

Implementation of Religious Value In The Profile of Pancasila Student In Madura

Widya Trio Pangestu, Conny Dian Sumadi

Universitas Trunojoyo Madura

*Korespondensi: conny.diansumadi@trunojoyo.ac.id

ABSTRACT

Inadequate of schools and educators is less than optimal in implementing character education and the values contained in the Pancasila principles into learning at school or personal habituation. Implementation of the Pancasila Student Profile is less than optimal. This research aims to examine the implementation of religious values in the profile of Pancasila students in elementary schools in Madura. The type of research chosen in this research is qualitative research with a qualitative descriptive approach. The aim is to describe the implementation of Religious Values in the Pancasila Student Profile in Madura. This research was conducted at several elementary schools on Madura Island, including: SDN Gili Anyar 1 Bangkalan, SDN Kamal 2 Bangkalan, SDN Buddagan 2 Pamekasan, SDN Blumbungan 3 Pamekasan. Data collection techniques through observation, interviews and documentation. The results of the research show that the implementation of religious values is carried out through activities (a) praying after and completing learning (b) memorizing short surahs before starting lessons (c) listening to chants of the holy verses of the Koran every Friday during learning activities (d) commemorating Islamic holidays (e) celebration of santri day by wearing Muslim dress.
Keywords: Religious values, Profile of Pancasila students, Madura

ABSTRAK

Peran sekolah dan pendidik yang kurang optimal dalam mengimplementasikan pendidikan karakter dan nilai-nilai yang terdapat di sila Pancasila ke dalam pembelajaran di sekolah atau pembiasaan diri. Implementasi dalam pelaksanaan Profil Pelajar Pancasila kurang maksimal. Penelitian ini bertujuan untuk mengkaji implementasi nilai religius dalam profil pelajar Pancasila pada sekolah dasar di Madura. Jenis penelitian yang dipilih dalam penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif kualitatif. Tujuannya adalah mendeskripsikan implementasi Nilai Religius dalam Profil Pelajar Pancasila di Madura. Penelitian ini dilakukan di beberapa SD di Pulau Madura antara lain: SDN Gili Anyar 1 Bangkalan, SDN Kamal 2 Bangkalan, SDN Buddagan 2 Pamekasan, SDN Blumbungan 3 Pamekasan. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan implementasi nilai religius dilakukan melalui kegiatan (a) berdoa setelah dan selesai pembelajaran (b) Hafalan Surat pendek sebelum memulai pelajaran (c) Memperdengarkan lantunan ayat suci Al-Quran setiap hari jumat selama kegiatan pembelajaran (d) Peringatan Hari Besar Agama Islam (e) Perayaan hari santri dengan menggunakan baju koko untuk siswa dan gamis untuk siswi.

Kata kunci: Nilai religi, Profil pelajar pancasila, Madura

A. INTRODUCTION

Madura is one of the icons of religious tourism and a city of Islamic students where several great Islamic scholars come from. However, the local community's understanding and knowledge regarding the cultivation of Pancasila values is still very lacking. This issue arises because of the imbalance between education and relationships. The cause of the fading of human character during this period is the lack of implementation of Pancasila educational values. The above issues are also exacerbated by the inadequate role of schools and educators in implementing character education and the values contained in Pancasila in school learning or self-habituation (Novianti, Agustini, and Rochajati 2023) (Istiningsih and Dharma 2021) . Implementation of the Pancasila student profile is considered inadequate due to a lack of understanding from educators, including limited time and learning activities, lack of lesson substance, limited technology and educational knowledge, lack of student interest, passive attitude of students during the learning process, and lack of parental attention on children's learning patterns. The national education system aims to shape the character and civilization of a dignified nation (Fitriasari, Masyitoh, and Baeihaqi 2020).

Character education in national education aims to produce students who believe and are devoted to God Almighty and form democratic citizens. Education is interpreted as a cultural process that encourages students to be free-spirited and independent, build their character, and develop their potential and skills. Good education starts from designing a curriculum that is relevant to national education goals. Thus, it meets the needs of the times and its implementation runs according to the expected goals (Ibad 2022).

Curriculum development is associated with the push of the globalization movement to position the education system more broadly and also in accordance with the curriculum in particular which is intended to drive economic development and national competitiveness (Priestley and Sinnema 2014). The curriculum is one of the driving elements which is also the basis for education to run. Education in Indonesia wants change for the better. This is the reason why the Merdeka Curriculum has begun to be implemented in several schools in Indonesia, including in Madura. Therefore, this research aimed to examine the implementation of religious value in the profile of Pancasila students in elementary schools in Madura.

B. LITERATURE REVIEW

The paradigm in the Merdeka Curriculum seeks to develop students' competencies through their interests and talents by exploring global diversity in their surrounding environment (Moirra and Hulme 2014). Thus, students will experience learning, internalize values, learn throughout life and maintain the competencies they have with strong character based on Pancasila values which are taught through local wisdom values in the surrounding environment (Sutrisno and Rofi'ah 2023). The Merdeka Curriculum directs teachers and students to develop in accordance with Pancasila values and implement them in various existing fields of study (Faiz and Faridah 2022). The independent learning program provides freedom for educational institutions to autonomously run the wheels of education themselves (Cascante-Bonilla et al. 2021). A very visionary policy pattern needs to gain appreciation from education stakeholders to cooperatively support and produce a superior generation for 2045 (Kurniawaty, Faiz, and Purwati 2022). This profile of Pancasila students is a project to strengthen Pancasila values launched by the Minister of Education and Culture targeting students in Indonesia.

The profile of Pancasila students is the main goal for education developers; in this case the Ministry of Education and Culture as stated in Minister of Education and Culture Regulation No. 20 of 2020 concerning the Strategic Plan for Education and Culture for 2020-2024. The profile of Pancasila students is a reference for educators in building the character and competence of students. Regarding the importance of the Pancasila student profile, all stakeholders must understand it carefully so that it can be implemented and brought to life in daily activities properly. The Pancasila student profile consists of six dimensions which include: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity (Zuchron 2021). The Merdeka Curriculum focuses on efforts to form national character in the form of a Pancasila student profile for each student in the education unit (Nurasiah 2020)

The profile of Pancasila students is one of the efforts to improve the quality of education in Indonesia which prioritizes character formation (Rachmawati et al. 2022). Someone who has faith, piety and noble character in the context of Pancasila students is someone who has morals in relation to God, understands religious teachings and applies them in daily activities. According to the Directorate of Primary Schools (2020), it includes five key elements consisting of religious morals, personal morals, morals towards humans, morals towards nature, and national morals. The success of instilling Pancasila

values in elementary school children will be useful for them at the next level of education or even throughout their lives (Istiningsih and Dharma 2021). The implementation of religious values in the profile of Pancasila students in Madura is one of the basic things that influences other elements to work together for the better.

Apart from that, there are several examples of problems involving the order of values in society that have never been resolved, such as corruption, brawls, inter-school brawls, free sex, nepotism, a culture of bribery, all of which have become the character of our nation. These characters that are rooted in the Indonesian nation cannot be avoided without education that can foster commendable national character values. Success in implementing and instilling life values through character education can also be influenced by the method or approach used to convey them, one of which is through habituation (Lubis, 2017).

C. METHOD

The present research applied a qualitative research approach using a qualitative descriptive method. The aim was to describe the implementation of religious value in the profile of Pancasila students in Madura. This research was conducted at several elementary schools in Madura Island, consisting of: SDN Gili Anyar 1 Bangkalan, SDN Kamal 2 Bangkalan, SDN Buddagan 2 Pamekasan, and SDN Blumbungan 3 Pamekasan. The data collection was carried out through observation, interview and documentation techniques. The interview technique was used to obtain data and other required information, the observation technique was used to obtain descriptive data, and the documentation technique was used to support the validity of the data that had been obtained. Then, the data analysis in this research employed data triangulation technique.

D. RESULT AND DISCUSSION

1. Contents of Results and Discussion

The results and discussion of the research, carried out in several elementary schools in Madura during the period August to September 2023, are as follows:

4.1.1. SDN Gili Anyar 1 Bangkalan

The implementation of religious value at SDN Gili Anyar 1 was carried out in the context of the Islamic religion because all school members were Muslim. The implementation of religious value was carried out through the following activities: (a) praying before and after learning, (b) memorizing short surahs before starting lesson, (c)

listening to chants of the holy verses of the Quran every Friday during learning activities, (d) commemorating Islamic days, and (e) celebrating santri day by wearing Muslim dress.



Figure 1. Commemorating Maulid Nabi Muhammad SAW

4.1.2. SDN Kamal 2 Bangkalan

The implementation of religious value at SDN Kamal 2 was carried out in the context of the Islamic religion because all school members were Muslim. Activities carried out included: (a) praying before and after learning, (b) reading the holy book Quran on Fridays, (c) commemorating Islamic holidays, and (d) celebrating santri day by wearing Muslim dress.



Figure 2. Praying before learning

4.1.3. SDN Buddagan 2 Pamekasan

The implementation of the religious value of SDN Buddagan 2 Pamekasan was carried out in the context of the Islamic religion because all school residents were Muslim. Activities carried out included: (a) praying before and after learning, (b) commemorating Islamic holidays, (c) memorizing short surahs on the weekend and (d) Islam's wall decoration in the class.



Figure 3. Wall decoration

4.1.4. SDN Blumbungan 3 Pamekasan

The implementation of the religious value of SDN Blumbungan 2 Pamekasan was carried out in the context of the Islamic religion because all school residents were Muslim. Activities carried out through the following activities: (a) praying before and after learning, (b) commemorating Islamic holidays, (c) memorizing short surahs before the school ended, (d) carrying out dhuha prayers in the prayer room alternately per class per day, and (e) running marawis extracurricular.



Figure 4. Praying after learning

One of the successes of a religious value implementation program can be its entrenched character. Culture is collective mind programming that differentiates one group of people from another (Akosah-Twumasi et al, 2018). Culture, which is intended in the independent curriculum, has the aim that students continuously place religious values as the root of social life (Cascante-Bonilla et al. 2021). The Pancasila student profile has a role that really supports the formation of student character, especially religious character.

It is hoped that in the future, with this formed character, a person can become a dignified individual.

E. CONCLUSION

This research concluded that religious value for the profile of Pancasila students included the dimensions of faith, devotion to God Almighty, and noble character. In Madura, religious value had been instilled since primary education. The success of instilling religious value in elementary school children will be useful throughout life in facing the challenges of the times. The activities described above can be an insight for educators and students or a reference for future researchers in preparing the implementation of the Merdeka Curriculum which will be implemented in the next dimension.

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