sup>4</sup> Rahmat, "Developing Students Empathy Through Citizenship Socio-Cultural Movements: A Case Study In Bandung," *Man In India* 96, No. 12 (2016): 4975–87.

<sup>5</sup> Agung Setyawan Et Al., "Peran Guru Dalam Pembelajaran SD Pangpong," *Prosiding Nasional Pendidikan: Lppm Ikip PGRI Bojonegoro* 1, No. 1 (October 8, 2020), <https://prosiding.ikipgribojonegoro.ac.id/index.php/prosiding/article/view/1096>.

<sup>6</sup> Azizah Munawwaroh, "Keteladanan Sebagai Metode Pendidikan Karakter," *Jurnal Penelitian Pendidikan Islam* 7, No. 2 (November 3, 2019): 141, <https://doi.org/10.36667/Jppi.V7i2.363>.

Updated Education. The problems identified in the field include deviant behavior, lack of moral education, inadequate problem-solving skills, teacher roles and methods, unbalanced learning domains, and the need for updated educational practices. Addressing these issues is critical to successfully implementing character education programs and the Pancasila student profile.

Character education in Merdeka's Curriculum covers Pancasila values packaged in the Pancasila student profile. Indonesian students should have emotional intelligence in addition to cognitive intelligence. These students will be honest wherever they are, disciplined in every activity, and polite in behavior. It takes a long time to solidify. This study aims to analyze the strengthening of the dimensions of Pancasila students' profile in Propulsion schools during the era of industrial revolution 4.0. This research contributes to the advancement of integrating Islamic values and emphasizing a humanist approach with valuable strategies.

## **RESEARCH METHOD**

This research method was qualitative, especially case studies. Qualitative methods are to collect data and information in the form of words and sentences from research subjects.<sup>7</sup> Qualitative methods used in this study were to describe and analyze the strengthening of the dimensions of the Pancasila student profile in the Merdeka's Curriculum at a Propulsion school in the era of the industrial revolution 4.0. This is interesting to study because it is something new.

This research was located at Persatuan Umat Islam Elementary School Tegal because it was a Propulsion school that had implemented and developed the dimensions of the Pancasila student profile based on Islamic values. The subjects of this study were 25 grade 4 students because the Merdeka Curriculum was only implemented in grade 4. The key informants were students, while the supporting informants were teachers and principals.

Techniques in data collection include (a) participant observation, through direct techniques by actively going to the field to observe the object to be sought, (b) structured and unstructured in-depth interviews conducted with grade 4 students of Persatuan Umat Islam Elementary School Tegal to obtain data, and (c) documentation techniques, which

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<sup>7</sup> J. Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2014).

are techniques to obtain documentary data. These data include activities Strengthening the Pancasila student profile at Persatuan Umat Islam Elementary School Tegal focused on grade 4, which is a trial class for implementing the Merdeka Curriculum in 2021. Furthermore, data on activities and documentation techniques in this study were collected through notes, archives, and other document sources related to the actions of Strengthening the profile of Pancasila students.

Data analysis included data reduction, data presentation, and conclusions. In the reduction process, the researcher selected meaningful data relevant to the research problem.<sup>8</sup> The data were very general and complex, so they needed to be focused according to the problem. Then, the researcher classified the data according to research needs and presented them. After that, the researcher drew conclusions, which were the final answers in the study. The core of the research originated from the problems formulated before.

## **RESULT AND DISCUSSION**

Persatuan Umat Islam Elementary School Tegal is one of the Propulsion schools that have the characteristics of Islamic values in various school activities; religious values are well developed here. The curriculum implementation at Propulsion schools has been optimally running with obstacles.<sup>9</sup> The school and parents of students can resolve these obstacles. Strengthening the profile of Pancasila students at Persatuan Umat Islam Elementary School Tegal is focused on grade 4. This is a trial class for implementing Merdeka's Curriculum in 2021.

### **Implementation of the Dimensions of Faith and Piety to God Almighty and Noble Morals**

Based on the results of interviews with teachers of grade 4, the dimensions of Pancasila students' profiles in terms of faith and piety to God Almighty and noble character have been well developed and implemented. It is visible in the routine of students in religious activities. One of these religious activities is religious learning. Islamic religious education aims to develop all human potencies, physical and spiritual,

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<sup>8</sup> Matthew B. Miles, A. Michael Huberman, And Johnny Saldana, *Qualitative Data Analysis* (Sage, 2014).

<sup>9</sup> Restu Rahayu Et Al., "Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak," *Jurnal Basicedu* 6, No. 4 (2022): 6313–19, <https://doi.org/10.31004/basicedu.v6i4.3237>.

based on Islamic values.<sup>10</sup> All grade 4 students are Muslim; religious knowledge continues in one classroom, and there is no need to separate students based on their religion.

Another religious activity is *tadarus* every Monday for about 15-30 minutes. This activity is a habituation going on before starting learning. Habituation runs every day with various activities. According to Susanto<sup>11</sup>, habituation aims to shape the students' character. Students get used to religious-based activities; their teachers introduce them to religious values. Habituation activities at this Elementary School are based on Islam. On Tuesdays, they make it a habit to read and memorize daily prayers, namely prayer before leaving the house, prayer before wearing clothes, prayer before eating, prayer after eating, and others. They, guided by the teacher, read short verses from *juz* 30 of the Al-Qur'an on Wednesdays. On Thursdays, they read and memorize prayer texts; they are prayers after *wudhu* and various prayers of prayer, namely the prayer of *ruku*, *itidal*, and *sujud*. They read *surah Yasin* and *tahlil* on Fridays. The students of all grades read *Surah Yasin* simultaneously in the field or front of their respective classes. Students with good pronunciation when reading the Qur'an lead the recitation of *surah Yasin*. The teachers train students to be brave to lead. On Saturdays, grade 4 students exercise to be physically and mentally healthy. According to Indrayogi<sup>12</sup>, physical and spiritual health correlate with learning achievement. If a student's body is healthy, his soul is strong. Of course, these Elementary School students should have emotional and spiritual intelligence to face challenges in the future. The following is a picture of religious activities at Persatuan Umat Islam Elementary School Tegal.

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<sup>10</sup> Suhardi Suhardi, "Analisis Penerapan Pendidikan Agama Islam Dalam Demensi Profil Pancasila," *Book Chapter Of Proceedings Journey-Liaison Academia And Society* 1, No. 1 (April 28, 2022): 468–76.

<sup>11</sup> Ahmad Susanto, "Proses Habitiasi Nilai Disiplin Pada Anak Usia Dini Dalam Kerangka Pembentukan Karakter Bangsa," *Jurnal Sosioreligi* 15, No. 1 (2017).

<sup>12</sup> Indrayogi Indrayogi, "Korelasi Antara Tingkat Kesegaran Jasmani (Physical Fitness) Dan Kesehatan Mental (Mental Hygiene) Dengan Prestasi Belajar Pendidikan Jasmani Siswa Sekolah Dasar," *Journal Respects* 2, No. 1 (January 19, 2020): 7, <https://doi.org/10.31949/Jr.V2i1.2008>.



**Figure 1.**  
***Tadarus activities at school***

Figure 1 illustrates Al-Qur'an tadarus activities routinely and neatly every Monday. Grade 4 students read the Qur'an together. One of them leads the recitation of the Qur'an in turn. This activity is to train students to conduct religious activities and practice courage. The seats for male and female students are separated. This situation teaches them to keep their distance from the opposite sex because they are not *mahram*. They practice having good morals. Cultivating good morals starts from an early age so that they know the limits of association with their friends.<sup>13</sup>

Another religious activity at this Elementary School is the *pesantren kilat* during *Ramadhan*. This activity is carried out by students from grades one to grade six. Grades 1, 2, and 3 belong to low-grade, while grades 4, 5, and 6 are high-grade. Implementing low-grade and high-grade *pesantren kilat* takes place separately because of their different needs for cultivating and developing their morals. The *pesantren kilat* activity begins with prayer and reading sholawat. The core activity of the *pesantren kilat* is a lecture on morals. The teacher carries out various implementations of this activity, including showing animated videos to students. The video contains an Islamic-based film. After showing the video, the teacher gives conclusions and explanations to students. The teacher also gave questions to students about the film, and students gave answers. These questions include stories from videos and questions about memorized daily prayers. Students who want to answer questions should sit neatly and raise their hands; the teacher

<sup>13</sup> Gampang Mulyadi And Wakid Evendi, "Relevansi Konsep Pendidikan Akhlak Terhadap Pendidikan Akhlak Madrasah Ibtidaiyah (Telaah Kitab Mitra Sejati dan Ngudi Susilo Karya KH. Bisri Mustofa)," *Berajah Journal: Jurnal Pembelajaran Dan Pengembangan Diri* 2, No. 4 (2022), <https://doi.org/10.47353/Bj.V2i4.163>.

will approach them to invite them to answer questions. Students who successfully answered the questions received prizes in the form of stationery. According to Syawaludin & Marmoah<sup>14</sup>, rewards can raise the enthusiasm and motivation of students. They will be more interested in the activities.

This *pesantren kilat* activity received a good response from all students. They were very enthusiastic about participating in the activity. They focus on instilling the values of faith and piety to God Almighty; their behavior leads to noble characters. They feel happy to get prizes if they answer questions correctly. The following are the activities of the *pesantren kilat* at Persatuan Umat Islam Tegal.



**Figure 2.**

**Watching a film with Islamic nuances in *pesantren kilat* activity**

Figure 2 illustrates that students are watching a film with Islamic nuances. A film containing moral values is interesting and exciting for them. Teachers use technology in the implementation of *pesantren kilat*. Animated films with Islamic nuances effectively cultivate moral values for Elementary School students.<sup>15</sup> Students are not bored because the activities carried out vary.

Instilling the values of faith and devotion to God Almighty in this Elementary School is also carried out by doing *dhuha* prayers together regularly and in. The *dhuha*

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<sup>14</sup> Ahmad Syawaludin And Sri Marmoah, "Reward and Punishment In The Perspective Of Behaviorism Learning Theory and Its Implementation In Elementary School," *Social, Humanities, And Educational Studies (Shes): Conference Series* 1, No. 1 (November 29, 2018), <https://doi.org/10.20961/shes.v1i1.23614>.

<sup>15</sup> Airani Demillah, "Peran Film Animasi Nussa dan Rara Dalam Meningkatkan Pemahaman Tentang Ajaran Islam Pada Pelajar SD," *Jurnal Interaksi: Jurnal Ilmu Komunikasi* 3, No. 2 (July 31, 2019): 106–15, <https://doi.org/10.30596/interaksi.v3i2.3349>.

prayer is carried out in turns so they don't pray in a crowded school prayer room, and the teacher can easily manage the students. The teacher sets an example for students. The teacher also invites students to be able to do the *dzuhur* prayers together on time. Prayer rooms for male and female students are separate. Religious activities are carried out regularly at this Elementary School so that students have respected character and morals. Students practice discipline, cooperation, honesty, etc.<sup>16</sup> Based on the results of an interview with Bu Ade, the fourth-grade homeroom teacher, honesty is rare nowadays; there are many intelligent students but only a few honest students. Character education is necessary for student life in the present and the future.

The implementation of character education experienced difficulties during the Covid-19 pandemic because it took place online. Distance learning took place in 2020 and 2021. When students receive assignments from teachers during the Covid-19 pandemic, they get good grades. However, when learning through Zoom, students cannot answer questions. Their parents or their private course teachers do their assignments. They do these assignments because they feel sorry for their children.<sup>17</sup> Based on these facts, the homeroom teacher took firm steps for his students. They do home visits to students' homes. The teacher divides students into four groups and visits each group to explain the learning material; the teacher also gives midterm and end-semester assessments. The teachers do these activities to instill the value of honesty in doing assignments and exams. Planting character in students requires good cooperation with parents or guardians of students. Cultivating character in children is not only done at school, at home, and in society. School character implementation will run well if there is synergy from all parties.

### **Implementation of the Mutual Cooperation Dimension**

Cooperation strengthens the dimensions of the Pancasila student profile developed at this Elementary School. Cooperation is carried out by holding Go Green activities. All students clean up the school and plant trees in the school environment. The plants are placed in front of the class and school to make them beautiful.

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<sup>16</sup> A.H. Naseh Et Al., "Implementation of Religious Learning For Students With Special Education Needs Through Online Applications During The Covid-19 Pandemic," *Journal Of Theoretical And Applied Information Technology* 100, No. 3 (2022): 690–704.

<sup>17</sup> Z. Zhou, S. Graham, And T.P. Hsiang, "Teaching Chinese Characters To First And Second Graders During The First Covid-19 School Closure In China: An Observational Study," *Reading And Writing*, 2022, <https://doi.org/10.1007/S11145-022-10398-9>.





**Figure 3.**  
**Implementation of Go Green activities**

Figure 3 shows students working together to plant and tidy up plants in the school environment. The implementation of the Go Green program attracts students. The teacher invites students to work together to sort and dispose of waste in its place. Organic and inorganic waste bins are available in each classroom. Students and all school members are encouraged to cooperate in disposing of waste according to its type; trash piles up around schools and is hard to recycle, especially inorganic waste. The teacher hopes this program can facilitate waste recycling, students love the environment, and plants produce oxygen. Islam is a religion that cares about environmental cleanliness<sup>18</sup> because cleanliness is part of faith. This character value cultivation should be pursued in schools from an early age.

Strengthening the Pancasila student profile in terms of the dimensions of cooperation is also carried out through learning activities. The teacher carries out learning in the classroom with group discussions. Discussion can be applied to learning Indonesian regarding the intrinsic elements of the story. The teacher divided the fourth-grade students into four groups; each group got a different story. Each group reads the story and answers the questions. Then they submit their answers and present them in front of their friends. The results of the discussion activities were very satisfactory. Students belong to a group randomly; each group consists of students with high, medium, and low intelligence. High-intelligence students help low-intelligence ones; it runs well.

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<sup>18</sup> Endang Syarif Nurulloh, "Pendidikan Islam Dan Pengembangan Kesadaran Lingkungan," *Jurnal Penelitian Pendidikan Islam* 7, No. 2 (November 3, 2019): 237, <https://doi.org/10.36667/Jppi.V7i2.366>.

According to Aprilianto & Arief<sup>19</sup>, cooperation is one significant value that schools must develop. Students are used to working together and helping each other. These are not only done to their classmates but also to family, relatives, and even neighbors. Teachers train their students to share with people around them who need help. According to Hantono & Pramitasari<sup>20</sup>, no human being can live alone because humans are social creatures. They need other people to meet their needs. Human needs are complex and special tools will satisfy them.

### **Creative Dimension Implementation**

According to Yasiro<sup>21</sup>, creativity is a student's ability that must be well-developed. The cultivation of the creative dimension is carried out through learning with projects or works. They get the task of recycling organic and inorganic waste into valuable goods. They made pencil cases from old cans covered and decorated with flannel, while others made photo frames from old cardboard decorated with colored paper. They once made an eraser out of cloth. They are also taught how to sew well. In addition to handicrafts, student creations are also in the form of processed food. During the pandemic, the teacher allowed students to cook various dishes made from fish. They sell their food at standard prices to neighbors or relatives.

After the Covid-19 pandemic, students studied again at school in rotation; activities were carried out face-to-face in the 2022/2023 academic year. The teacher makes a Market Day program to train students' self-confidence and entrepreneurial spirit. All students practice selling delicious food products that are worth selling, and the price is suitable for Elementary School students. Students, teachers, and school employees bought that merchandise. The school community was very enthusiastic about this activity. This activity trains the creativity of students. The following is a photo of Market Day activities in school involving all school members.

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<sup>19</sup> Rizki Nur Aprilianto And Ardian Arief, "Sekolah Adiwiyata Dalam Dimensi Karakter Dan Mutu Pendidikan," *Trihayu: Jurnal Pendidikan Ke-Sd-An* 6, No. 1 (June 8, 2020), <https://doi.org/10.30738/Trihayu.V6i1.7879>.

<sup>20</sup> Dedi Hantono And Diananta Pramitasari, "Aspek Perilaku Manusia Sebagai Makhluk Individu Dan Sosial Pada Ruang Terbuka Publik," *Nature: National Academic Journal Of Architecture* 5, No. 2 (December 28, 2018): 85, <https://doi.org/10.24252/Nature.V5i2a1>.

<sup>21</sup> Luluk Rachmatul Yasiro, Fitria Eka Wulandari, And Fahmi Fahmi, "Analisis Kemampuan Berpikir Kreatif Siswa Dalam Menyelesaikan Soal Pada Materi Pemanasan Global Berdasarkan Prestasi Siswa," *Journal Of Banua Science Education* 1, No. 2 (March 31, 2021): 69–72, <https://doi.org/10.20527/Jbse.V1i2.11>.



**Figure 4.**  
**Market Day activities**

Figure 4 describes the Market Day activities' atmosphere involving all school members. They developed their creativity in this activity. Students were invited to consider determining the items they sold in this activity. They also thought about the profit from the sale of goods. In this activity, the creativity of the students developed well. The development of student creativity was also carried out through teaching and learning activities. The teacher divided students into several groups consisting of 4-5 members. They played roles in front of the class with an educational theme. For example, students created storylines and conversations with their group members about bullying. They wrote the story, handed it to their teacher, and demonstrated it in front of the class. Each group played a role according to the storyline.

According to Oktafikrani<sup>22</sup>, role-playing is effective in learning at Elementary School. Students can understand and memorize material better through stories. Students responded well to various programs in the learning process inside the classroom and outside the classroom. They looked very enthusiastic about participating in project-based learning. They produce works or products they can sell; they learn the material from books and teachers in the classroom and get the opportunity to be creative. Learning programs through practice in the field make students more interested in participating in learning.

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<sup>22</sup> Dafid Oktafikrani, "Meningkatkan Hasil Belajar Bahasa Indonesia Dengan Metode Bermain Peran Siswa Kelas III SDN Sekarpuro Kecamatan Pakis Kabupaten Malang," *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* 16, No. 30 (October 25, 2020): 133–42, <https://doi.org/10.36456/Bp.Vol16.No30.A2710>.

### Implementation of Critical Reasoning Dimensions

According to Nursalam & Suardi<sup>23</sup>, students' critical reasoning abilities can be developed through assignments. The tasks are given individually and in a group to make them think about completing them. The teacher can apply creative and innovative learning models. In grade 4 of SD Persatuan Umat Islam Tegal, the teacher uses this learning model to train students to think critically, especially in group discussions. Students are asked to reason well in the learning process. The teacher encourages them to think at a higher level in Mathematics. The teacher gives examples of alternative answers to answer the problem. Problem-solving is not done in one way but in various ways. Word problems train students to analyze ways to solve problems.

In essence, all problems that arise in everyday life have a solution. It is in line with Surah al-Insyirah verses 5-6 in the Qur'an that there will be ease after difficulty. Instilling this belief in students takes much work and takes a long time. Students need high-level critical thinking in facing the industrial revolution 4.0 era. According to Nur'Inayah<sup>24</sup>, the era of the industrial revolution 4.0 impacted various areas of life, including education. Students must be prepared earlier to face global challenges to compete internationally.

### Implementation of the Independence Dimension

Teachers can train students' independence through extracurricular activities at school. Extracurricular activities include *Pencak Silat*, table tennis, scouts, *rebana*, dance, and fine arts. In these extracurricular activities, students are taught to be independent and tough. Extracurricular activities occur alternately daily and are handled by trainers outside the school. Students are very enthusiastic about participating in extracurricular activities. They are interested in studying *Pencak silat*, including female students. Sport is a form of worship intended for Allah SWT; sports can make a Muslim healthy and steady.<sup>25</sup> The following are *Pencak Silat's* extracurricular activities carried out by students.

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<sup>23</sup> Nursalam Nursalam And Suardi Suardi, "Penguatan Karakter Bernalar Kritis Berbasis Integratif Moral Untuk Siswa Sekolah Dasar Dalam Program Kampus Mengajar Di Indonesia," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 7, No. 8 (August 3, 2022), <https://doi.org/10.17977/jptpp.v7i8.15416>.

<sup>24</sup> Novita Nur 'Inayah, "Integrasi Dimensi Profil Pelajar Pancasila Dalam Mata Pelajaran Pendidikan Agama Islam Menghadapi Era 4.0 Di SMK Negeri Tambakboyo," *Journal Of Education And Learning Sciences* 1, No. 1 (October 2, 2021): 1–13, <https://doi.org/10.56404/jels.v1i1.7>.

<sup>25</sup> Sri Devi, "Membentuk Muslim Berkarakter Jujur Melalui Olahraga," *Jurnal Olahraga Indonesia* 9, No. 1 (2022).



**Figure 5.**  
***Pencak silat* extracurricular activities**

Figure 5 shows a trainer teaching students to be independent, challenging, and never give up through *Pencak silat* activities. In this activity, they train physically and mentally. They are trained to be strong and are accustomed to being brave. According to Nurachman<sup>26</sup>, extracurricular activities are organized according to students' interests and talents; the teacher does not force the will on students. Students interested in sports follow sports activities; students interested in the arts follow art activities, such as dance. Dance extracurricular activities can foster an independent attitude in students. The dance trainer asks students to create dance moves with their friends and assesses the dance objectively. This activity makes students independent in creating dance movements. The task is in groups.

Independence is also trained in the learning process in class. For example, teachers instruct students to do assignments and test questions independently. The teacher does not expect students to get high marks but not the results of their work or cheating; he advises students to work honestly and independently despite their low scores. Teachers appreciate these students more than students who cheat. The teacher suggests this because

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<sup>26</sup> Sunaryo Nurachman, "Pelaksanaan Kegiatan Ekstrakurikuler Di Sekolah Dasar Negeri Kota Tangerang," *Perspektif Ilmu Pendidikan* 34, No. 1 (April 29, 2020): 43–48, <https://doi.org/10.21009/Pip.341.5>.

it has a good goal, being honest with themselves and practicing independent skills. Based on this, students, teachers, and parents will understand children's difficult questions. It will be used as a teaching evaluation to improve the metamaterial presentation method. According to Munif<sup>27</sup>, honesty must be instilled in students using appropriate strategies. Practicing student honesty is not an ea challenging.

Besides extracurriculars and learning activities, teachers implement student independence through democratic activities. The teacher provides opportunities for all students who want to become class leaders.<sup>28</sup> They are welcome to raise their hand and convey their vision and mission in front of their friends individually. Three students volunteered to be class leaders. They consist of one boy and two girls. The three students were asked to convey their vision and mission in front of the class; they did it spontaneously under the direction of the teacher. After all prospective class leaders deliver their vision and mission independently, they hold a vote. The following is a picture of a student conveying the vision and mission to his friends.



**Figure 6.**  
**Students presenting their vision and mission as class leaders**

Figure 6 shows good students' responses to democracy in the classroom. They are confident in offering themselves as candidates for chairman, then conveying their vision and mission independently in front of their friends. Such activities do not merely train self-confidence and independence; students have also applied Citizenship Education

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<sup>27</sup> Muhammad Munif, Fathor Rozi, And Siti Yusrohlana, "Strategi Guru Dalam Membentuk Karakter Siswa Melalui Nilai-Nilai Kejujuran," *Fondatia* 5, No. 2 (September 30, 2021): 163–79, <https://doi.org/10.36088/fondatia.v5i2.1409>.

<sup>28</sup> Meilin Nuril Lubaba And Iqnatia Alfiansyah, "Analisis Penerapan Profil Pelajar Pancasila Dalam Pembentukan Karakter Peserta Didik Di Sekolah Dasar," *Edusaintek: Jurnal Pendidikan, Sains Dan Teknologi* 9, No. 3 (August 26, 2022): 687–706, <https://doi.org/10.47668/edusaintek.v9i3.576>.

material. They implement small democratic events in the classroom and election activities through voting. Based on this, students know the meaning of democracy and election procedures well, even though it is only in small groups.

### **Implementation of the Global Diversity Dimension**

The Global Diversity dimension is implemented in teaching and learning activities, especially Citizenship Education and Social Sciences subjects. They address many human differences. Teachers constantly instill an attitude of Global Diversity in their students in each subject matter.<sup>29</sup> The teacher teaches that differences in gender, ethnicity, race, culture, customs, economic background, and social status should not be used as a benchmark to judge someone's goodness. In addition, they should not be friends by seeing similarities; they must live in harmony and not discriminate against their classmates.

In Persatuan Umat Islam Elementary School Tegal, the teacher exemplifies this application through caring activities for fellow human beings without differentiating one another. For example, they visit students who are sick for more than three days or don't go to school for more than three days without explanation. Students and their teachers see sick students, encourage them to keep studying, and pray for them to get well soon.

According to Francisca<sup>30</sup>, social differences must be minimized to achieve social integration. The difference is social and economic. Individuals must care for other individuals. Habituation of caring behavior for fellow human beings regardless of differences is worthwhile for students. They do not care about the social status of the family. It is the implementation of the global diversity dimension. Based on this, the conclusion is that Persatuan Umat Islam Tegal has instilled and implemented the dimensions of the Pancasila student profile well. It is visible in various activities, both inside and outside the classroom. The teacher has attempted several activities to shape the students' character.

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<sup>29</sup> A. Dyrness, “‘The Other Side Of Diversity’: Students’ Experiences Of Race, Difference, And Inequality In A Costa Rican International School,” *Race Ethnicity And Education*, 2023, <https://doi.org/10.1080/13613324.2023.2192949>.

<sup>30</sup> Lidea Francisca Et Al., “Kebhinekaan Dan Keberagaman : Integrasi Agama Ditengah Pluralitas,” *Alsys* 2, No. 2 (March 1, 2022): 233–44, <https://doi.org/10.58578/Alsys.V2i2.257>.

## **CONCLUSION**

Based on the research result, the conclusion is that Propulsion schools in Tegal, especially Persatuan Umat Islam Elementary School Tegal, have implemented the Pancasila student profile dimension well based on Islamic values. Its implementation has obstacles, but the collaboration of teachers, students, and parents can overcome them. All parties must work together to make children with good character. Character education can be a provision for children's lives to face the challenges of the industrial revolution 4.0. The research findings indicate that Persatuan Umat Islam Elementary School in Tegal has successfully implemented the Pancasila student profile dimension based on Islamic values. This implementation showcases the school's contribution towards character education and preparing students to face the challenges of the industrial revolution 4.0. By incorporating Islamic values into the Pancasila student profile, the school ensures that students receive a comprehensive education that aligns with their religious beliefs.

While implementing the Pancasila student profile dimension based on Islamic values has been deemed successful, it is essential to acknowledge the presence of obstacles. To further enhance the effectiveness of character education, it is recommended that the school and relevant stakeholders focus on the following suggestions: Continuous Professional Development, Parental Involvement, Student Engagement, Monitoring and Evaluation, and Integration of Technology.

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## **DECLARATION OF CONFLICTING INTERESTS**

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