

The efforts of Islamic Education teachers of SMK Dharma Karya in improving the character of students based on the values of the Pancasila student profile

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Abstract

This research explores the efforts of Islamic Religious Education teachers, especially teachers of SMK Dharma Karya in trying to improve the character of students based on the values of the Pancasila Student Profile. This study aims to explore the efforts tried by Islamic Religious Education teachers in shaping the personality of students, increasing moral understanding, and strengthening religious identity to match the values of the Pancasila student profile. The subject of Islamic Religious Education has a very significant position in making the personality of students, in line with the values of Pancasila as the ideological foundation of Indonesia. This research method uses qualitative with a case study approach. Obtain data through observation, direct interviews with teachers of Islamic Religious Education lessons, curriculum analysis in daily learning, and documentation of extracurricular activities in SMK. The results of the research are that Islamic Religious Education teachers at SMK Dharma Karya actively practice an approach oriented to Pancasila values in improving the character of students. These efforts are related to the use of teaching modules that are relevant to Pancasila values, organizing extracurricular activities, and carrying out various interactive education to increase students' understanding of Pancasila moral values.

Keywords: PAI Teachers Character Building Pancasila Student Profile

Abstrak

Penelitian ini menggali upaya guru Pendidikan Agama Islam terutama guru SMK Dharma Karya dalam berusaha meningkatkan karakter peserta didik berdasarkan pada nilai-nilai Profil Pelajar Pancasila. Penelitian ini bertujuan guna mengeksplorasi upaya yang dicoba oleh guru Pendidikan Agama Islam dalam membentuk kepribadian peserta didik, tingkatan pemahaman moral, dan menguatkan identitas keagamaan agar sesuai pada nilai-nilai profil pelajar Pancasila. Mata pelajaran Pendidikan Agama Islam mempunyai kedudukan sangat berarti dalam pembuatan kepribadian peserta didik, sejalan oleh nilai-nilai Pancasila selaku landasan ideologis Indonesia. Metode penelitian ini menggunakan kualitatif dengan pendekatan studi kasus. Memperoleh data melalui observasi, wawancara langsung dengan guru pelajaran Pendidikan Agama Islam, analisis kurikulum dalam pembelajaran tiap hari, serta dokumentasi aktivitas ekstrakurikuler di SMK. Adapun hasil Penelitian yaitu guru Pendidikan Agama Islam di SMK Dharma Karya secara aktif mempraktikkan pendekatan yang berorientasi pada nilai-nilai Pancasila dalam meningkatkan karakter peserta didik. Upaya tersebut terkait penggunaan modul ajar yang relevan dengan nilai-nilai Pancasila, penyelenggaraan aktivitas ekstrakurikuler, dan melaksanakan berbagai pendidikan interaktif guna meningkatkan pemahaman peserta didik terhadap nilai-nilai moral Pancasila

INTRODUCTION

Education as a social institution forms human personality to the process of moral values, then in an effort to improve the quality of human life, learning and culture. In terms of cultural development and preservation, there are processes in it and learning needs. Meanwhile, in improving learning requires a system that can support continuous learning. (Susanti, 2016). All of these educational activities cannot run without cooperation between students and teachers because they have their respective duties, among others, so a teacher not only explains the material to be taught, not only that the teacher must also be able to manage a good classroom atmosphere, as well as students not only pay attention to the

material taught by the teacher, Students must be more active and have a creativity in education, and have a very large social spirit so that later educational activities will certainly be more exciting so that they are not boring (Setiyaningsih & Wiryanto, 2022).

True learning is also obliged to protect and maintain the philosophy and outlook of the nation so that there is no shakiness by other cultures such as incompatibility with the ideals of the Indonesian nation. (Kurniawaty et al., 2022). The new curriculum used in some schools is the independent curriculum. In this independent curriculum, it still focuses on character education and certainly not something that has just been implemented lately, but this is an implementation that is still



Gambar 1. Dimensi Profil Pelajar Pancasila

not optimal. Therefore, character education should always be carried out, deepened, and disseminated in this independent curriculum with the Pancasila student profile program.

The Pancasila student profile is one of the valuable components in national learning that needs to be achieved by each student. This profile includes description, deepening, and application of Pancasila values in everyday life. In this context, teachers have a responsibility to raise the profile of Pancasila students. They must ensure that students not only have theoretical knowledge about Pancasila, but are also able to apply it in concrete actions. Teachers need to focus on students to better live values such as mutual assistance, justice, unity, in action and interaction every day. The importance of the Pancasila student profile is shown by the obligation for teachers to develop it through various aspects of education, both in the official curriculum (intracurricular) and outside the informal curriculum (extracurricular). This shows that the values of Pancasila are not only subject matter in the classroom, but must also be reflected in various activities and activities at school. It can be underlined that it is very important to develop the Pancasila student profile as a competency that must be understood by every student, and the central position of teachers in guiding students to master and practice the values of Pancasila every day (Anita et al., 2023)

According to the Ministry of Education and Culture, there are 6 profiles of Pancasila

student profiles which are core competencies to create a Pancasila student profile. As shown below, they are; 1) have faith, devotion to God and have a noble character; 2) global diversity; 3) mutual cooperation; 4) independent; 5) critical reasoning; 6) Creative.

Globally, many problems that befall students make these ethical values and devotion fade. Over time, especially in the era of digitalization like today, for example, such as sexual violence, drug abuse, bullying, making or spreading hoax news on social media, and so on. Share (Sulastri et al., 2022). The development of technology not only has a positive impact on the progress of learning, but can also cause weaknesses in the personality values of Indonesian ideology. Educators as role models and leaders when in the classroom should always instill personality values in the application of education in the classroom.

Such phenomena should not be taken lightly and we must prevent them. Many factors are behind the continuous moral decline, namely hedonism among people today, lack of attention from family, especially parents, poor environment, and many more. So this requires efforts that can improve the character of students to be in accordance with the values of the Pancasila student profile, especially in the religious field which will realize a much more ethical life.

In accordance with the objective phenomena described above, the purpose of this study is to provide an overview of Islamic Religious Education teacher innovation during student learning activities so that they not only focus on teaching religious fields but also refer

to student character education based on the values of the Pancasila student profile. Being a motivation for researchers to try to give ideas through research entitled Efforts of Islamic Education Teachers of SMK Dharma Karya in Improving the Character of Students Based on the Values of the Pancasila Student Profile. In addition, according to (Vol & No, 2021) this research has benefits in providing an overview to the world of Education, especially related to efforts to improve teacher work discipline in schools.

After tracing and reading several references from previous research, it shows that research on the profile of Pancasila students is still a new discussion that must continue to be developed. Although many previous studies were only conceptual stages, this is very important for future research. Therefore, there is an interest of researchers to focus on discussing character improvement based on the values of the Pancasila student profile so that it continues to develop according to the needs and implement the values of the Pancasila student profile in schools. The Pancasila student profile policy itself has not long been set by the Ministry of Education and Culture in 2019-2020 so that it is still in the development process stage.

Based on the preliminary activities of this research by making observations as well as interviews with PAI teachers related to efforts to improve character to be in accordance with the values of the Pancasila student profile, the problem formulation can be presented in detail, namely: (1) How is the urgency in cultivating student character for Islamic Religious Education teachers? , (2) What are the relationships between the independent curriculum and character education at this time? , (3) What are the efforts of PAI teachers at SMK Dhamra Karya and how is the implementation of the six dimensions of the Pancasila student profile?

RESEARCH METHODS

This research was conducted from November to December 2023 at SMK Dharma Karya using qualitative research methods. This method produces complete and detailed examples of events happening at the moment

that have uniqueness. The interview activity was carried out with 1 PAI teacher of SMK Dharma Karya to get the necessary information. Therefore, this research uses the case study method which begins with finding complete information. What is done after data collection is analysis and then describing it in written form so as to produce a clear picture related to the research that has been carried out on the efforts of PAI teachers of SMK Dharma Karya in improving character based on the Pancasila Student Profile. By searching for a number of data directly like this, it will be very effective to collect data about the efforts of PAI teachers of SMK Dharma Karya in improving the personality character of students to match the Pancasila Student Profile.

This research seeks to analyze and explain values in the formation of human character. In accordance with the characteristics of the problems discussed by this research, the author uses qualitative study methods to explore his analysis through descriptive data in the form of written words that have been observed. The author's qualitative method is used to analyze the study of the Pancasila Student Profile in an Effort to Create National Morals (Irawati et al., 2022)

RESULTS OF RESEARCH AND DISCUSSION

SMK Dharma Karya is an A-accredited educational institution located on Jalan Melawai XII Number 2 Kebayoran Baru, South Jakarta. Researchers conducted observations and interviews for approximately 1 month directly to see the activities of one of the Pancasila student profile projects implemented by PAI (Islamic Religious Education) teachers. The results of the research have shown that the role of PAI teachers of SMK Dharma Karya is quite professional as educators in developing student competencies and in accordance with their role in trying to apply good character based on Pancasila values in the lives of each individual.

The results of interviews with PAI teachers related to character education are also an urgency that is always developed in students in the current era of the 21st century.

With the hope that it can create advanced changes and certainly better for today's young generation to face the times. (Syaefulloh et al., 2022) believes that the profile of Pancasila Students is a policy of one of the Ministry of Education and Culture which is the center of all efforts to improve the quality of national learning that must be built. And when faced with challenges of urgency, the nation's noble / moral values remain intact, are ready, and strive to achieve all the competencies of the 21st century.

1.1.Independent Curriculum

The Ministry of Education and Culture for Research and Technology when in 2021 produced a new policy called the independent curriculum (Fajriansyah et al., 2023) The main characteristics of this kurmer are: 1. The learning activity process is dominant using a project-based education model with the aim of improving soft skills and personality values of Pancasila students. 2. Oriented by valuable modules so that time constraints are sufficient in deepening numeracy and literacy competencies. 3. There is flexibility for teachers to carry out educational activities according to the student's ThARL level (teaching at the right level) and adjust through local wisdom . The characteristics of the kurmer in question are in line with the statement that Learning in Indonesia today aims to realize a more advanced, sovereign, globally diverse Indonesian state, be independent and also behave well based on the noble values of Pancasila. Students with Pancasila personality profiles are graduates from Indonesian learning education who display full of enthusiasm for studying, behaving according to Pancasila, behaving well and acting according to the norms of the Pancasila student character (Farida & Widayanto, 2022).

The policy decision above is to reverse the original national learning system to match the essence of the 1945 Constitution with the aim of improving the quality of human resources in Indonesia, because considering the increasingly uproarious competition lately or called the

industrial revolution era 4.0. There is freedom given both from the school, teachers, and students to innovate freely, creatively, and independently. Therefore, as educators who are mobilizers in national education, they play an important role in initiating the freedom contained in the freedom of learning policy. In addition, in the implementation of this independent learning program, teachers must also adjust and transform to the school curriculum in order to realize continuity and equality in the world of Indonesian learning (Reza Arviansyah & Shagena, 2022).

The current independent curriculum focuses on developing the character of students based on the profile of Pancasila students and also focuses on learning achieved by students in totality such as numeracy, literacy, and personality cultivation. 6 profiles must be integrated during KBM (Teaching and Learning Activities) activities, listed for each subject, and when practicing Pancasila student profiles. In another matter, there is a difference in character education between the independent curriculum and also the 2013 curriculum. In character development to fit the profile of Pancasila students contained in the Merdeka curriculum, time allocation is around 20% to 30% of project-based learning hours. And also the development in the Pancasila student profile requires a certain time outside of learning hours and requires more time to be efficient when developing student character (Hamzah et al., 2022).

1.2.Character built in Pancasila student profile

Character education means that learning is not just about improving competence. Character education is said to be the nation's identity to be strong, cooperation and national competitiveness energy increase so that it can respond to various challenges in the 21st century. By because Therefore, the purpose of character education has the aim of shaping and straightening the personality of students so that they can behave according to the values listed in Pancasila (et al.,

2022). This subject displays the direction and process of implementing Indonesian learning that is actually quality and based on personality (Sanur & Dermawan, 2023).

In the formulation of the character of the Pancasila Student Profile with the aim of strengthening national identity that directs Pancasila values to students, because considering that the current national identity continues to fade because the next generation has been influenced by foreign cultures. In addition, the profile of Pancasila students forms a noble moral personality and also has a national outlook where students are introduced to moral and ethical values in Pancasila such as social justice, unity, equality, the importance of tolerance, respect for diversity and mutual assistance. Students are also assisted in improving their moral intelligence, where they are guided to practice moral principles in making decisions and actions they take (Sukron & Ricky, 2020). The responsibility of school administrators in implementing character education can be applied in the learning classroom and the school environment in general (Mulianti & Sulisworo, n.d.). During the interview, PAI teachers at SMK Dharma Karya also stated that with this Pancasila student profile, teachers and schools make one of the references in learning to understand the character and potential abilities that can continue to be developed by students to match the values of the Pancasila student profile itself.

1.3. The role of PAI teachers in improving the profile of Pancasila students

Muhammadiyah has the view that Islam is a religion that stores the teaching values of development to carry out the main advancement of mankind (Liza et al., 2021). As an educator, PAI (Islamic Religious Education) teachers should have basic competencies. Meanwhile, according to KMA (Decree of the Minister of Religious Affairs) Number. 211 of 2011 which perfected the Ministry of National Education Number. 16 years 2007 related to standards of academic qualifications and

teacher competencies, namely teachers must have pedagogic, character, and social competencies through professional learning. A PAI teacher is fully responsible, which other teachers do not have that responsibility. PAI teachers are not only responsible for channeling their knowledge to students, but also must be like leaders and have extra competencies such as leadership competencies contained in Permenag number 16 of 2010 paragraph 1 which is interpreted in chapter IV paragraphs 1-6 as follows:

- a) Expertise in formulating cultural designs for the practice of religious teachings and noble moral attitudes in the school community as part of the religious education process
- b) Expertise in organizing the potential of school components systematically to support the cultivation of religious practice in the school community
- c) Expertise to be an innovator, motivator, facilitator, guide and counselor in cultivating the practice of religious teachings in the school community
- d) Expertise in protecting, regulating, and directing the cultivation of religious practices in the school community and protecting the harmony of bonds between religious believers within the framework of the Unitary State of the Republic of Indonesia (Ulfah & Susandra, 2021)

The results of the study show that Islamic Religious Education teachers at SMK (Vocational High School) Dharma Karya are in accordance with a fairly good category, because PAI teachers have tried their best to play a role in increasing the profile of Pancasila students, namely teachers holding religious activities as one of the learning experiences such as regularly reading the Qur'an, being a motivator to always behave politely wherever they are, especially the school environment, Become a counselor to always be a good listener and provide solutions,

controller in every activity carried out by the school, and so on.

1.4. Implementation of Pancasila student profile values

In its implementation, SMK Dharma Karya applies the six dimensions of the Pancasila student profile value. The first dimension of faith, devotion to God Almighty (Almighty) and noble character, Researchers have conducted studies related to the efforts of PAI teachers to be a good example, one of which is when Start The activity begins by ensuring that students have performed morning prayers at home. Then there are religious activities carried out by students at SMK Dharma Karya, namely five activities that are always carried out such as praying before the teaching and learning process (KBM), dhuha prayers, congregational dzuhur prayers, and celebrations of Islamic holidays. This activity aims to discipline students in their obligations as servants of Allah SWT.

Independent learners mean Indonesian students who have responsibility for the process and results of education taken. The understanding of oneself and the surrounding environment that is being faced and the ability to control oneself are valuable components of being independent (Rahayu et al., 2023)

The third dimension Critical reasoning, in this case the teacher is asked to be able to provide interesting and unique material and make questions so that it becomes a stimulus for students to play an active role which makes them to argue, be open-minded to the views of others, to conclude the results / provide solutions. If students lack critical reasoning then they will feel left behind from their peers who process faster. The fourth dimension of Creative, (Safitri et al., 2022) commented that creative here are students who have creativity and produce things that are original, meaningful, and useful. Pancasila students have the ability to solve a case and have expertise in producing / creating something to get innovative ideas. In

addition, this creative among others produces something original inspiration.

The fifth dimension of Mutual Cooperation, in the school of SMK Dharma Karya itself often carries out mutual cooperation activities such as holding fundraisers for disaster victims, class pickets, doing group assignments together, and so on. This is so that it feels easy and smooth when done in cooperation so that it gives good results. The sixth dimension of Global Diversity, in community life, PAI teachers teach to always respect differences between religions, tribes, and traditions. This is done starting from as simple as when doing group discussion tasks in class.

From the data above, it becomes the background of various actions, both formal and informal, in the field of increasing value and character. Therefore, researchers have an analysis that the Pancasila Student Profile is a real effort from the process of realizing to realize students in Indonesia to be worth Pancasila, then one of the answers is various concerns with other value degradation. The Pancasila Student Profile spreads in each Indonesian student so that they can form their personality as ideally as possible. Therefore, the Pancasila Student Profile seeks to create students to have character according to Pancasila. Then the character possessed becomes a form of individual / self-resilience. The resilience of these individuals will be one of the main ones after that it can form citizen resilience, regional resilience, to national resilience (Rusnaini et al., 2021)

CONCLUSION

In the 21st century, the character of students in Indonesia can drastically decline / moral degradation if there is no effort from the school, especially Islamic Religious Education teachers related to cultivating the character of students. The formation of the Pancasila student profile in the independent curriculum is also for the formation of students' personal resilience to be in accordance with the noble values and morals of the nation. It can be concluded that PAI teachers at Dharma Karya

Vocational High School (SMK) are active in making efforts to improve student character so that they are value-oriented from the Pancasila student profile. So in this study, these teachers succeeded in forming and applying the Pancasila approach such as student personality, increasing moral understanding, and strengthening / strengthening the religious identity of students as appropriate on the ideological foundation of the Indonesian state. This shows that the important role of Islamic Religious Education is regarding the development of student character in the Dharma Karya Vocational School (SMK).

The discussion in this study is still very limited and needs input from other researchers, the suggestion for the next researcher is to be able to research well comprehensively related to teachers' efforts to improve student character based on the Pancasila student profile.

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