

STRENGTHENING PANCASILA STUDENT PROFILE IN SCHOOLS IN PERENNIALISM VIEW

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Abstract. The Pancasila student profile is a number of characters and competencies that are expected to be possessed by students, which are based on the noble values of Pancasila. The perennialism approach is a method of instilling strong and lasting human good values to students, so that they can understand and believe in noble lives and are able to implement them in everyday life. Perennialism arises because the world situation is full of chaos, poor human behaviour, and disorder, especially moral, intellectual and sociocultural decline. The method used in writing this scientific paper is a qualitative descriptive type that studies existing problems and applicable work procedures. The Pancasila Student Profile has 6 dimensions which include: having faith, fearing of God Almighty, and having a noble

character; global diversity; self-sufficient; work together; critical reasoning; and creative. This discussion can be related to the view of perennialism which emphasizes the sustainability of eternal and universal values, as well as character building through a conducive learning environment. In the view of perennialism, strengthening the Pancasila student profile can be done through teaching that emphasizes a deep understanding of Pancasila values as eternal truths that must be mastered by every student.

INTRODUCTION

Education in Indonesia has a very important purpose, not only in transferring knowledge and skills, but also in shaping the character and

moral values of learners (Wiratama, et.al., 2021). One of the values that became the basis for the formation of this character was Pancasila, as the basis of the state and the outlook on life of the Indonesian nation. In this context, strengthening the Pancasila student profile in schools becomes a crucial aspect. Perennialism, as a school in the philosophy of education, emphasizes the permanence of universal essential values and knowledge. In the view of perennialism, education is not only about preparing for work, but also about forming human beings who have strong value roots and are relevant throughout the ages. Therefore, strengthening the Pancasila student profile in schools in accordance with the perennialism paradigm is very relevant to form a generation that has a strong identity and morality.

Reality and challenges, in the development of times and globalization, traditional values are often eroded by the rapid flow of modernization (Satyani, 2021). The shift in the focus of education towards market needs sometimes overrides character building and noble values, including Pancasila. Therefore, a more consistent and structured effort is needed in strengthening the profile of Pancasila students in schools.

In addition, another challenge faced is the diversity of social, cultural, and religious backgrounds of students. Strengthening the profile of Pancasila students in schools must be able to accommodate this diversity without losing the meaning and substance of the values of Pancasila itself. The importance of strengthening the Pancasila student profile, strengthening the profile of Pancasila students in schools is not only relevant to strengthen national identity, but also has a positive impact in shaping the character and morality of students. Pancasila as the basis of the state includes values such as gotong royong, social justice, unity, democracy, and so on. Through this reinforcement, it is expected that students not only understand these values theoretically, but also be able to implement them in everyday life.

Strengthening Plans and Strategies in Strengthening the profile of Pancasila students can be done through various strategies, such as integrating Pancasila values in the curriculum, developing extracurricular activities that support these values, and involving all elements of school, including teachers, parents, and the surrounding community (Widana, et al. (2023). A holistic approach is also needed, which not only focuses on cognitive aspects, but also affective and psychomotor learners. True education must be able to deliver individuals at a higher level of understanding, behaviour,

and character. Nowadays the character building of students is supported by the Pancasila student profile program.

The Pancasila student profile aims to provide opportunities for teachers to be able to develop their pedagogic abilities with the main value, namely Pancasila which is integrated with various subjects. There are six profiles that become core competencies in realizing the profile of Pancasila students, namely 1) having faith, devotion to God and having noble morals; 2) independent; 3) critical reasoning; 4) independent; 5) mutual cooperation; and 6) global diversity (Kurniawaty et al., 2022). The importance of strengthening student profiles in understanding and applying Pancasila values in the school environment, especially in the context of perennialism. Some of the reasons why this title is relevant can involve the importance of character education, perennialism views, relevance to the school context, voicing the values of the nation and the social and cultural context.

METHOD

The method used in writing this scientific paper is a qualitative descriptive type that studies existing problems and applicable work procedures. In this qualitative research, the author uses a literature review research design. *Literature Review* is a discursive prose, not a list that describes or summarizes one literature after another. This research was prepared using the concept of literature review with the *Systematic Literature Review* (SLR) method. This method is carried out by identifying, reviewing, evaluating, and interpreting all available research. Researchers review articles that are in accordance with the topic of the research question. The review process is carried out systematically and structured in each process by following predetermined stages (Triandini et al., 2019). Then, researchers conduct an in-depth study of the articles that have been reviewed. This qualitative descriptive research aims to describe what is currently applicable, by examining the Strengthening of the Profile of Pancasila Students in Schools in the View of Perennialism. The data collection technique used in connection with this study is for data collection in this study, the author uses literature study data, by tracing all material that is in line with this writing problem, by reviewing research results, quoting books, reviewing theories related to the problem. Literature search is carried out on EBSCO and PubMed electronic databases which are published both nationally and internationally using the PICO (*Patient, Intervention, Comparison, Outcome*) method with the keywords "Pancasila Student Profile", "Perennialism View". This study used the *flow diagram* PRISMA-P (*Preferred*

Reporting Items for Systematic Reviews and Meta-Analyses Protocols) to select articles to be researched. *This flow diagram* illustrates the flow of information through various phases of systematic review illustrating the number of records or articles identified, included or issued with explanations of the reasons (Liberati et al., 2009).

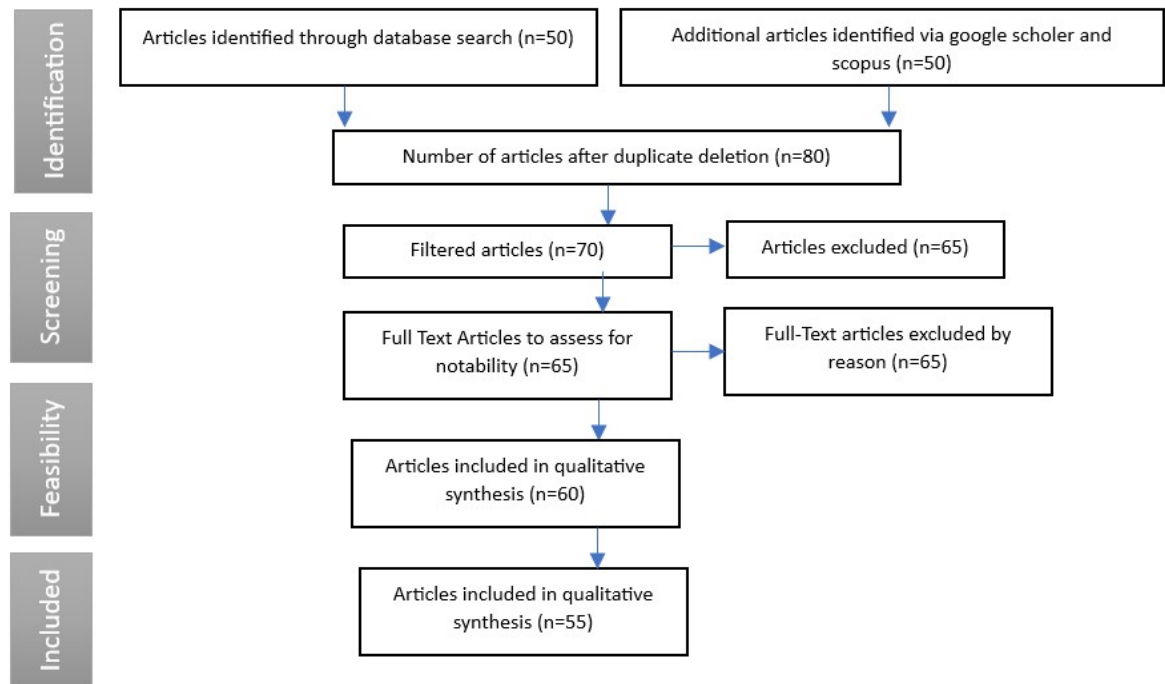


Image 1. PRISMA Flow Diagram

RESULTS AND DISCUSSION

Pancasila Student Profile

The Pancasila Student Profile is a character trait and competence that is expected to be achieved by students, which is based on the noble values of Pancasila. Reporting from a document published by the Ministry of Education and Culture, the Pancasila student profile is a series of activities that strengthen project-based student understanding designed as an effort to achieve competence and character based on Graduate Competency Standards. Meanwhile, in the Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 which defines Pancasila students as the embodiment of Indonesian students as lifelong learning who have global competence and behave in accordance with Pancasila values. From the two understandings above, it can be concluded that the Pancasila student profile is a series of character activities that will strengthen

students' understanding in facing global competition but still adjust to the values of Pancasila.

The Pancasila Student Profile is a number of characters and competencies that are expected to be possessed by students, which are based on the noble values of Pancasila. This program is designed to help realize the vision and mission of the Ministry of Education and Culture in improving the quality of education while implementing the values of Pancasila for Indonesian students. The Pancasila Student Profile has 6 dimensions:

1. Have Faith, Fear of True Source, and Noble Morals: Indonesian students who believe, fear True Source, and have noble morals are students who are moral in relation to God Almighty. He understands the teachings of his religion and beliefs and applies these understandings in his daily life. There are five key elements of faith, fear of True Source, and noble character, namely religious morals, personal morals, morals to humans, morals to nature, and state morals.
2. Global Diversity: Indonesian students maintain their noble culture, locality, and identity, and keep an open mind in interacting with other cultures, thus fostering mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the noble culture of the nation. Elements and keys to global diversity include recognizing and appreciating cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.
3. Independent: Indonesian students are independent learners, namely students who are responsible for the learning process and outcomes. The key elements of self-reliance consist of awareness of oneself and the situation at hand, as well as self-regulation.
4. Mutual Cooperation: Indonesian students have the ability to work together, which is the ability to carry out activities together voluntarily so that simultaneous activities are memorable.
5. Critical Reasoning: Indonesian students reason critically, namely students who are able to criticize the information they receive and make wise decisions.
6. Creative: Creative Indonesian students, namely students who are able to modify and produce something original. The key elements of creative are generating original ideas, producing original works and actions, and developing skills in producing ideas and actions that are useful, meaningful, and impactful.

Reported in guru.kemdikbud.go.id, there are several functions of the Pancasila student profile that must be known by teachers to realize learning guidelines in the Independent Curriculum. Here are some of the functions and benefits, such as: a) Translating educational goals and visions into a format that is easier to understand by all education stakeholders, b) Being a compass for Indonesian educators and students, c) The ultimate goal of all learning, programs, and activities in educational units.

The benefits of strengthening the profile of Pancasila students are Strong Character Building Strengthening of Pancasila students profile through a perennialism approach can form a strong, ethical, and integrity student character. Improving Leadership Quality Students who are familiar with the values of Pancasila through the perennialism approach tend to have good leadership qualities and are able to lead wisely.

Perennialism View

Perennialism views education as a way back, namely as a process of restoring the present culture (modern times) in which especially today's education needs to be returned to the past. Perennialism is a school of philosophy whose arrangement has unity, where the arrangement is the result of thoughts that provide the possibility for a person to behave firmly and uprightly. Therefore, perennialism argues that finding and finding a clear direction is the main task of philosophy, especially the philosophy of education.

Perennialism comes from the word perennial can be interpreted as *lasting for a very longtime which* means eternal, eternal or continuous without end. According to [Rukiyati, & Purwastuti, L. A. \(2015\)](#), perennialism contains philosophical beliefs that hold on to values and norms that are eternal. Perennialism has the meaning of everlasting or eternal. It can be concluded that the perennialism approach is a method of instilling strong and lasting human good values to students, so that they can understand and believe in noble lives and are able to implement them in everyday life. Perennialism arises because the world situation is full of chaos, poor human behavior, and disorder, especially moral, intellectual and sociocultural decline.

As in the development of philosophical thought in general, the philosophical basis of perennialism is also seen from their ontological beliefs about humans and nature. This school views that the essence of man as a rational being will always be the same for every human being wherever and until any time in the development of its historicity. Such ontological belief, that they are in a thought, that the progress and harmony

experienced by humans at one time will also be applied to other humans at different times and places, so that past successes can also be applied to solve problems of the present and future even anytime and anywhere (Muhmidayeli, 2005).

This school believes that education is the transfer of knowledge about eternal truth. Knowledge is truth while truth is forever in common. Therefore, the implementation of education everywhere must be the same. Education must look for patterns so that the subjects of education can adapt not only to the world, but to the essence of truth. Adjustment to truth is the goal of learning itself. Perennialists, therefore, view that the highest demands in learning are practice and mental discipline. Perennialists believed that the thinking of the subjects of the learners would become real through intellectual training. An easy way to teach a subject is to cultivate a desire to learn. Self-realization depends largely on self-discipline, whereas self-discipline itself can be achieved through external discipline. Based on this thinking, perennialists came to a conclusion, that learning is a hard effort to obtain something knowledge through high discipline in the exercise of developing rational principles (Muhmidayeli, 2005).

So the epistemology of perennialism, must have knowledge of the understanding of truth in accordance with the ultimate reality, which is evidenced by the truth that exists in oneself by using energy on logic through the law of thinking deduction method, which is a philosophical method that produces ultimate truth (Setyowati & Widana, 2016). According to perennialism, the mastery of knowledge regarding the first principles is capital for a person to develop the mind and intellect. With sufficient knowledge, lighting materials, people will be able to recognize the factors with their respective linkages, understand the problems that need to be solved and try to solve the problem.

The Pancasila Student Profile has 6 dimensions and the discussion is associated with perenialism.

The Pancasila Student Profile has 6 dimensions that are associated with perennialism. The following is a discussion of the 6 dimensions of the Pancasila Student Profile and how they are related to perennialism:

Believe, fear the one God and have good morals. This dimension is related to the concept of perennialism which emphasizes understanding and appreciating eternal truth. In education, perennialism views that the main purpose of education is to assist students in acquiring and realizing

eternal truths. The Pancasila student profile makes students to fear God Almighty and have noble morals, which reflects the concept of perennialism which emphasizes understanding and appreciating eternal truth.

The statement illustrates the relationship between the concept of "Faith, fear of God Almighty, and noble character" in the context of education, especially in the framework of understanding perennialism. Let's discuss each of the sections: Faith, It is a call to have confidence or faith in the One True God. It reflects aspects of spirituality and belief in the existence of God as the core of moral and spiritual values. Fear of God Almighty, Contains the meaning of living with piety or fear of God, which in this context shows awareness of the existence of divine power as a guide in life. Piety also includes respect, obedience, and moral awareness of religious values. Noble Character, Shows the importance of having good behavior and dignity. Noble morals include aspects of morality, ethics, and noble values in interacting with fellow humans and the surrounding environment. Dimension of Perennialism, refers to an approach in education that emphasizes understanding and appreciation of timeless truths. In this case, eternal truth can refer to spiritual, moral, and ethical values that are considered universal and remain relevant at all times. In perennialism, Education is seen as a means to help students acquire and realize timeless truths. The focus is on developing a deep understanding of values that are considered timeless, not just on knowledge that is temporary. Pancasila Student Profile, refers to the desired character or profile of students in the context of Pancasila values, where students are expected to have faith, piety to God, and noble morals in accordance with religious teachings and morality. Thus, the statement unites religious, moral, and ethical concepts within the framework of perennialism, affirming the importance of education in forming individuals who have a deep understanding and value of enduring values.

Independent. It is related to the concept of perennialism which emphasizes the authority of tradition and classics. The Pancasila student profile makes students independent, reflecting a perennialist approach centered on traditional and classical authority. It is a call to have independence or the ability to stand on your own. In an educational context, it reflects a desire to develop students to have the ability to think for themselves, make decisions, and take responsibility for their actions. In the concept of perennialism, this is an approach in education that emphasizes the authority of tradition and classics. Perennialist education

focuses on teaching works of literature, philosophy, and classical knowledge that are considered to have lasting value and are relevant throughout time. Refers to the belief that intellectual heritage from the past, such as works of classical literature, philosophy, and traditional values, has high authority and can be a foundation for understanding and character building. Perennialism Approach Centered on Traditional and Classical Authority: Emphasizes that in developing student independence, education must provide a foundation of knowledge and values from tradition and classics. The authority of this intellectual heritage is considered a strong foundation for forming an independent mindset and character. Thus, the statement implies that the concept of independence in the context of the Pancasila student profile is closely related to the perennialism approach that values and emphasizes the authority of tradition and classics as an important source of value and knowledge in the formation of independent individuals (Darmada et al., 2020).

Working together. It is related to the concept of perennialism which emphasizes collaboration and cooperation. The Pancasila student profile enables students to work together, reflecting a perennialist approach that emphasizes cooperation and collaboration between individuals to achieve common goals. Mutual cooperation is a concept in Indonesian culture that emphasizes cooperation and shoulder to shoulder in carrying out a task or activity. Working together reflects the spirit of togetherness and helping each other in achieving common goals. The concept of Perennialism here is an approach in education that emphasizes eternal values and knowledge. The focus is on teaching works of literature, philosophy, and classical knowledge that are considered to have universal value and are relevant throughout time. Collaboration and Cooperation that occurs, refers to the values of perennialism which emphasizes the importance of cooperation and collaboration in the educational process. Perennialist education recognizes that cooperation between individuals is the key to achieving common goals and building a harmonious society.

Global diversity. This dimension is related to the concept of perennialism which emphasizes understanding and appreciating universal eternal truths. The Pancasila student profile enables students to be globally diverse, reflecting a perennialist approach that emphasizes understanding and appreciating timeless truths that can be applied globally. Global diversity, a concept that emphasizes the importance of understanding, appreciating, and collaborating with the diversity of cultures, values, and backgrounds at the global level. It reflects an open and inclusive attitude

towards differences. The concept of Perennialism here, an approach in education that emphasizes understanding and appreciation of eternal truths that are considered universal. The focus is on teaching values and knowledge that are considered relevant at all times and applicable to all human beings. Shows that in perennialism education, the main goal is to help students understand and appreciate timeless values and truths that are universal, which are not limited by the constraints of time or place. Refers to the desired character or profile of students in the context of Pancasila values. In this regard, students are directed to have a global diversity attitude, reflecting an understanding and appreciation of timeless truths that can be applied globally. The perennialism approach supports the development of global diversity attitudes by instilling an understanding and appreciation of values that are considered timeless and universal, which can be inclusive of global diversity.

Critically reasoned. It is related to the concept of perennialism which emphasizes critical understanding and critical denial of deleted information. The Pancasila student profile enables students to reason critically, reflecting a perennialist approach that emphasizes critical understanding and critical denial of deleted information. Critical reasoning, is the ability to think critically, able to evaluate, analyze, and formulate opinions or decisions logically. It reflects the ability to understand and assess information in a profound and critical way. The concept of perennialism, an approach in education that emphasizes understanding and appreciation of eternal truths that are considered universal. Perennialist education focuses on teaching classical values and knowledge that are considered relevant throughout time and can shape critical thinking (Widana & Ratnaya, 2021). Demonstrate that in the context of perennialism, it is important for students to develop a critical understanding of enduring knowledge and values. This includes the ability to assess and evaluate information with skepticism. Refers to the desired character or profile of students in the context of Pancasila values. In this case, students are directed to become individuals who are able to reason critically, so that they can take wise decisions and can understand deep values. The perennialist approach supports the development of critical reasoning skills through the teaching of timeless values. Critical understanding and critical substitution of deleted information is an important aspect of the educational process.

Creative. It is related to the concept of perennialism which emphasizes creativity and innovation The Pancasila student profile makes students

creative, which reflects the perennialism approach that emphasizes creativity and innovation in achieving educational goals. Creative is the ability to think and act in ways that are original, innovative, and not limited by conventional boundaries. Creativity reflects the ability to generate new ideas and innovative solutions. The concept of Perennialism here, an approach in education that emphasizes understanding and appreciation of eternal truths that are considered universal. Perennialist education focuses on teaching classical values and knowledge that are considered relevant throughout time and can shape critical thinking. Creativity and Innovation in Perennialism here, shows that, although perennialism is often associated with an emphasis on established traditions and values, this approach also recognizes and encourages creativity and innovation. Perennialist education teaches how to think creatively in the context of timeless values. The Pancasila Student Profile refers to the desired character or profile of students in the context of Pancasila values. In this case, students are expected to have the ability to think creatively, create new solutions, and apply innovations in achieving educational goals. Perennialism approach to Creativity, emphasizing that perennialism approach also supports the development of creativity and innovation. Perennialist education not only introduces traditional values but also encourages students to use creative thinking in the context of those values.

The view of perennialism in education can help strengthen the profile of Pancasila students by emphasizing the importance of eternal knowledge and its universal value. According to the perennialist view, education aims to help students acquire and realize eternal truths. Thus, strengthening the profile of Pancasila students can be done through education that focuses on a deep understanding of the values of Pancasila as eternal truths that must be mastered by every student. In addition, the perennialism view also emphasizes the importance of a conducive learning environment in the educational process. With a conducive learning environment, students can internalize the characters in the Pancasila student profile. This is in line with the view of perennialism which emphasizes the importance of character building through a supportive environment. Thus, the perennialism view can help strengthen the profile of Pancasila students by emphasizing a deep understanding of the values of Pancasila as eternal truth, as well as character building through a conducive learning environment.

CONCLUSION

Strengthening the profile of Pancasila students in schools through the perennialism approach is an important step in shaping the character and morals of the nation's next generation. The integration of Pancasila values in perennialism education can provide a solid foundation for the formation of personality in accordance with the noble values of the Indonesian nation. Thus, Pancasila learning in schools can be the main vehicle in producing a generation that loves and understands the values of Pancasila as the foundation of society, nation, and state.

The Pancasila Student Profile has 6 dimensions which include: having faith, fearing God Almighty, and having a noble character; global diversity; independence; working together; critical reasoning; and creative. This discussion can be related to the view of perennialism which emphasizes the sustainability of eternal and universal values, as well as character building through a conducive learning environment. In the view of perennialism, strengthening the profile of Pancasila students can be done through teaching that emphasizes a deep understanding of the values of Pancasila as eternal truths that must be mastered by every student. In addition, perennialism also emphasizes the importance of a conducive learning environment in the educational process. With a conducive learning environment, students can internalize the characters in the Pancasila student profile. This is in line with the perennialist view which emphasizes character building through a supportive environment. Thus, the perennialism view can help strengthen the profile of Pancasila students in schools by emphasizing a deep understanding of the values of Pancasila as eternal truth, as well as character building through a conducive learning environment. Through the application of perennialism, students are expected to develop positive character and necessary skills in accordance with the values of Pancasila.

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