

## Realize Tolerant Students Through Strengthening the Profile of Pancasila Students with Global Diversity in Elementary Schools

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### Abstract

Cultural awareness enables individuals to behave following social norms in various cultures. This research describes the practice of character cultivation by strengthening the Pancasila Berkebinekaan global student profile project at SDN Pagentan 3, focusing on recognizing and appreciating cultural diversity. A qualitative descriptive method was employed, utilizing data collection techniques such as interviews, observations, and documentation. The findings indicate that cultivating character through the Pancasila Berkebinekaan global student profile project at SDN Pagentan 3 is centered around introducing and understanding values through traditional Indonesian dances, Indonesian cuisine, and traditional attire. This character cultivation involves three stages: 1) the moral knowing stage, achieved through the integration of the curriculum and global diversity values from relevant sources such as images and videos; 2) the moral feeling stage, where students are directly engaged in experiences such as sharing Indonesian cuisine, participating in traditional dances, and wearing traditional attire to foster pride in Indonesian culture and respect for cultural differences. 3) the moral action stage is fostered through activities encouraging students to express their opinions, collaborate, and acknowledge one another's achievements. This research is a reference for educators in designing character education programs to help students internalize global diversity values at the Elementary School level.

### Keywords

Pancasila Students; Character; Global Diversity

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## 1. INTRODUCTION

Evidence of the failure of the Indonesian people to build morale, among others, is shown by statistical results, which state that Indonesia ranks 14th as a racist country in the world (Index Mundi, 2022). The rampant cases of racism and intolerance that occur in Indonesian schools include 1) non-Muslim students are forced to take part in Muslim activities, starting from how to greet, take part in Muslim religious activities, and pray Islamically; 2) Hindu and Buddhist students are forced to follow Protestant Christian religion lessons; 3) teachers forbade students to choose non-Muslim student councils to force female students to wear headscarves, 4) complaints from residents about requiring non-Muslim students to wear the headscarf on Fridays because of uniformity (Naufal, 2022); 5) students from Papua who received the nickname "the black one" from the teacher because they did not do their assignments (Permana, 2022).

Apart from being racist, sexual, violent behavior among school students (Sari, 2023) and bullying in schools (Ministry of PPA Law and Public Relations Bureau, 2023) are issues of moral decline in Indonesia. Zuchron (2021) states that the emergence of intolerance, sexual violence, and bullying is a sign of the urgency of character education in Indonesian education units. Having good civic character can prevent someone from intolerance towards a group/belief from outside themselves (Peterson & Seligman, 2004).

Moreover, the development of digital technology in the era of the industrial revolution 4.0 has made it possible for information to be spread quickly and precisely to all corners of the world (Narvaez Rojas, Alomia Peñafiel, Loaiza Buitrago, & Tavera Romero, 2021). So this is a challenge for students to sort out information wisely, good or bad, worth following or not, and worth accessing. So it is important to improve the education system without neglecting its characterization as part of the goals and functions of education (Hadiansah, Setiawardani, & Sholeh, 2021). Character education is any form of moral education that prioritizes the role of the virtuous character in a good life (Kristjánsson, 2013).

Character is a personal tendency/characteristic that embodies certain moral emotions and motivates and guides behavior (Thompson, 2014) in making the best choices in life, so character becomes a vital component for achieving life goals (Samani & Hariyanto, 2019). Character quality is interpreted as how students embrace changes in their environment through curiosity, adaptability, and social and cultural awareness (World Economic Forum, 2016).

Efforts to strengthen character in Indonesia are shown in Presidential Decree No. 87 of 2017; strengthening character is held in academic units to prepare students to be tolerant, respect each other, and work together in progress and peace (Kementrian BPMK, 2021). As a form of embodiment of the president's vision and mission, in the Ministry of Education and Culture No. 56 of 2022, the Ministry of Education is committed to strengthening character education at all levels, including basic education, by making the project to strengthen the Pancasila student profile a part of the curriculum structure.

Pancasila students are a form of actualization of Indonesian students as lifelong students with global competence, character, and behavior in harmony with Pancasila values. Pancasila students have six key elements including: 1) have faith and fear of God Almighty, and have noble character; 2) global diversity; 3) work together; 4) independent; 5) critical reasoning; 6) creative (Kemendikbud Ristek, 2021).

Highlighting in Appendix 2 of Permendikbud No 22 of 2020, the results of the Cultural Development Index (GPA) in Appendix 2 of Indonesia in 2018 amounted to 53.7%, implying that people's understanding and awareness of preservation, appreciation, utilization, and cultural skills are at an intermediate level. Awareness and understanding of cultural development in Indonesia are crucial to be increased through a project to strengthen the profile of Pancasila students on elements of global diversity at the basic education level.

Especially now that students are in the digital age, it is easy to access foreign culture through films,

songs, YouTube, and TikTok, which can influence many things, including lifestyle, clothing, and friendships. Students need to be wise in absorbing positive cultural values and filtering out values that are not following the noble culture of the Indonesian nation (Kejar Cita, 2022). As stated in Permendikbud no 22 of 2020, By having the character of Global Diversity in students, it is hoped that they will be able to maintain their noble culture, locality, and identity and always accept new ideas related to other cultures to create mutual respect and enable the formation of a new culture that is positive and does not conflict with other cultures. Noble nation. The key elements of global diversity include knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity.

At the elementary education level, the element of knowing and appreciating the diversity of Indonesian culture is essential for elementary school students to have because it is assumed in the allegory that " a plant seed is planted in the ground, it will try to become a shoot that emerges to the surface of the ground and struggles to overcome various pests and disturbances." which makes it a fruitful tree and provides benefits to its surroundings. Basic education is the momentum to sow the seeds of Pancasila and prepare for new Pancasila shoots to emerge" (Zuchron, 2021). Therefore, the practice of instilling character in elementary schools by teachers needs to be improved to implement character building in students successfully.

However, research related to the project to strengthen the profile of Pancasila students has been carried out by Shalikhah (2022), Rachmawati, Marini, Nafiah, & Nurasiah (2022), Mery, Martono, Halidjah, & Hartoyo (2022), (Irawati, Iqbal, Hasanah, & Arifin, 2022) has not fully provided a practical overview to teachers regarding the implementation of projects to strengthen the profile of Pancasila students so that the results of this study are expected to assist teachers in carrying out project practices to strengthen Pancasila profiles in schools.

## **2. METHODS**

The qualitative descriptive method in this study was chosen to reveal certain social situations through descriptions of actual reality in words according to relevant data collection techniques and analysis of natural situations (Satori & Komariah, 2017). This study aims to describe the implementation of the Pancasila profile strengthening project in building the character of knowing and appreciating culture. The descriptive type was chosen to accurately describe the field's event data and complex facts using sentences (Putri Sarwendah & Hermanto, 2022). This research was conducted at SDN Pagentan 3 Singosari Malang in the odd semester of the 2022/2023 academic year. The subject of this research is one teacher and fourth-grade students.

Data collection used interview techniques to obtain data on implementing the Pancasila profile strengthening project and the character of knowing and respecting student culture, documentation to obtain data on the character of knowing and respecting culture, and observation to obtain data on the character of understanding and respecting culture, and observation to obtain the implementation of cultural strengthening projects Pancasila profile.

Data analysis in this study used Miles and Huberman's interactive analysis model (see Figure 1), which consists of data condensation/reduction activities (the process of filtering critical data from the research focus on avoiding severe data overload) (Huberman & Miles, 1983), data display (showing data on the results of conclusions and actions), and drawing conclusions/verifications which are carried out interactively until the data is saturated (Cohen, Manion, & Morrison, 2018; Miles, Huberman, & Saldana, 2014). The data were analyzed using qualitative content analysis that combines data-driven and theory-driven approaches. (Elo et al., 2014) Research data analysis is based on educational concepts Lickona's character consists of knowledge (moral knowing) , feeling (moral feeling), and action (moral action) (Lickona, 2022).

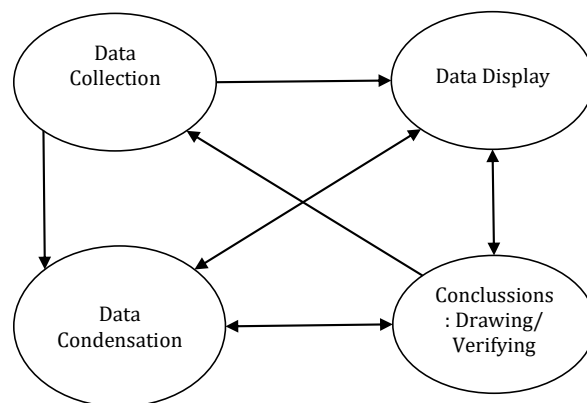


Figure 1. Qualitative Data Analysis Miles and Huberman (1994)

### 3. FINDINGS AND DISCUSSIONS

#### *Implementation of the Project to Strengthen Pancasila Student Profiles with Global Diversity*

The results of interviews, observations, and documentation show that the project to strengthen the profile of Pancasila students in the Global Diversity dimension at SDN Pagentan 3 is structured under the title "I Love Indonesia," which consists of four projects including 1) Traditional Indonesian Dance, 2) Typical Indonesian Food, 3) Traditional Clothing, and 4) Religious Diversity. The implementation activities generally consist of three stages: introduction, material and practice, and assessment. This project is carried out for one semester, allocating 2 Learning Hours (2x 35 minutes) weekly. The three stages of project activities to strengthen the Pancasila profile at SDN Pagentan 3 are explained as follows.

#### *Introduction Stage*

In each project's introduction stage, use a time allocation of 1 meeting / 2 hours of learning (2 x 35 minutes). The teacher introduced projects on traditional Indonesian dances, Indonesian Food, and traditional clothing through interactive question-and-answer activities from images/videos displayed through a Liquid Crystal Display (LCD) projector.

#### *Material and Practice Stage*

##### **First Project: Traditional Indonesian Dance**

In the Indonesian traditional dance project, materials and practices focus on one jumpa dance, the Bengong Jumpa dance originating from Aceh. The selection of the bengong jumpa dance is based on this dance being studied by students in class IV thematic books on Cultural Arts and Crafts. According to the teacher, what has been learned in thematic learning will be more meaningful if it is strengthened in a project to strengthen the Pancasila profile.

Students are formed in groups and study with the teacher to practice the bengong jumpa dance, which consists of eight movements with an allotted time of two meetings (4 x 35 minutes). At the second meeting, the students were asked to perform the bengong jumpa dance with their group (see pictures 2 and 3) while the teacher made an assessment.



Figure 2. The practice of the Bengong Jumpa Dance by Class IV B students



Figure 3. The practice of the Bengong Jumpa Dance for Class IV B students

### **Second Project: Typical Indonesian Food**

After students are introduced to various kinds of typical Food in Indonesia at the introductory stage, then at the material and practice of typical Indonesian Food, each student is asked to bring exceptional Food from various regions according to the student's wishes. The activities in this project were allocated one-time meetings (2 x 35 minutes) and an assessment. Each student was asked to present the name of the typical Food that was brought, mentioning the area of origin of the Food and the ingredients for making the exceptional Food that he had brought, as shown in Figure 4.

At the end of the presentation, see Figure 5, students are divided into four groups (7-8 students) to share typical foods from various regions. The teacher ensures that each group has members with different special foods. With this project, students feel happy because they have the experience of eating together and get knowledge about special foods from various regions and can even enjoy the taste.



Figure 4. Typical Food Presentation



Figure 5. Group Activities

### ***Third Project: Traditional Clothing***

The material and practice of the custom clothing project are carried out after the introduction stage with an allotted time of 1 meeting (2 x 35 minutes) and the assessment. Figure 6 shows that all students at SDN 3 Pagentan wear traditional Indonesian clothing in the traditional clothing project. Each student was asked to present their name and the place of origin of the traditional clothes worn.



Figure 6. Students Wearing Traditional Clothing from Various Regions in Indonesia

**Fourth Project: Religious Diversity**

The Religious Diversity Project at SDN 3 Pagentan is still in the introduction stage. However, the teacher explained that at the material and practice stages of religious diversity, it is planned that all students will be given a direct experience of visiting religious places of worship in Indonesia, which are in the Singosari and Batu areas. Later the teacher will conduct interactive questions and answers regarding which places of worship have been visited and mention which religions worship at which. Implementing this study tour involves various aspects such as costs, parental permission, and the school principal, so teachers need time to discuss with various parties involved to realize this activity.

**Assessment Stage**

The assessment of the project to strengthen the Pancasila profile refers to the stages of the Ministry of Research, Technology and Education and Culture with Rubiks used for reference, including exploring culture and cultural identity, exploring and comparing cultural knowledge, beliefs, and practices, and cultivating respect for the culture being studied. These sub-elements are then assessed with four scales: starting to develop, currently developing, developing as expected, and significantly developing.

Table 1. Assessment of the Project to Strengthen the Pancasila Profile with Global Diversity

Assessment Indicator	Scoring scale			
	Start Growing	Already Growing	Growing as Expected	Very Evolved
1. Deepen culture and cultural identity.				
2. Explore and compare cultural knowledge, beliefs, and practices.				
3. Grow respect for the culture being studied.				

Furthermore, to see the average level of achievement of students with global diversity, the teacher uses the following achievement level conversions:

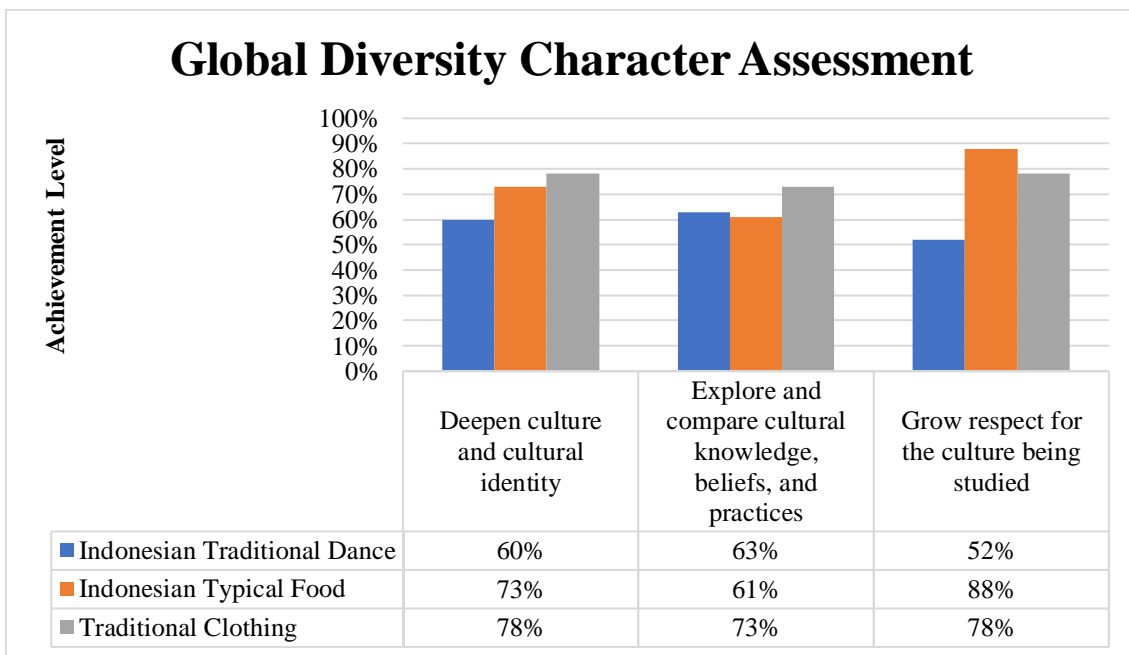
Table 2. Conversion of Achievement Levels with a Scale of 4

Achievement Rate ( % )	Qualification
80-100	Very Evolved
60-79	Growing as Expected
40-59	Already Growing
0-39	Start Growing

**The Character of Global Diversity Elements of Knowing and Appreciating the Culture of SDN Pagentan 3 Students**

Several aspects characterize the character of Global Diversity: 1) Recognizing and Appreciating culture, 2) Intercultural communication skills in interacting with others, and 3) Reflection on and responsibility for the experience of diversity. The basic education character scheme enters the Knowing and Appreciating culture phase so that the assessment of the project to strengthen the Pancasila profile at SD Pagentan 3 is focused on indicators of knowing and appreciating culture.

The following is the result of the assessment of 30 grade IV students on three projects that the teacher has carried out:



**Figure 7.** Graph of Character of Global Diversity Elements of Knowing and Appreciating the Culture

Based on the assessment of the Pancasila student profile project on the essential element of global diversity with the title I love Indonesia at SDN Pagentan 3, based on graph seven concerning the qualifications in table 3, the average percentage score was obtained from three projects, namely traditional dances, exceptional Food, and traditional clothing. In the traditional dance project, the indicator of exploring culture and cultural identity obtained a percentage of 60% (developed according to expectations). The indicator of exploring and comparing cultural knowledge, beliefs, and practices gained a percentage of 63% (developing according to expectations), and the indicator of growing respect for different cultures. It was being studied 52% (already growing).

In the Special Foods project, the indicator of exploring culture and cultural identity obtained a percentage of 73% (developed according to expectations), and the indicator of exploring and comparing cultural knowledge, beliefs, and practices gained a percentage of 61% (developing as expected), and the indicator of growing respect for different cultures. It was being studied 88% (very progressing).

In the custom clothing project, the indicator of exploring culture and cultural identity obtained a percentage of 78% (developed according to expectations). The indicator of exploring and comparing cultural knowledge, beliefs, and practices gained a percentage of 73% (developing according to expectations), and the indicator of growing respect for different cultures. It was being studied 78% (developing as expected).



## DISCUSSION

Character education in Indonesia is part of co-curricular activities in the independent learning curriculum through a project to strengthen the profile of Pancasila students. This is in line with the research results of Pike, Hart, Paul, Lickona, & Clarke (2021), that character development through the curriculum is proven to increase children's understanding of the character. At the elementary school level, character education programs help students learn the urgency of community at school (Lin, 2015). Learning to be sensitive to one's and other's identities, heritage, and cultures differs from practice. Schools are responsible for promoting cultural literacy practices within schools and classrooms (Maine, Cook, & Lähdesmäki, 2019).

Character education in Indonesia is part of co-curricular activities in the independent learning curriculum through a project to strengthen the profile of Pancasila students. This aligns with Pike, Hart, Paul, Lickona, & Clarke's (2021) research that character development through the curriculum increases children's understanding of a character. At the elementary school level, character education programs help students learn the urgency of community at school (Lin, 2015, p. 58). Learning to be sensitive to one's and other's identities, heritage, and cultures differs from practice. Schools promote cultural literacy practices within schools and classrooms (Maine, Cook, & Lähdesmäki, 2019, p. 390).

The implementation of the project to strengthen the Pancasila profile in grade IV of Pagentan 3 Elementary School is focused on the global diversity dimension, consisting of four projects: I, traditional Indonesian dances, Indonesian specialties, traditional Indonesian clothing, and religious diversity entitled "I love Indonesia." Based on the Attachment to the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022, the project to strengthen the Pancasila student profile is carried out at a maximum of 2JP per week or 36JP in one semester with 35 minutes each learning hour.

The practice of project learning to strengthen the profile of Pancasila students with global diversity at SDN Pagentan 3, when analyzed based on the Lickona (2022) character education concept, consists of moral knowledge, moral feelings, and moral actions, explained as follows:

**Moral Knowing:** the project to strengthen the profile of Pancasila students with global diversity at SDN Pagentan 3 at this stage is implemented through several activities: 1) At the introduction stage, the teacher gives special time to students to learn moral concepts and principles about traditional Indonesian dances, Indonesian specialties, as well as traditional clothes through interactive question-and-answer activities from images/videos displayed through a Liquid Crystal Display (LCD) Projector to introduce moral values and examples of their application in everyday life. Given the importance of social interaction in understanding one's cultural identity and respecting cultural diversity (Maine et al., 2019). 2) curriculum integration in global diversity values shown in Indonesian traditional dance projects adapted to the material contained in student thematic books. This is in line with the opinion of Syahril et al. (2022) that teachers need to design learning through content analysis of material in student books and teacher books combined with character education values to improve student quality. Elan & Solihati (2022) added that coaching media is needed to develop and cultivate an understanding of local wisdom for the community.

**Moral Feeling:** In this case, students at the material and practice stages are asked to practice the bengong jumpa dance directly, bring and present special foods from various regions, and wear and present the traditional clothes they wear. Through real situations in introducing global diversity values, it is hoped that it can encourage students to identify and feel the moral values contained in material activities and practices. This finding aligns with the theories of teacher postmodernity, which recognize that teachers convey facts to students and help students build a self-reality influenced by society and the environment through a deep understanding of their culture. (El-Baz, 2017) .

**Moral Action:** in practice, moral action in the project to strengthen the profile of Pancasila students

at SDN Pagentan 3 is carried out by giving students opportunities to participate in real projects that promote moral values and global diversity. For example, collaborative projects between students that encourage collaboration in bengong jumpa dance performances, sharing Indonesian specialties among students in groups, and giving awards to fellow friends after performing dance performances and presentations. In this activity, students are invited to understand and appreciate different cultures from various regions (Suri & Chandra, 2021).

The three stages of implementing character learning at SDN Pagentan 3 align with the opinion of Dishon & Goodman (2017) that character development involves four components of the method: exemplifying, explaining, encouraging, and monitoring. This project was structured to develop students' abilities to understand social and cultural contexts, act as responsible citizens, and engage in social interactions in various contexts (Romero, Usart, & Ott, 2015, p. 185).

In the assessment process, the teacher referred to the project guidebook for strengthening the Pancasila student profile of the Ministry of Education and Culture and Research and Technology (2021) elements of knowing and appreciating culture. It was concluded that the character of Global Diversity class IV SDN Pagentan 3 in terms of qualifications had developed, developed according to expectations and was highly developed, bearing in mind that the character formed from birth gradually through the child's interaction with other people, the child will have character by being involved in character actions as well as by role models (parents, siblings, peers, teachers) (Kristjánsson, 2013).

With this project, it is proven that gradually the character of global diversity in students is formed and helps make students culturally literate. Cultural literacy is defined as a set of attitudes (inclusion, tolerance, and empathy) and skills (dialogical argumentation) needed to understand other people in our daily lives (Garcia-Mila et al., 2021). So that with its cultural awareness, it allows students to engage in socially acceptable behavior to people from diverse cultural backgrounds (Fong, Catagnus, Brodhead, Quigley, & Field, 2016).

#### 4. CONCLUSION

Indonesian character education, specifically through the project strengthening the profile of Pancasila students at SDN Pagentan 3, focuses on the global diversity dimension. Character education through a project to strengthen the Pancasila profile of the Global Diversity dimension at SDN Pagentan 3 with the title "I Love Indonesia" consists of four projects including 1) Indonesian Traditional Dance, 2) Typical Indonesian Food, 3) Traditional Indonesian Clothing, and 4) Religious Diversity. The project incorporates the concepts of moral knowing, moral feeling, and moral action, aligned with the Lickona character education framework. The implementation involves activities such as introducing moral values through interactive sessions, integrating global diversity values into the curriculum, and providing opportunities for students to directly experience and present cultural diversity.

This project teaches students to understand and appreciate cultural contexts, act responsibly, and interact socially. The assessment evaluates the student's progress in knowing and appreciating culture, and the results show that their character development in terms of global diversity has met expectations. The project's effectiveness is demonstrated by the gradual formation of students' global diversity character and their increased cultural literacy. Cultural literacy encompasses attitudes of inclusion, tolerance, and empathy, as well as skills in dialogical argumentation, which enable students to understand and engage with people from diverse cultural backgrounds. This project is a valuable reference for educators in designing character education programs that foster cultural awareness and acceptance among students.

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