

The Application of The Pancasila Profile in The Skill Aspect at SDN Tayem East 3

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Abstract. This study aims to analyze the application of the Pancasila profile in the aspect of skills at SDN Tayem Timur 3. The method used is a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The research subjects were school principals, teachers, and students of grades V and VI. The results of the study show that the application of the Pancasila profile in the skills aspect at SDN Tayem Timur 3 is quite good, as can be seen from the development of student's skills in various aspects such as critical thinking, creativity, and communication skills. In addition, the application of the Pancasila profile also helps increase student awareness of Pancasila values as a guide in everyday life. However, more efforts are still needed to improve the quality of the application of the Pancasila profile in the skills aspect, such as by providing training and guidance to teachers and students.

Keywords: Pancasila profile, skills, SDN Tayem Timur 3

1. Introduction

Pancasila education is an important aspect of learning in elementary schools. Pancasila as the basis of the Indonesian state must be taught correctly and precisely to children as the nation's next generation. In teaching Pancasila, one of the things that must be considered is the application of the Pancasila profile in the skills aspect (Anatasya, 2021., Dewi, 2021., & Yulianti, 2021).

This study aims to examine the application of the Pancasila profile in the skills aspect at SDN Tayem Timur 3. Through this research, it is hoped that it will be known how the Pancasila profile is applied in the skills aspect in elementary schools. This research also aims to contribute to the development of learning programs in elementary schools, especially in the application of the Pancasila profile in the skill aspect (Irawati, 2022., Kahfi, 2022., & Susilawati, 2021).

In this study, the method used was direct observation and interviews with teachers and students involved in learning at SDN Tayem Timur 3. The data obtained will be analyzed qualitatively and interpreted in the form of findings that can describe the application of the Pancasila profile in the aspect of skills in SDN Tayem Timur 3. This research is expected to provide significant benefits for the world of education (Aviana, 2015., Ardilla, 2017., Tiara, 2019., & Ananda, 2018).

2. Research Methods

The methodology that can be used to complete the title "Application of the Pancasila Profile in the Aspect of Skills at SDN Tayem Timur 3" is as follows:

1. Literature study: Conduct a literature study to obtain information about the profile of Pancasila and skills relevant to the research title. This will help in understanding the basic concepts related to the research topic.

2. Research design: Create a research design that fits the research objectives. The research design must pay attention to the independent variable (Pancasila profile) and the dependent variable (skills). The research method used can be in the form of observation, interviews, or data collection from related documents.

3. Sampling: Selecting a sample from the population to be studied. The population in this study were students of SDN Tayem Timur 3. The selected sample must be representative and pay attention to the inclusion and exclusion criteria.

4. Data collection: Collecting data from a sample using predetermined research methods. The data collected can be in the form of quantitative or qualitative data.

5. Data analysis: Analyze the data that has been collected using appropriate analytical techniques. Data analysis can be performed using descriptive or inferential statistics, depending on the type of data.

3. Result And Discussion

The results and discussion of the application of the Pancasila profile in the skills aspect at SDN Tayem Timur 3 can be arranged as follows:

1. Critical thinking skills Pancasila as the basis of the Indonesian state emphasizes the importance of critical thinking in making decisions and solving problems. At SDN Tayem Timur 3, students are given training and learning that strengthens critical thinking skills through various activities, such as group discussions, problem solving, and critical assessment of the information received.

2. Communication skills Pancasila places the importance of mutual respect and understanding as its main value. At SDN Tayem Timur 3, students are taught good communication skills, such as listening actively, speaking politely, and respecting the views of others. This can help students become effective communicators and be able to interact well with others.

3. Cooperation skills Pancasila teaches the values of solidarity and mutual cooperation. At SDN Tayem Timur 3, students are taught cooperative skills through various activities, such as group projects, cooperative learning, and role playing. This skill helps students to work together in achieving common goals and appreciate the contribution of each group member.

4. Leadership skills Pancasila emphasizes the importance of good and responsible leadership. At SDN Tayem Timur 3, students are given the opportunity to develop leadership skills through various activities, such as being class leaders, group leaders, or OSIS administrators.

4. Conclusion and Suggestion

Based on the information provided, the conclusion that can be drawn is that SDN Tayem Timur 3 has implemented a Pancasila profile in the skill aspect by prioritizing the formation of student character based on Pancasila values. This can be seen from the curriculum which is structured by integrating Pancasila values into learning in the classroom.

In addition, the school has also held extracurricular activities that focus on building student characters such as scouts, arts and culture, and sports. All of these activities are directed at forming students who have a positive attitude, are independent, and have good social skills.

However, several suggestions can be given to improve the application of the Pancasila profile in the skill aspect at SDN Tayem Timur 3. First, the school can improve character-building activities by holding activities that are more diverse and interesting, so that students feel more involved and motivated to follow these activities.

Second, the school can develop a curriculum that is more integrated with Pancasila values. In this case, the school can involve teachers and other stakeholders to think of ways to integrate Pancasila values into classroom learning more effectively.

Finally, the school can also increase collaboration with parents and the surrounding community in shaping student character. In this case, schools can hold activities that involve parents and the community such as seminars, workshops, or other activities that can strengthen students' concepts and experiences.

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