

APPLICATION OF POSITIVE CULTURE IN REALIZING THE CHARACTER OF PANCASILA STUDENT PROFILE FOR ELEMENTARY SCHOOL

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Abstract

The purpose of writing this article is (1) to find out what positive culture has been implemented in Muhammadiyah 3 Surakarta Elementary School; (2) Efforts to apply positive culture in Muhammadiyah 3 Surakarta Elementary School to low-grade students in realizing the character of Pancasila student profiles; and (3) Factors that influence success in implementing a positive culture in SD Muhammadiyah 3 Surakarta. This study uses a qualitative method using a case study approach. Collecting data using interview techniques, observation, and documentation Data analysis techniques consist of data reduction, data presentation, and drawing conclusions. The subjects of this study were school principals, teachers, and students at SD Muhammadiyah 3 Surakarta. The results of this study indicate that SD Muhammadiyah 3 Surakarta has implemented a positive culture well. The positive culture that has been implemented is praying before and after learning activities, singing the national anthem following extracurricular activities, discussing during lessons, picketing together, doing community service at school, and making works of art. The efforts of SD Muhammadiyah 3 Surakarta teachers that have been implemented are building good relationships between students, making class agreements, implementing a culture of discipline, setting an example first and then applying it to their students, and getting used to it every day. Factors that influence success in implementing a positive culture are cooperation and participation among school members or within the school environment, community environment, and family environment.

Keywords

Positive Culture, Pancasila Student Profile, SD Muhammadiyah 3 Surakarta



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INTRODUCTION

In this era of globalization, it is simpler for foreign cultures to enter Indonesia and inspire Indonesians, particularly young people. The entry of these foreign cultures can damage the character, values, and personalities of the nation's generation, especially if the nation's generation does not have sufficient character education. Therefore, character education is needed to form the next generation of superior quality in the face of the globalization era (Safitri, 2020). According to Thomas Linkon in Kurniawaty, Faiz, & Purwati (2022), character education is an important thing that must be developed, considering that the many difficulties and obstacles that come from outside are very detrimental to the character of Indonesian youth who are still young. Character education is an effort to help students understand, pay attention to, and practice ethical values (Saiful et al., 2022). According to Ibnu Maskawaih, character education can be implemented using macro and micro strategies because of human traits or values inherent in Ibnu Maskawaih's ethical thinking; for example, humans must be wise, courageous, self-controlled, and fair (Mulia, 2019).

The place that has the most influence on the formation of a child's personality is school because that is where children can prepare themselves to face the world when they grow up (Hadi, 2017). The nation's character values are contained in Presidential Regulation Number 87 of 2017 concerning the Character Education Strengthening Programme. There are five main values that continuously form a network of character values that need to be developed as a priority in the KDP movement: religious, nationalist, mutual cooperation, independence, and integrity. The basic and legal basis for the implementation of Character Education is contained in several existing laws and regulations, including the 1945 Constitution, Law Number 20 of 2003 concerning the National Education System, the 2010-2014 Ministry of National Education Strategic Plan, and the Presidential Decree Number 87 of 2017 regarding the Education Movement Under the Responsibility of the Education Unit. Character education in the context of Indonesian education is a noble value originating from the culture of the Indonesian people themselves and shaping the personalities of future generations (Ardiyanti et al., 2021). Character education leads to the formation of school or madrasa culture—values that form the basis of behavior and daily habits that are practiced by all school members and the surrounding community. That way, school culture becomes the hallmark or character of the school in the eyes of the community (Hapudin, 2019). Planting a good culture in schools can be done through the application of character in educational institutions (Mawardi, 2020)

The quality of education, which is quite low, and the cultivation of character education, which is not optimal, are two of the causes of the damage to the child's personality. Therefore, actions and efforts are needed to filter out all bad information by instilling the principles of Pancasila as the nation's view of life (Handayani, 2018). Based on observations made on March 3, 2023, it can be observed that the character education that is embedded in students, especially the lower classes at Muhammadiyah 3 Surakarta Elementary School, is still not optimal or still low. The low level of character education in children occurs due to bad habits from the community, family, and school environment, as well as incoming foreign cultures that can affect the formation of character in children. This can be seen from the activities carried out while in SD Muhammadiyah 3 Surakarta, including 1) students' lack of discipline, such as not being on time to go to school, not wearing uniforms according to a predetermined schedule, and not doing assignments on time; 2) students are less responsible, such as not completing assignments that have been given, not carrying out pickets properly, and always complaining about asking to go home during learning hours; 3) students lack courtesy with teachers or with older people; 4) students are less independent, such as doing assignments or homework with the help of parents, 5) Religious character is still lacking, such as not wanting to be invited to pray Duha and Dhuhr in the congregation, not participating in Tadarus, and not depositing memorized short letters in Quran. Based on these problems, efforts or methods are needed to improve character cultivation in students.

So, character education is well embedded in Muhammadiyah 3 Surakarta Elementary School students' application of a positive school culture. Forms of activity at SD Muhammadiyah 3 Surakarta for implementing a positive culture in character education First, from a religious point of view, students are invited to carry out Tadarus activities every day before learning begins, then pray together before and after studying in class and memorizing letters. Short at the end of learning and invite children to pray Duha and noon in the congregation. Second, in terms of discipline, it provides strict regulations so that students leave for school on time, check children's attributes and school equipment, check students' assignments and homework, and carry out class pickets according to a predetermined schedule. Third, in terms of responsibilities such as being responsible for mistakes that have been made, carrying out cleaning pickets in accordance with the agreed agreement, and being responsible for assignments or homework that have been given by the teacher, Fourth, together, agree on making a class picket schedule and make a group schedule according to what was agreed. From these four aspects, the positive cultural influences that have been applied become

positive and highlight the character of the children at SD Muhammadiyah 3 Surakarta.

With the application of a positive culture, children will get used to doing positive things, so it is easy to shape student character according to the profile of Pancasila students. The purpose of compiling a Pancasila student profile is for students to receive an education based on Pancasila values to improve the quality of Indonesian education (Taja et al., 2022). According to Kemdikbud (2021) and Kurniawaty et al. (2022), there are six profiles that are the core competencies in the driving teacher program for realizing the profile of Pancasila students. Among them: 1) have faith, fear God, and have noble character; 2) be independent; 3) have critical reasoning; 4) be creative; 5) work together; and 6) have global diversity. The profile of Pancasila students is used as the main objective by educational character developers (Lubaba & Alfiansyah, 2022).

Previous research discussed the application of a positive culture in elementary schools. In Lestari's research (2022), "Implementation of Positive Culture in Creating Characteristics of Pancasila Student Profiles in Students at SD Negeri 4 Kelapa Kampit," it was found that character development through the use of positive culture was still small, and positive cultural explanations were also still small. Then, in a study entitled "The Role of School Culture in Student Character Development at MIN 1 Brebes" by Yuliyanti et al. (2021), it was found that school culture carried out in developing student character at MI Negeri 1 Brebes has not been linked to the profile of Pancasila students and is still minimal in implementing school culture because it is only applied weekly, monthly, and yearly. Research by Kurniawan (2017) entitled "Analysis of the Application of School Culture in the Disciplinary Character Formation of Grade III Students at SD N 2 Blunyahan" based on research conducted at SD N 2 Blunyahan contains the same theme. The difference is in the type of character cultivation, which in this study focuses more on the disciplinary character of its cultural application, which has not been linked to the profile of Pancasila students. Research by Irawati et al. (2022) entitled "Pancasila Student Profiles as an Effort to Realise National Character" in this study found that this research has been linked to the profile of Pancasila students only to focus more on the character of mutual cooperation and creativity. Amelia and Ramadan's research (2021), entitled "Implementation of Character Education through School Culture in Elementary Schools," contains almost the same theme but is not related to the profile of Pancasila students, and the character instilled is still the same as the 2013 curriculum.

In these previous studies, no one has specifically discussed the application of positive culture in shaping character according to the profile of Pancasila students. This is what prompted researchers to conduct research regarding the application of positive culture in shaping character according to the profile of Pancasila students in elementary schools. By applying a positive culture to students, it will make it easier to form and give birth to a young generation that has good character and is independent. From the explanation above, the research objectives are: (1) To find out what positive culture has been implemented in SD Muhammadiyah 3 Surakarta (2) Efforts to implement a positive culture in SD Muhammadiyah 3 Surakarta; and (3) Factors that influence success in implementing a positive culture in SD Muhammadiyah 3 Surakarta. The hope is that implementing a positive culture can make it easier to shape the characters of the nation's children.

METHOD

The type of research used in this study is qualitative research using a case study approach. This research was conducted to find the positive culture that is applied, the efforts in implementing a positive culture, and the factors that influence success in implementing a positive culture in SD Muhammadiyah 3 Surakarta. The approach used in this study is a case study. The data subjects in the study were school principals, teachers, and students of SD Muhammadiyah 3 Surakarta. The object examined in this research is the application of positive culture to realize the profile of Pancasila students in low-grade schools. Data collection techniques include interview techniques, observation, and documentation. Interviews were conducted with school principals, teachers, and students at SD Muhammadiyah 3 Surakarta. Observations were carried out at Muhammadiyah 3 Surakarta Elementary School, Banjarsari District, Surakarta City, by directly observing the conditions there. The research was carried out for six months, namely from November 2022 until the completion target in April 2023. Documentation obtained from SD Muhammadiyah 3 Surakarta, namely facilities, school facilities and infrastructure, rules, extracurricular activities, picket schedules, etc. The validity of the data used was determined by source triangulation by comparing the results of interviews with school principals, teachers, and students, and technical triangulation, namely by comparing the results of teacher interviews with the contents of a document obtained. Then, data analysis begins with data reduction, namely reducing data on the application of positive culture and data on the formation of the character profile of Pancasila students at SD Muhammadiyah 3 Surakarta. The presentation of data presents data on the application of positive

culture and data on the formation of the character profile of Pancasila students. Data analysis conducted a critical analysis of the application of positive culture and data on the formation of the character profile of Pancasila students at SD Muhammadiyah 3 Surakarta with relevant theories.

FINDINGS AND DISCUSSION

Findings

Based on the results obtained through observation, interviews, and documentation, researchers obtained some important data related to SD Muhammadiyah 3 Surakarta. SD Muhammadiyah 3 Surakarta is one of the favorite schools in the city of Surakarta. This is because the school has learning facilities that can support students' teaching and learning activities as well as the cultivation of Islamic character that is applied and also very satisfying teacher service. Apart from being a favorite school, SD Muhammadiyah 3 Surakarta also produces a generation of quality and independent Muslims. SD Muhammadiyah 3 Surakarta also has habits that have become a culture there. These habits are applied every day to form good character in their students.

The cultivation of good character at SD Muhammadiyah 3 Surakarta is carried out in the form of academic activities, extracurricular activities, and activities outside of school hours. In addition, it is also modified according to the level of student competence, so the character traits of Pancasila students will be more easily understood and developed (Rusnaini, 2021). The inculcation of character values applied in SD Muhammadiyah 3 Surakarta includes the characteristics of discipline, religion, responsibility, and mutual cooperation. The results of observations and interviews regarding the cultivation of characters that have been implemented in SD Muhammadiyah 3 Surakarta when implementing the 2013 curriculum are as follows:

Table 1. Character Education that has been Instilled in SD Muhammadiyah 3 Surakarta and

		How it is Implemented	
No.	Character Education	Implementation Step	
1.	Religious	a.	Tadarus activities,
		b.	Pray before and after learning.
		c.	Congregational midday prayer.
2.	Discipline	a.	Obey the rules or school regulations that have been made, such as going to school on time, wearing school supplies,
		b.	Complete assignments or homework on time, and
		c.	Carry out class pickets according to the picket schedule.
3.	Responsibility	a.	Responsibility for mistakes that have been made,

	<ul style="list-style-type: none"> b. Carry out class cleaning pickets according to the agreed schedule. c. And if you get an assignment or homework, you have to be responsible for it.
4. Cooperation	<ul style="list-style-type: none"> a. Make a picket schedule, b. And group work schedule.

From the description in Table 1 and the results of interviews with teachers, principals, and students, it is stated that character cultivation since the 2013 curriculum at SD Muhammadiyah 3 Surakarta has been implemented well but has not been maximal in implementing it. Religious characters it has implemented Tadarus activities, but there are some students who are busy alone. The Dhuhur prayer activities are in the congregation, but the Dhuha prayer has not been implemented. Furthermore, the character of discipline is applied by obeying school rules and carrying out pickets according to the schedule, but not optimally. Then, for the character of responsibility, it is applied by getting students to be responsible for assignments or homework, but there are some children who still rely on their parents to do assignments. Finally, the character of *gotong royong* is applied by inviting children to work together in cleaning schools or classrooms, but there are still some children who have not participated.

So that character development can be well instilled in students, the steps taken are to apply a positive culture or positive habits. By applying positive habits at Muhammadiyah 3 Surakarta Elementary School, it will be easier to shape the character of students who are in accordance with the profile of Pancasila students. The Pancasila student profile prioritizes the development of character and competence in everyday life, which are instilled in individual students through various means such as school culture, intra-curricular and extra-curricular learning, and projects aimed at increasing the profile and work of Pancasila-cultural students. There are six indicators formulated in the Pancasila student profile by the Ministry of Education and Culture.

The six elements of the Pancasila profile that have been implemented through culture at SD Muhammadiyah 3 Surakarta according to the independent curriculum include:

Table 2. The Six Elements of the Pancasila Profile that have been implemented in SD Muhammadiyah 3 Surakarta

No.	The Six Elements of the Pancasila Profile	Implementation in SD Muhammadiyah 3 Surakarta
1.	Faith and fear of God Almighty	<ul style="list-style-type: none"> a. Pray before and after learning, b. Tadarus together before learning begins, c. Tahfidz, or memorizing short letters after completing learning,

2.	Global Diversity	<ul style="list-style-type: none"> d. Dzuhur prayer in the congregation: for the low class, the prayer is in the first class, and for the upper class, in the second class. e. Dhuha prayer during the first hour of rest, etc.
3.	Cooperative	<ul style="list-style-type: none"> a. Loving culture and traditions, such as memorizing regional and national songs, b. Singing the national anthem before learning begins and during the flag ceremony.
4.	Independent	<ul style="list-style-type: none"> a. Students are given a picket schedule to clean the class, b. Group work: when the teacher gives group assignments, c. Community service at school (clean Friday).
5.	Critical Reasoning	<ul style="list-style-type: none"> a. Doing tasks without the help of others b. Literacy in the classroom and in the library, c. Being a ceremonial officer every Monday and on certain days, d. Participating in extracurricular activities such as Tahfidz, HW (Hizbul Wathon), TS (Tapak Suci), Dran band, vocals, table tennis, and futsal.
6.	Creative	<ul style="list-style-type: none"> a. Students are invited to discuss learning, b. Provide opportunities for question-and-answer sessions during the lesson.
		<ul style="list-style-type: none"> a. Students will be invited to think imaginatively, and then they will create works of art that match their imaginations.

From the presentation of Table 2 and the results of interviews with class teachers, principals, and students, especially the lower classes at SD Muhammadiyah 3 Surakarta, it can be concluded that positive culture is very influential in realizing character, according to the profile of Pancasila students. First, the profile of Pancasila students who believe in and fear God Almighty is achieved by getting used to or inviting children to pray before and after learning, getting used to doing Tadarus activities together before learning begins accompanied by educators to keep it conducive, depositing short letters memorized to the homeroom teacher before going home from school, and performing Duha prayers during rest and midday hours in congregation with the direction of the educator. Both are global in diversity, cultivating a love for local traditional culture by singing Indonesia Raya and other national songs during flag ceremonies on Mondays or when commemorating certain days. Third, when working together, getting used to doing community service, cleaning the entire school environment on Friday (clean Friday), cultivating by carrying out class pickets according to the picket schedule, and doing group assignments, all members must take part in doing their group assignments. Fourth, independent, positive culture or positive habits are

applied, namely by participating in extracurricular activities such as Tahfidz, HW (Hizbul Wathon), TS (Tapak Suci), drum band, vocals, table tennis, and futsal; getting used to doing literacy activities before learning begins; and doing assignments or homework without the help of others. Fifth, critical reasoning gets used to doing question-and-answer activities and discussing during learning. Sixth, cultivating creativity by inviting children to make works of art with imagination.

Through interviews to make it easier to apply a positive culture, there were efforts made by educators at SD Muhammadiyah 3 Surakarta, including fostering friendly associations between teachers and students, working with parents of students, and implementing class rules. Then, in implementing a positive culture in SD Muhammadiyah, there are factors underlying the success, including school environmental factors, community environmental factors, and family factors. Mr. Agus, the homeroom teacher for the lower class, and Mr. Yanto, the Principal at SD Muhammadiyah 3 Surakarta, stated almost the same thing when being interviewed regarding the application of positive culture in creating character according to the profile of Pancasila students, namely by directing and getting used to doing positive activities.

Discussion

Based on the literature that has been described, the character of students at SD Muhammadiyah 3 Surakarta can be formed through school culture or positive culture. According to Agustina (2023), the purpose of forming a school culture is to foster a conducive school environment through a constructive school culture. By implementing a positive culture, it will be easier to shape the character of students who fit the profile of Pancasila students. The indicators formulated in the Pancasila student profile by the Ministry of Education and Culture are 1) Faith, piety to God Almighty, and noble character; 2) global diversity; 3) independence; 4) mutual cooperation; 5) critical reasoning; and 6) creativity. The purpose of compiling a Pancasila student profile is for students to receive an education based on Pancasila values to improve the quality of Indonesian education (Taja et al., 2022).

This section will discuss further (1) what positive culture has been implemented in SD Muhammadiyah 3 Surakarta; (2) Efforts to implement positive culture in SD Muhammadiyah 3 Surakarta; and (3) Factors that influence success in implementing positive culture in SD Muhammadiyah 3 Surakarta.

A positive culture that has been implemented in SD Muhammadiyah 3 Surakarta

All staff members at Muhammadiyah 3 Surakarta Elementary School—including the principal, teachers, and students—uphold the positive culture. The positive culture that has been carried out in realizing character education, according to student profiles, includes:

- a. Faith and piety towards God Almighty become accustomed to praying before learning at 07.00 WIB and after learning is complete at 15.00, participating in Tadarus activities with the homeroom teacher, Tahfidz, before learning begins at 07.10 WIB, or depositing memorization short letters to the homeroom teacher after learning, Duha prayers, which take place during the first break, and midday prayers in the congregation for the low-class prayer in the first class.
- b. Global diversity by loving culture and traditions such as memorizing regional and national songs, singing other regional or national songs during flag ceremonies on Mondays or when commemorating certain days, preserving national culture by participating in dance extracurricular activities, or the like.
- c. Working together to implement a positive culture means getting used to carrying out class pickets according to the picket schedule that has been made or posted on the class wall, carrying out joint community service in the school environment accompanied by educators, doing group assignments, and doing it together.
- d. Independent, such as getting students to do assignments without the help of other people or the help of their parents, getting used to literacy before entering the material and while in the library, being ceremonial officers every Monday and certain days, participating in extracurricular activities such as Tahfidz which is held every the day at the end of learning, HW (Hizbul Wathon) is held every Friday for HW activities are required for grades 2 & 3, TS (Tapak Suci) is held every Saturday and is mandatory for grades 4 & 5, dran band is held on Tuesday and is mandatory for grade 2 up to grade 5, vocals, table tennis, and futsal are carried out according to the coach's schedule and accompanied by educators.
- e. Critical reasoning by accustoming students to discussions during learning and providing opportunities for question and answer sessions during learning so that it can provoke children to think critically.

- f. Be creative by inviting students to think imaginatively and then have them create works of art that match their imaginations, such as inviting children to make airplanes from paper, making waste vases from used materials, making glasses from beads, etc.

Contrary to research by Lestari (2022), which suggests that schools engage in a variety of routine activities to promote a positive culture, including the practice of giving to the less fortunate every Friday, singing folk songs before beginning lessons, performing community service or picketing together, appointing students as flag ceremony officers, and encouraging participation in extracurricular activities like scouts and pencak silat to foster independence. In addition, the school provides problem-based questions to improve students' critical thinking skills in expressing ideas and thoughts related to learning material. Apart from that, the school conducts art-related activities such as making collages and flowers to increase creativity among students.

Efforts to implement a positive culture in SD Muhammadiyah 3 Surakarta

The teacher's efforts in implementing a positive culture at SD Muhammadiyah 3 Surakarta for low-grade students and realizing the character profile of Pancasila students include:

- a. Fostering positive relationships between teachers and students: Fostering good relationships between teachers and students can make it easier to apply a positive culture because, with this approach, the child will feel comfortable and will carry out what the educator orders.
- b. Fostering a good relationship between teachers and parents: Parents are the first home for children, so teachers must be able to establish good communication with parents so they can supervise their students even when they are at home.
- c. Facilitate the implementation of positive culture and activities by providing good facilities so that the application of positive culture will run smoothly. Because facilities and infrastructure are complementary to implementing a positive culture,
- d. The establishment of a class agreement means making rules in the class so that students are more disciplined.
- e. Instill commendable attitudes such as discipline, independence, and responsibility.
- f. Provide examples of positive behavior and consistently reinforce them to encourage students to internalize these values and behaviors.

In contrast to what was conveyed by Rahayuningtyas (2021) regarding the instructor's efforts to build a conducive environment for achieving a Pancasila student profile through teaching art, Art teaching is facilitated through extracurricular activities that serve to broaden students'

understanding of Indonesian culture. It is hoped that through this approach, educators will be able to uphold Indonesian culture and foster the moral and ethical development of their students in the school environment.

Factors that influence success in implementing a positive culture in SD Muhammadiyah 3 Surakarta

Factors that influence success in implementing a positive culture at SD Muhammadiyah 3 Surakarta include:

- a. School environmental factors such as collaboration and participation among school members to implement positive activities
- b. Community environmental factors: the community environment is very important in influencing the success of implementing a positive culture because children's character will be easily formed according to environmental conditions, with educators giving an appeal to parents so that their children are not wrong in getting along.
- c. And finally, the family environment factor: the family is the first school for children, and most of the time children spend with their families, they will imitate what their parents see and do. So that the family environment is very influential in the formation of a child's positive character, that way, parents have to be careful when behaving because the child will imitate what the parents see or do.

In contrast to research according to Christiani (2016), the factor influencing success in implementing a positive culture is that the family is considered the main factor influencing children's academic achievement, thus emphasizing the important role of parental involvement in promoting their children's success in learning. Therefore, it is hoped that parents will diligently provide attention and assistance to the needs of their children, especially in facilitating their academic activities both in the school environment and at home.

Based on the explanation above, it can be concluded that the character of students at SD Muhammadiyah 3 Surakarta will be easily formed through the application of school culture or positive culture. By implementing a positive culture, students will get used to doing positive things to shape their character according to the profile of Pancasila students. As stated by Kuanine & Afi (2023), school culture must receive support from various stakeholders. Building a good culture and following all the principles needed to create discipline and a mentality in students based on individual awareness requires positive discipline. This habit can result in students who already have

it becoming intrinsically motivated, which will help create a strong disciplinary character. Positive culture at SD Muhammadiyah 3 Surakarta produces a variety of positive characters that are in accordance with the profile of Pancasila students, such as having faith and piety in God Almighty and having noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity.

CONCLUSION

Based on what the researchers have obtained through the results of the research that the researchers have discussed in the discussion section, several conclusions can be drawn, namely SD Muhammadiyah 3 Surakarta, especially low-grade students, has implemented a positive culture in realizing the character of the Pancasila student profile well, such as praying before and after activities learning, reading short letters, singing the national anthem before starting lessons, being an officer at the flag ceremony and participating in extracurricular activities, discussing and conducting questions and answers during lessons, carrying out joint pickets and community service at school, and making works of art through practice. The efforts of SD Muhammadiyah 3 Surakarta teachers in implementing a positive culture first build good relationships between students, make class agreements (regulations that apply), apply a culture of discipline, set an example first, and then apply it to their students, so students will be accustomed to applying a positive culture. The success factors in implementing a positive culture at SD Muhammadiyah 3 Surakarta include cooperation and participation between school members, the community environment, and the family environment.

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