



The Teacher's Role as an Applicator of “Profil Pelajar Pancasila” in “Merdeka Belajar” Curriculum

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Abstract

This research was conducted with the aim of analyzing the teacher's role as an applicator of Pancasila student profiles in the independent curriculum. This research is based on the development of the era which is getting faster which is marked by the development of information technology which triggers the fading of noble values and behavioral deviations in children. Therefore, it is necessary to have character education to foster and guide students to become individuals who behave, behave, and order words well. In the independent curriculum, there is a profile of Pancasila students which is a form of character education. Through the programs, students are expected to be able to apply Pancasila values in their lives. In making it happen, the role of a teacher is needed. This research uses qualitative methods through literature studies and interviews. The data that has been obtained will be processed and then analyzed. From the data that has been obtained, it can be concluded that the teacher has a strategic role in realizing the goals of having a Pancasila student profile. The teacher who is known as someone who is admired and imitated has a role as a role model for students to behave and behave. The teacher is the leader in the class. So that the condition of the teacher in learning can directly affect the condition of students. Teachers are indeed role models for students, but school principals and non-educational staff should also be good examples for students because in realizing a Pancasila student profile that can be applied by students, teachers also need support from all elements of the school.

Keywords: teacher's role, profile of Pancasila students, and “Merdeka Belajar” curriculum

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INTRODUCTION

The rapid development of information technology has resulted in a shift in values and children's behavior deviations. Therefore parents, educational institutions, and the community need to pay serious attention to this matter. One solution is to build children's character education (Harahap, 2021). Character education is a human effort carried out consciously and planned to intend to educate and build the character of each student so that they can become individuals who have benefits and are not detrimental to both themselves and their environment (Musyadad, V. et al. 2022). Through character education, students will be taught good ways of thinking and behaving, helping them make accountable decisions (Harahap, 2021).

National Education System Law No. 20 of 2002 Chapter III Article 3 states that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation, aiming to develop the potential of students to become human beings who believe in the One Almighty God, have a noble character, have good sense, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Zulkarnain, D. 2019). Thus, in learning, teachers are not only required to be able to train academic abilities but are also responsible for forming competence and improving the personal qualities of students (Salsabilah, A. S. et al., 2021). According to Ki Hadjar Dewantara, a teacher has the role of "Ing ngarsa sung tulada, ing madya manguk karsa, tut wuri

handayani". Based on these quotes, a teacher, when in front, can be an example or role model and do good deeds. When in the middle can create an idea, and when behind, the teacher can provide encouragement, motivation, and direction to students (Difany et al., 2021).

The founding figures of the Indonesian nation revealed that the philosophical basis of education in shaping the character of the Indonesian people was Pancasila (Hasanah, A. H. 2022). Therefore, to strengthen students' character, the Ministry of Education and Culture (Kemdikbud) launched a Pancasila student profile in the independent learning curriculum (Aditia et al., 2021). The Pancasila Student Profile is a character and ability that grows and lives in each student that can be adapted to the school culture and can be trained through intra-curricular, co-curricular and extra-curricular learning (Hasanah, A. H. 2022). Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020, the appropriate character is the profile of a Pancasila student, which contains six fundamental values, namely (a). Faith, piety to God Almighty, (b). Global Diversity, (c). Working together, (d). Independent, (e). Critical Reasoning, and (f). Creative. With these fundamental values, it is possible to form the noble values of Pancasila in students (Susilawati, E. 2021).

The Pancasila student profile describes the goals of National education in more detail regarding the vision, mission, aspirations, and also the goals of education for students (Hasanah, A. H. 2022). With the existence of a Pancasila student profile, it is hoped that students who are both academic and non-academic, as well as in their attitudes, behaviors, and ways of thinking, will be created. In realizing the profile of Pancasila students, the role of the teacher is very important. This fact is because the teacher is a leader in learning. This article was created to understand better the teacher's role in applying the Pancasila student profile. This article was compiled to know how much influence the teacher has and the teacher's role in applying the Pancasila student profile to students.

METHOD

This study used a qualitative approach with a literature study design and interviews. According to Sugiyono (2017), library research is collecting research data from the literature, books, scientific journals, and the internet, then classifying and analyzing studies that are relevant to the discussion. The literature used is 17 articles and 4 national books with a minimum publication year of 2010. Interviews are a data collection technique using a question format that is arranged in a planned manner and submitted orally to informants with specific goals (Winarni. 2021). In this study, 3 respondents consisted of 3rd semester students. These 7th semester students had done PLP in schools with an independent learning curriculum and teachers in one of the schools that implemented an independent learning curriculum.

The data that has been obtained will be classified and studied in depth then the authentic data will be analyzed. The data analysis used is critical analysis. According to Creswell (2016), Critical analysis is the interpretation of reading texts and addressing the meaning behind an event scientifically. Then the data source in this study comes from literature related to the subject and object studied, which is used as a secondary source after the analysis is done by compiling conclusions.

RESULTS AND DISCUSSION

Character is a good value ingrained and fundamental to an individual, reflected through behavior. Behavior carried out by individuals is the result of thought, feeling, exercise, and intentional exercise (Prasetyo D. et al., 2019). A person's character can be easily influenced by his environment. Therefore, character education is needed, so that character formation is under good supervision (Setiawan, F. et al. 2021).

Education has an important role in the life of the Indonesian people, namely as a means to increase potential and competence, to build a dignified and civilized national character to educate the nation's life. So talking about education is not only related to learning competencies but also the formation of the character of students (Setiyaningsih, S., & Wiryanto, W. 2022). The development of the character of the nation's children in education is an order from the opening of the 1945 Constitution, which is to make Pancasila the fundamental reference in character building (Nurizka, R., & Rahim, A. 2020).

The profile of Pancasila students is one of the characteristics of the independent learning curriculum, which is a form of character education for students. The Pancasila student profile is present to improve issues related to the nation's noble values and morals and improve the quality of education in Indonesia (Hasanah, A. H. 2022). The Pancasila student profile has six key competencies, namely 1) Faith, piety to God Almighty, and noble character, 2) independence, 3) Critical Reasoning, 4) Creative, 5) Collaborative, and 6) Global Diversity (Irawati D. et al., 2022).

The teacher is a leader in learning. Therefore, the teacher's character can be one of the factors that influence students' attitudes, behavior, and mindset (Hendriana, E. C., & Jacobus, A. 2017). According to Doaed Yoesoef (1980), a teacher has three main tasks: professional, humane, and social. The teacher's professional task is to transfer knowledge and improve students' abilities in academic and non-academic fields. The humane task of the teacher is to help students identify themselves and know their identity. The teacher's social duties are to carry out, implement, and apply the values of Pancasila and the 1945 Constitution in learning (Wardani K., 2010).

Teachers have an important role in the new curriculum policy, namely the profile of Pancasila students. According to Azizah, in making it happen, a teacher can create effective, meaningful, and quality learning. To achieve effective and quality learning, the teacher must master students' knowledge, attitudes, and skills. In addition, teachers also need to hold the principles of objectivity, comprehensiveness, and continuity and refer to goals. Not only that, by innovating, teachers can also shape the character of students who can think critically, progressively, and adaptively and even have a spirit of nationalism in accordance with the application of the values contained in Pancasila.

The teacher's role in learning is also expected to actively and productively develop other educators in implementing teacher-centered learning (Aquilani, etc., 2020). According to Nur Hayati, the teacher's task will be easier if students can apply the core of the Pancasila student profile. However, students are not used to living disciplined lives, coupled with the teacher's limitations in designing a good lesson plan and the teacher's limitations in using IT media and various learning resources. In that case, the teacher's task will become more difficult. Therefore, the involvement of students in learning activities is one of the goals of linking various competencies to the Pancasila student profile. To strengthen the Pancasila Student Profile, the teacher must have the main ability, namely as an example or role model for children. Have a lesson plan that focuses on establishing Pancasila values or making learning based on approaches to local wisdom.

Implementing Pancasila values is not only for teachers but must also be implemented by all school members, including school principals and non-educational staff (Fatimah & Dewi, 2021). A good school will create quality human resources with a joint contribution to the progress of the school being managed. According to Ernawati and Rahmawati (2022), the Pancasila student profile is designed to answer one big question: how to produce students with the competencies desired by an education system while taking into account internal factors related to national identity, ideology, and ideals. The profile of Pancasila students is a new challenge the Indonesian nation must face in the 21st century or during revolution 4.0. This fact shows that the profile of Pancasila students will focus on cognitive abilities and attitudes, and behavior that are in accordance with their identity as Indonesians.

The founders of the State of Indonesia said that the philosophical basis of education in shaping character is Pancasila (Hasanah, A. H. 2022). The character based on Pancasila in every corner must be fully and thoroughly imbued with the five precepts in Pancasila. The Pancasila Student Profile in this curriculum will undoubtedly facilitate the teacher's role in shaping and building the character and abilities that students want to grow in everyday life and grow and live in each student with various school cultures, intra-curricular, co-curricular learning, and extracurricular. The Pancasila Student Profile is an educational outcome that can create students who can improve the quality of Indonesian national education by adhering to the noble character of the Indonesian nation and the challenges of education in the 21st century (Afis Hafifah Hasanah et al., 2022).

In the independent learning curriculum, there is a driving teacher program. The program is a teacher leadership education program. Based on the 2020 Minister of Education and Culture and the Appendix to the Decree of the Director General of Teachers and Education Personnel No. 3028/B/GT/2020 regarding the Guidelines for Mobilizing Teacher Education, which explains the role of the mobilizing teacher. There are two outlines of the role of the driving teacher. First, indicators driving change. The teacher directly influences the class. Therefore the teacher can be an agent to direct students to a change. Second, indicators become role models. According to Ki Hadjar Dewantara, a teacher has one of the tasks, namely "Ing ngarsa sung tulada". Therefore the teacher can be a reference for students behaving, behaving, and thinking.

CONCLUSION

The results of this study concluded that the teacher has a strategic role in realizing the profile of Pancasila students in the independent learning curriculum. Teachers have three main tasks, namely professional tasks, humane tasks, and social tasks. In human tasks, the teacher has a role in fostering the character of student one. This fact can be implemented by creating proactive learning so that the teacher can understand the condition of the class. By understanding the class conditions, the teacher can determine the learning model and the right

way to embody Pancasila's values in learning. In realizing the Pancasila student profile, teachers also need support from all elements of the school. Teachers are indeed role models for students, but school principals and non-educational staff should also be good examples for students.

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