

## Tracing 'Profil Pelajar Pancasila' Within The Civic Education Textbook: Mapping Values For Adequacy

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ABSTRACT

*The goal of this study was to map and analyze the character values of the Pancasila Student Profile in the Pancasila and Civic Education textbook for Junior High School (JHS) Grade IX. This study employs a qualitative approach with content analysis methods. The primary data source is the Pancasila and Civic Education textbook for JHS Grade IX, 2018 revised edition. The character values of the Pancasila Student Profile, which are spread throughout the book, serve as the unit of analysis in this study. Data is gathered by identifying and analyzing within the framework of the Pancasila Student Profile character values found in the textbook. Validation of data through semantic validity, inter-rater reliability, and expert review. This study's conclusion generally identifies the Profil Pelajar Pancasila's character values with scattered patterns and varying weights. In order to support the implementation of the Pancasila Student Profile, this study recommends that the government modify the content and content to be more representative and relevant to the most recent learning outcomes.*

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Kata-kata kunci:

Karakter;  
Profil Pelajar Pancasila;  
Buku Teks;  
Pendidikan Pancasila dan  
Kewarganegaraan.

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ABSTRAK

**Pemetaan dan Penelusuran Profil Pelajar Pancasila dalam Buku Teks Pendidikan Kewarganegaraan.** Tujuan penelitian ini untuk memetakan dan menganalisis muatan nilai karakter Profil Pelajar Pancasila dalam buku teks Pendidikan Pancasila dan Kewarganegaraan Kelas IX Sekolah Menengah Pertama (SMP). Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis konten. Sumber data primer adalah buku teks Pendidikan Pancasila dan Kewarganegaraan kelas IX SMP edisi revisi 2018. Unit analisis dalam penelitian ini muatan nilai karakter Profil Pelajar Pancasila yang tersebar dalam semua bagian buku. Pengumpulan data dilakukan dengan mengidentifikasi dan menganalisis dalam kerangka muatan nilai karakter Profil Pelajar Pancasila yang ada di dalam buku teks. Pemeriksaan keabsahan data melalui validitas semantik, reliabilitas inter-rater, dan expert review. Kesimpulan penelitian ini secara umum mengidentifikasi muatan nilai karakter Profil Pelajar Pancasila dengan pola tersebar dan pembobotan yang beragam. Dalam upaya mendukung terwujudnya Profil Pelajar Pancasila, penelitian ini merekomendasikan pemerintah untuk menyesuaikan konten dan muatan agar lebih representatif serta relevan dengan capaian pembelajaran yang terbaru.

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## Introduction

Textbooks play a critical role in facilitating student learning in schools (Mumpuni, 2018; Solehudin, 2019). In the context of Pancasila and Civic Education (PPKn), textbooks are developed around a variety of citizenship themes in order to elicit students' interest in becoming good and smart citizens. Cultivating a sense of caring through a community problem or challenge, such that insightful care and active participation result in the development of citizenship skills. Civics textbooks are designed to foster scientific citizenship competence by encouraging students to pay attention, ask questions, collect data, associate and communicate knowledge.

The textbook can be used to raise students' awareness of the nation and state and to help them develop into good and intelligent citizens (Syabrina, 2017). Additionally, the textbook plays a critical role as a strategic medium that shapes students' interests, attitudes, and reasoning. Pancasila and Civic Education textbooks must also include chapters and subchapters on Core Competencies and Basic Competencies, as well as character values.

Haryati and Khoiriyah (2017), Apit Insasi and Muhkamad Murdiono (2019), and Arif Kristiyono (2019) have all conducted research on analyzing character values in PPKn textbooks (2013). Additionally, research on the content analysis of Pancasila Student Profiles in PPKn textbooks at the junior high school level is urgent due to the novelty and relevance of mapping the Pancasila Student Profiles' character values, which can be used as a current need in the context of developing Civics textbooks at the junior high school level.

Until now, the theme of Civics textbooks has been extensively studied in terms of their value and character content (Adi, 2018; Astuti & Wuryandani, 2017; Ayudi, 2019; Caraswati, 2014; Haryati & Khoiriyah, 2017; Insasi & Murdiono, 2019; Ismail et al., 2021; Mardikarini & Suwarjo, 2016; Mumpuni & Masruri, 2016; Rahayuningtyas & Mustadi, 2018). The existing research examines the suitability and feasibility of the Civics subject's orientation and objectives. Meanwhile, research on the 'Profil Pelajar Pancasila' remains limited to the context of character education policies (Ismail et al., 2021; Juliani & Bastian, 2021), the development of learning media (Hidayah et al., 2021), and the response of history subjects to it (Hasudungan & Abidin, 2020).

Imperatively, education programs in Indonesia as a whole must achieve the 'Profil Pelajar Pancasila' (Pancasila Student Profile). This is in relation to the emergence of the Minister of Education and Culture of the Republic of Indonesia Number 22 in 2020 regarding the Ministry of Education and Culture's Strategic Plan for the Years 2020–2024 (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024). PPKn cannot be separated from this critical mission as part of the curricular program at various levels of education. Textbooks on civics subjects, like other curricular programs, are media that are still being used and programmed for development. So, after reviewing the previous book, this study can provide input to make it more empowered, impactful, and relevant to the Pancasila Student Profile's purpose. As evidenced by the scholarship associated with the PPKn textbook and the achievement of the Pancasila Student Profile, the existing literature has not placed a high premium on this constellation. This study contributes to the creation of an ecosystem of book development that is programmatic and sustainable, in addition to strategies for more efficient and targeted curricula and books. As a result of this problem, the research question is how to map the *Profil Pelajar Pancasila's* character values into PPKn textbooks for class IX Junior High Schools.

## Methods

This study employs a qualitative approach in accordance with content analysis, employing a non-interactive qualitative method to examine Civics textbooks for class IX junior high school (JHS). The subject of the research is the junior high school Civics Class IX textbook. The data collection was identified and analyzed using the Pancasila Student Profile character values found in the textbook. Validation of data is accomplished through semantic validity, specifically by observing the data in the introduction, which includes motivational sentences and learning objectives. This technique is used for symbolic interpretations relevant to the context of the Pancasila Student Profile that appear in the book, whether in the form of material content, pictures, case examples, or other things. The core sections include a description of the instructional materials, information about citizenship, group assignments, and independent assignments. The concluding section contains a reflective exercise, an attitude assessment, a citizenship project, and a competency test. Then, interrater reliability was used in this study by reading and reviewing the data in order to obtain consistent or appropriate data. The data was validated for validity using semantic validity, inter-rater reliability, and expert review. The analysis technique used in this research is mapping and analyzing the load on the Pancasila Student Profile character values found in the textbook.

## Findings and Discussion

Regarding research on the Pancasila Student Profile, several researchers have done so, including Ismail, Suhana, and Zakiah (2020) on the KDP policy analysis for implementing Pancasila students in schools and Hasudungan & Abidin (2020) on the formation of Pancasila Student Profiles through history learning. According to Kristiyono, research on the content analysis of Pancasila Student Profiles in junior high school textbooks demonstrates that this research can fulfill and achieve the importance of textbooks for junior high schools (Kristiyono, 2013). This is supported by research that books foster the development of all analyzed character values (Mardikarini & Suwarjo, 2016; Rahayuningtyas & Mustadi, 2018).

The mapping analysis reveals that the Pancasila Student Profile has been omitted from the PPKn textbooks for junior high school. The distribution of character values is also found in each chapter, as previous research (Insasi & Murdiono, 2019; Kristiyono, 2013) used analytical percentages in their studies. Additionally, it was discovered that many of these values were not accompanied by examples of their application, as evidenced by Adi (2017) research findings, which are deficient in indicators for all aspects of character values. Because character values are connected to character education, it can be respected by other nations and a nation that can firmly adhere to its own noble values (Arifin, 2018), and also strengthening character education and the hope of creating Student Profiles Pancasila is a genuine effort to realize the *Nawacita* program (Siswanto, 2021).

Discussing character entails discussing the value manifested in one's actions; it is not sufficient for a person to understand value; it must also manifest in the desire to do good and do good. According to Thomas Lickona, a person's character is always measured in three ways: knowledge of the good (knowing the good), love and liking of the good (desiring the good), and action of the good (doing the good). Even these three aspects must develop into habits: the habit of always thinking about the positive or the good, the habit of liking the good, and the habit of always doing the good (Lickona, 2016).

A good character consists of knowing what is right, desiring what is right, and acting on what is right. According to Arifin (2018), the quality of something that makes it likable, desirable, useful, and appreciated to the point where it becomes a kind of object for specific interests. Furthermore, Haryati & Khoiriyah (2017) discovered that the content of national character values developed by the Ministry of Education and Culture is presented in three parts in the Pancasila and Civic Education textbook for grade VIII JHS, the first in the introduction, the second in the core, and the third in the cover. Thus, the results of mapping the *Profil Pelajar Pancasila's* contents to the PPKn textbook revealed values that are sporadically owned and described.

Through the draft of the Indonesian Education Roadmap 2020-2035, the Ministry of Education and Culture established a Vision for Indonesian Education 2035, which is to develop Indonesian people into excellent lifelong learners who continue to develop, prosper, and exhibit noble character through the cultivation of Indonesian cultural values and Pancasila.

National Education's function and purpose are defined in Chapter 2 Article 3 of Law No. 20 of 2003 on the National Education System, which states that National Education's purpose is to develop the capabilities and shape the character and civilization of a dignified nation within the context of educating the nation's life, with the goal of developing potential students into human beings. This is demonstrated by the existence of multiple frameworks for the *Profil Pelajar Pancasila's* character values.

According to Article 37 of the applicable National Education System Law, citizenship education is a mandatory subject in Indonesia's primary and secondary education curricula, as well as in Pancasila and Civic Education, which is expected to serve as an educational vehicle for developing students into human beings with a sense of nationality and citizenship. Nationalism is imbued with Pancasila values, the Republic of Indonesia's 1945 Constitution, the Spirit of Unity in Diversity, and the commitment of the Unitary State of the Republic of Indonesia.

This is because the integrated learning process in Civics subjects has met the Pancasila Student Profile and is consistent with Fathurrohman, Suryana, and Fatriani (2013) definition of the critical pillars of human character that can be used to assess and measure character and behavior (Rohman & Munir, 2018). Pancasila and Civic Education as a subject is intended to mold students into citizens with a sense of national identity and love for their homeland in the context of Pancasila values and morals, awareness of the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika values and spirit, and the State's commitment. Indonesia is a unitary republic.

According to the Ministry of Education and Culture's strategic plan for 2020-2024, the first Pancasila student should possess faith, fear of God Almighty, and a noble character. Students from Indonesia who believe, fear God Almighty, and possess a noble character. Which is a student who possesses moral character in his interactions with God Almighty. He comprehends religious teachings and beliefs and incorporates them into his daily life. Faith, fear of God Almighty, and noble character are comprised of five essential components: religious character, personal character, morality toward humans, morality toward nature, and state character. This relates to the President's vision and mission to realize an advanced Indonesia that is sovereign, independent, and self-aware through the development of a Pancasila Student Profile that is critical, creative, self-aware, faithful, devoted to God Almighty, and possesses noble character, mutual cooperation, and global diversity.

As a result, the Minister of Education and Culture's policy prioritizes character education and the practice of Pancasila, while also stating that an essential component of character education is morals, and Pancasila is one of the frameworks for character education. Thus, Utami (2019) makes it abundantly clear that, as an essential component of character education, values and principles of life based on these five precincts are included.

The *Profil Pelajar Pancasila's* six characteristics can be realized through the growth and development of Indonesian cultural values and Pancasila, which serves as the bedrock for all national development directions. Then, with the characteristics of Indonesian culture and Pancasila values embedded in Indonesian society, the country can move forward as an open society and global citizen capable of accepting and utilizing the diversity of sources, experiences, and values from the world's diverse cultures. This society will retain its unique characteristics and characteristics through an open society and global citizenship. This is consistent with definition of collaboration as "understanding how to collaborate" or "gotong royong" or "working together," respect for diversity, and a sense of tolerance for differences (Riyanto, 2020).

The research findings regarding the contents of the first Pancasila Student Profile include dimensions and elements such as religion and personal morals, indicating that the first Pancasila Student Profile is a fundamental value. Each chapter and discussion should contain a religious message that adheres to the first precepts of belief in the One Supreme God and can be applied in a variety of ways to the learning objectives, the educational process, or motivation. This can be expressed through the description of the characters formed during the learning process.

Global diversity is the focus of the second Pancasila Student Profile. Indonesian students uphold their noble culture, locality, and identity while maintaining an open mind when interacting with other cultures, fostering mutual respect and the possibility of forming a new culture that is positive and complementary to the nation's noble culture. Global diversity encompasses critical components such as recognizing and appreciating cultures, developing intercultural communication skills when interacting with others, and reflecting on and taking responsibility for one's own experience of diversity.

Through the dimensions and elements of the second Pancasila Student Profile that incorporate global diversity, there is an emphasis on recognizing and appreciating culture, with the principle that the character of global diversity must be taught in every lesson (Fathurrohman et al., 2013). Citizenship-civic duty is a critical human characteristic that can be used to measure and assess a person's character and behavior.

The research findings identified the second Pancasila Student Profile as a form of encouragement to love the Indonesian state with diversity in the *Bhinneka Tunggal Ika* frame has a diversity of ethnicities, nations, religions, races, and group differences that are consistent with Riyanto's (2020) understanding of how to collaborate or gotong royong or cooperate, respect diversity, and have a sense of toleran. With the strengthening of dimensions and elements, such as recognizing and appreciating culture, and encouraging people to love the diverse Indonesian state within the framework of *Bhinneka Tunggal Ika*, which is diverse in terms of ethnicity, nation, religion, race, and class, This is consistent with one of the critical pillars of human character that can be used to measure and assess character and behavior, namely respect, as identified by Fathurrohman, Suryana, and Fatriani (2013).

The third Pancasila Student Profile complements the previous two. An Indonesian student who possesses the ability to collaborate, that is, the capacity to carry out activities cooperatively



in order for the activities to run smoothly, easily, and lightly. Collaboration, concern, and sharing are all components of gotong royong.

The content of this third Pancasila Student Profile is related to the third Pancasila Unity of Indonesia principle. Theoretically, gotong royong is a character value that must be developed throughout the educational process; in essence, the character of gotong royong is developed through the application of critical character pillars, as identified by Fathurrohman, Suryana, and Fatriani (2013), namely caring and a willingness to share (caring). Gotong royong refers to the most critical skills or competencies, while chance (opportunity) refers to the opportunity to collaborate and the ability to work in a team (Hermawan, 2021). This can be accomplished through civic projects, assignments, or through the use of materials. In practice, it has been conveyed comprehensively through a variety of modes of instruction or approaches to learning. Pancasila's fourth student profile is self-contained. Independent students are those who are accountable for their own learning process and outcomes. The critical components of independence are self-awareness and self-regulation.

In the form of mapping research findings, the fourth Pancasila Student Profile is comprised of learning descriptions, independent assignments, reflections, attitude assessments, citizenship projects, and competency tests. *Mandiri* is a character that is intended to be developed in Civics education in order to carry out the fifth principle of social justice for all Indonesians. This is consistent with the findings of Fathurrohman, Suryana, and Fatriani (2013) regarding one of the critical pillars of human character that can be used to assess and measure character and behavior, namely fairness. Independence is a strong character trait that requires effort, discipline, and consistency in habituation efforts, which means that various approaches or modes of instruction must be used, including independent assignments, attitude assessments, motivational sentences, reflections, and citizenship projects. Practically, the mapping's results are quite good because they comprehensively describe the efforts involved in the "self-reliance" learning process.

Critical reasoning is the fifth Pancasila Student Profile (Kementerian Pendidikan dan Kebudayaan RI, 2020). Students who think critically are capable of objectively processing information on both a qualitative and quantitative level, establishing relationships between disparate pieces of information, analyzing, evaluating, and concluding on that information. Critical reasoning consists of the following components: acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on one's own thoughts and thought processes, and making decisions.

The research findings regarding the contents of the fifth Pancasila Student Profile are contained in motivational sentences, learning objectives, descriptions of learning materials, citizenship information, group assignments, independent assignments, reflections, citizenship projects, and competency tests, all of which have dimensions and elements such as acquiring and processing information and ideas. Second, conduct an analysis and evaluation of the reasoning. Thirdly, he expresses his own thoughts. Thus, critical reasoning is a character trait that the Indonesian people, according to (Lickona, 2016) require in this global and digital era through moral knowledge in the manifestation of moral values that have become a reality of life in order to be able to face various problems and make decisions. Through the literature, we can learn about the process of producing learners who are capable of developing relationships, communication, presentation, intercultural sensitivity, ethics, listening, and asking questions (Denni & Pratomo, 2020).

As a result, this character must pervade all aspects of the learning process, including learning objectives, motivation, materials, assessment, group and independent assignments, and civic projects, among others. Practically, the mapping results have been able to describe the critical reasoning character as a significant character, and Utami makes it abundantly clear that it is also one of the frameworks for character education (Utami, 2019).

Pancasila's sixth student profile is innovative. Students who are creative are capable of modifying and producing something unique, meaningful, useful, and impactful. The critical

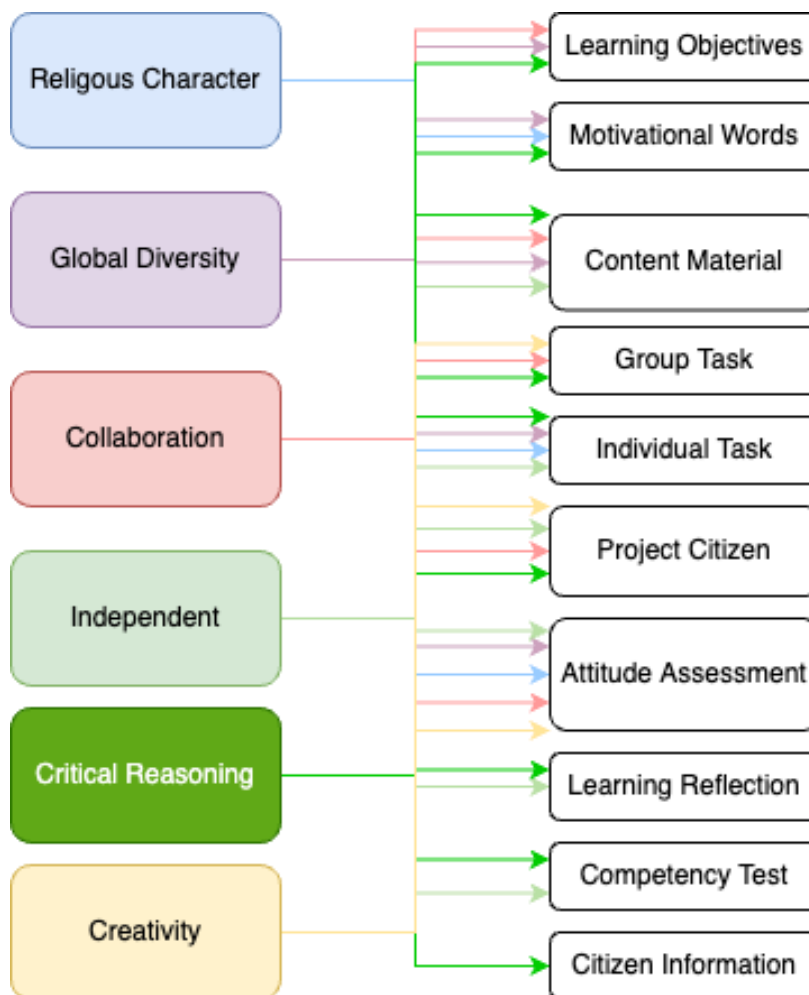


Figure 1 'Profil Pelajar Pancasila' Values Map identified in the textbook

component of creativity is the generation of unique ideas and the creation of unique works and actions.

In the form of mapping research findings, the sixth Pancasila Student Profile is found in group assignments, citizenship projects, and assessments of student attitudes and behavior. This sixth Pancasila Student Profile is creative; a creative character is one that can motivate a citizen to pursue his or her life goals in accordance with his or her life vision and mission. Of course, creative characters require a very strict habituation process to be successful, which means that various approaches to learning must be used. This is done to ensure that Adi (2017) research on learning evaluation is optimal. Of course, in an ideal world, all learning would require this creative quality. Both in the learning process and in other areas, such as individual and group assignments, civic projects, motivation, and reflection. This creative quality is also reflected in the embodiment, as one of the objectives of the program is to develop the potential of creative students.

In practice, it has described books that promote creative characters, though additional approaches should be developed in each learning material (Wakhidah & Setiawan, 2015). The position of this textbook, which contains the *Profil Pelajar Pancasila's* character values, has been identified as one that can aid in the realization of these character values.

This is a manifestation of education as a process of humanization and character development, in which humans are humanized. Thus, the embodiment must be pertinent to Pancasila. Additionally, education teaches morals, ethics, and character, all of which contribute to the formation of national identity. Thus, the quality of education is largely determined by the presence of strong characters capable of developing into a nation of character.

Textbooks written in the PPKn format play a critical role in the implementation of student learning in schools. This is because civic education is structured around activities that cover a variety of civic themes in order to encourage and motivate students to become good citizens through a sense of concern for the problems and challenges faced by the surrounding community, which can be demonstrated through active participation and community development. As a result, the resulting competencies are no longer limited to knowledge and skills, but also to written works. However, it places a premium on the development of concrete behaviors and actions that each student can implement.

In general, this textbook has been able to describe the *Profil Pelajar Pancasila's* character values and how they support its realization (see Figure 1). Although textbooks must still be developed, completed, and sharpened on each learning material using a variety of complementary approaches. This statement refers to research conducted by Wakhidah and Setiawan (2015), which found that textbooks alone are insufficient to encourage scientifically based learning activities.

Through the objectives of civics subjects at the primary and secondary levels in general, namely developing students' potential in all dimensions of citizenship, including (1) civic attitudes, including constancy, commitment, and responsibility (civic confidence, civic commitment, and civic responsibility), (2) civic knowledge, and (3) civic skills, including civic competence and civic responsibility.

Then, specifically, the purpose of Civics is to enable students to: (1) demonstrate characters that reflect their personal and social appreciation, understanding, and practice of Pancasila values and morals; (2) demonstrate a constitutional commitment that is backed up by a positive attitude and a thorough understanding of the 1945 Constitution of the Republic of Indonesia. In other words, the mapping and analysis of the Pancasila Student Profile in the JHS grade IX PPKn textbooks is still not evenly distributed throughout each chapter and sub-chapter, which is divided into an introduction, a core, and a concluding section.

This is consistent with the findings of Insasi & Murdiono (2019) regarding the content of the Ministry of National Education's 18 character values, the distribution of which is not exhaustive in each chapter and subchapter, and Mumpuni & Masruri (2016) regarding teacher handbooks and student handbooks containing value content. Characters with a variable number and an asymmetrical distribution.

Various scattered patterns and weightings have been identified as a result of the mapping of the values. Exteriorization of values is dispersed and weighted differently in this Civics Education book, which follows the outline of the material and competencies to be attained. Embodiment using this pattern will process differently depending on how the teacher presents and functions books in learning. As a result, if you refer to the *Profil Pelajar Pancasila*, the



distribution of this value may have a constellation that is also commonly found in civic books at other levels. On the other hand, the expression of values must be adjusted so that the *Profil Pelajar Pancasila* accurately represents the purpose.

## Conclusion

Two conclusions are drawn from this study. To begin, the effort to map the *Profil Pelajar Pancasila*'s character values is identified in the Efforts to map the *Profil Pelajar Pancasila*'s character values section, which is also identified in the introduction, core, and closing sections. These values are detailed in the following sections: motivational sentences, learning objectives, descriptions of learning materials, citizenship information, group assignments, and independent assignments. Meanwhile, in the concluding section, students reflect on their character values through attitude assessments, citizenship projects, and competency tests. The text book that was identified as a result of the *Profil Pelajar Pancasila*'s character values has been identified and can assist in the realization of the Pancasila Student Profile. In general, this textbook contains the *Profil Pelajar Pancasila*'s character values, which support its realization, though it should be further developed and supplemented by sharpening each learning material with a variety of approaches.

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