# Character Building Based on Pancasila Student Profile at MTs Negeri 2 Demak

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## Article Info

## Abstract

The Merdeka Curriculum aims to form and develop the character of students in accordance with the character values of the Pancasila dimension, believing and being devoted to God Almighty and having noble morals, global diversity, mutual cooperation, independence, critical thinking, and creativity. The aim of this study was to determine the formation of the character profile of Pancasila students in the learning process at MTs Negeri 2 Demak and to determine the resources supporting Character building in MTs Negeri 2 Demak which was analyzed using behavioristic theory by Edward Thorndike. This study uses a qualitative approach with a case study research type, while data sources are collected from informants selected using purposive sampling through observation, interviews and document studies. This study conducted at MTs Negeri 2 Demak. The research findings showed that Character building based on the Pancasila student profile has not been fully achieved in the habituation process and learning process, students pay less attention and apply good character to life due to lack of motivation from within and from outside themselves. Resources in supporting Character building are also not optimal, as evidenced by the lack of improvement in the quality of teacher human resources and infrastructure that have not been fully met.

**INTRODUCTION**

The curriculum has an important role in the education system, as a supporting component. Based on the beginning to the end of the education process whose implementation is adjusted to the needs of students. The change of the curriculum Based on the 2013 Curriculum to the Merdeka Curriculum has the aim of improving the previous curriculum (Agustina & Mustika, 2023). It is hoped that students will be able to discover their potential and adjust to changing times with the help of the Merdeka Curriculum approach.

Based on findings in the field, initial data was obtained on several problems, including (1) many students are not disciplined, many are still not on time to school; (2) many students are irresponsible, not doing the subject work assigned by the teacher, and even cheating; (3) students do not care about the surrounding environment such as littering; (4) students still do not have good moral character, lacking good manners; (5) students who are involved in bullying cases, both verbally and nonverbally.

The findings in the field are in line with the research carried out Jaya (2024) that the poor character of students refers to the phenomenon of student delinquency, such as, speaking badly, not being disciplined in worship, fighting with friends at school, bullying, disturbing friends who are studying, and taking friends' belongings.

Based on field findings supported by previous research, it can be concluded that students' characters have not fully demonstrated the moral character of students to become good citizens. For that, schools as the second educational environment through the Merdeka Curriculum. The Merdeka Curriculum has a crucial aspect, the Pancasila student profile, which aims to shape the character of students based on Pancasila values (Setiyaningsih & Wiryanto, 2022). This profile is used as a guide and final goal for educational activities, programs, and activities in all educational units. The Pancasila Student Profile has six main dimensions, (1) faith and devotion to the one and only God and noble morals, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical thinking, and (6) creativity.

Based on observations and interviews, it can be stated that the character of MTs N 2 Demak students is still not disciplined, responsible, and has morals that do not reflect the morals as expected by the school. Regarding the problems encountered, it is appropriate for schools as part of the Merdeka Curriculum development unit to play a major role in shaping the character of students who are guided by the Merdeka Curriculum, through empowering the resources within it, which includes all school residents.

This study adopts the behaviorist theory approach proposed by Edward Thorndike to achieve these objectives. This theory emphasizes the importance of the relationship between stimulus and response in the learning process through experience and repetition. In the context of Character building, this approach indicates that good character can be formed through positive reinforcement of behavior that reflects Pancasila values in learning, resources, adequate facilities and infrastructure, and supportive school policies are very important in the formation of student character at MTs Negeri 2 Demak.

Based on the explanation above, the focus of the study is to analyze Character building based on the Pancasila student profile in the learning process and analyze resources in supporting Character building, both Human Resources (HR), facilities and infrastructure, and policies implemented at MTs Negeri 2 Demak.

**METHOD**

This study uses a qualitative approach with a case study type. The study was conducted on September 9, 2024 - September 30, 2024 at MTs Negeri 2 Demak.

Data collection techniques in this study are observation, interviews, and document studies equipped with observation guidelines, interview guidelines and document study guidelines as data collection instruments.

Researchers as observers carry out observations or direct observations with research observation guidelines on behavior, events and phenomena regarding the problems such as (1) observing student behavior during classroom learning (2) observing activities carried out by the school in forming the character of students.

Interviews were conducted after direct observation. Interview informants were based on someone who knew the problem based on the data needs being studied, consisting of the principal, vice principal for curriculum, vice principal for student affairs, Natural Sciences (IPA) teachers, and Social Sciences (IPS) teachers, Islamic Religious Education (PAI) teachers and students to obtain information related to the problems raised, with a total of 33 informants. Furthermore, to strengthen the data, a document study was conducted by conducting a study related to learning planning archives, such as Learning Achievements (CP), Learning Objectives (TP), Learning Objective flow (ATP), and Teaching Modules (MA). Based on the three data collection techniques, the researcher conducted triangulation which was carried out by covering, source triangulation by comparing the results of observations, interviews and document studies, then theory triangulation with behavioristic theory as an analysis tool, and technique triangulation by comparing data collection techniques.

Data analysis is done through data collection. After that, data presentation. Finally, the verification or conclusion process is carried out to ensure the accuracy and relevance.

**RESULT AND DISCUSSION**

**Character Building of Pancasila Student Profile During Learning**

Character building based on Pancasila values in the learning process at MTs Negeri 2 Demak is categorized into 2, incurricular and co-curricular learning. Incurricular Character building with three focuses, the focus of learning planning, learning implementation, and learning evaluation focus. While for co-curricular through the Pancasila Student Profile Strengthening Project (P5). P5 is a series of co-curricular activities that prioritize the project method to strengthen efforts in achieving character and competency in line with the values of the Pancasila student profile based on Graduate Competency Standards (SKL) (Hamzah et al., 2022).

The first focus of learning planning is carried out starting from compiling CP, TP, ATP, and compiling Teaching Modules. Learning planning is prepared by considering various aspects, including student characteristics, school environmental conditions, and the availability of learning facilities and infrastructure or facilities and infrastructure and is guided by the Decree of the Minister of Religion (KMA) 450 of 2024 concerning the Implementation of the Merdeka Curriculum (IKM).

To support the learning process in achieving CP, every teacher needs to have a learning plan. This plan can be in the form of a Learning Implementation Plan (RPP) or in the form of a teaching module. In the teaching module, learning must be integrated with the character values of the Pancasila student profile for all subjects, including Science, Social Studies, and Islamic Religious Education. The teaching module was created by the teacher of MTs Negeri 2 Demak with appropriate teaching module components, and was designed comprehensively, attractively, rich in information, and in accordance with the principles of planning.

The findings show that Character building based on Pancasila values in learning planning is stated in the learning module with six dimensions of the Pancasila student profile, (a) believing and being devoted to God Almighty and having noble character by praying and checking the cleanliness of the classroom before starting learning; (b) global diversity by forming discussion groups in learning without distinguishing between gender, race, and class; (c) working together with collaborative space between students in formative assessments to discuss, collect data, present, and share information; (d) independent in completing summative assessments or individual assignments; (e) creative, students are asked to make flowchart posters, collect information on learning materials from various sources, both from digital books and conventional books; (f) and reasoning critically with interactive discussion of materials and questions and answers, students work on assignments related to factual statements and hypothetical statements.

Study ('Inayah, 2021) revealed that the six dimensions of the Pancasila Student Profile need to be implemented in activities that are part of the school culture, intracurricular, co-curricular and extracurricular learning.

Based on the findings in the field which are reinforced by previous research, that the six dimensions of the Pancasila student profile have

been stated in the teaching module of each dimension. However, in reality, there are still obstacles, such as in the creative dimension, the teacher asked to make a flow chart, even though the students could not do it, since the subject teacher did not implement it according to the written module.

The second focus of Character building process, the implementation of learning is carried out in the classroom by referring to the teaching module that has been made, Character building based on the Pancasila student profile is integrated into the learning material. The Pancasila Student Profile is closely related to the development of student character at MTs Negeri 2 Demak as a learning objective. This profile can be seen in the content and learning methods.

Data findings show that the implementation of learning to support character building is formed through initial, core, and closing activities. The initial preliminary activities aim to build motivation and prepare students physically and psychologically such as greeting and greeting students, introducing God through prayer before the start of learning which is a reflection of the character profile of Pancasila students, being devoted to God Almighty and having noble morals. Furthermore, the core stage focuses on the learning process to achieve learning objectives interactively which include exploration, elaboration, and confirmation according to the teaching module that has been created previously. And the closing of learning aims to assess the results and plan follow-up such as giving assignments or practice questions, reviewing or re-elaborating the material, and delivering material or learning activities in the next session.

Students lack motivation and interest in implementing extracurricular learning, they prefer P5 co-curricular learning because they are allowed to bring mobile phones and are adaptive in terms of materials, activities, and implementation schedules. This is in line with research by Pravitasari et al., (2023) stated that P5 is preferred by students compared to regular KBM learning because P5 is given the freedom to adjust the school environment and in dividing learning time.

Based on the findings supported by previous research, it can be concluded that student behavior in learning prefers P5 co-curricular rather than incurricular learning, which is caused by co-curricular learning being considered freer in expressing oneself, such as in the theme of technology engineering where students are required to work on group assignments in achieving entrepreneurial goals, but in reality this is used for other purposes, such as playing with cellphones or joking around, so that the purpose of technology engineering which was originally intended to provide skills, becomes ineffective.

Character building in P5 co-curricular learning found that in grade IX odd semester chose the theme of engineering technology "Hydroponics and Creating with Canva" was carried out in one week, on Monday, September 23, 2024 to Saturday, September 28, 2024. In empirical findings, the character profile of Pancasila students was not fully realized. This is because the implementation of P5 only lasted for one week, even though the growth of hydroponic plants will be optimal if carried out for one month. This is also proven by relevant research. Solikhah et al (2018) that the practice of gardening with a hydroponic system requires assistance for one month.

Based on behaviorist theory, character does not penetrate into student behavior due to lack of time in learning stimuli so that it does not change behavior. The obstacles found were limited time, not all facilitator teachers entered the class, some facilitators still had difficulty in implementing the P5 flow, so the module-making team had to frequently visit classes IX A to IX H to provide re-explanations to students. However, on the fourth day the module-making team worked around this by adding a theme, "creating with Canva" with content materials related to the hydroponic process. Based on the first day to the third day in planting with the hydroponic system that had been implemented the previous day.

In line with Siburian et al (2024) states that the use of canva in the world of education has become an important innovation that can increase creativity and the attractiveness of student learning. The canva application allows teachers and students to create various designs, such as posters, presentations, and educational videos with attractive visual elements and interactive features. So it can be concluded that P5 "creating with canva" can

increase student behavior to be creative in the dimensions of the Pancasila student profile

The evaluation tool of MTs Negeri 2 Demak uses summative assessments which are carried out at the end of each chapter in the learning material and at the middle of each semester or Mid-Semester Summative (SAS) and at the end of the semester, End-Semester Summative (SAS). Based on behaviorist theory, student evaluation using summative assessment as a form of stimulus can create a response of student independence. Students work on summative assessments based on their own abilities, thus creating an independent dimension in the profile of Pancasila students. In line with the statementSuryani et al (2023) that objective summative assessment is carried out at the close of learning activities. This can also be applied to two or more learning targets at once, building an independent and honest character. So it can be concluded that the behaviorist theory can successfully change independent behavior in students in summative assessment.

The evaluation tools used in addition to summative assessments, there are also formative assessments carried out during the teaching and learning process using discussion and presentation methods. Students solve problems on the first and second day of co-curricular learning using hydroponic Student worksheet. Based on the behavioristic theory, mutual cooperation responses appear in this activity. While the stimulus is obtained from discussions and presentations, students work together to answer the assigned commands. In line with research by Sari & Listyaningsih (2023) that the character of mutual cooperation is instilled through the stages of group discussions, presentations, and question and answer sessions. It can be concluded that formative assessments in the form of discussions and presentations reflect the character of mutual cooperation.

**Supporting Resources for Character Building**

Supporting resources for the formation of Pancasila student character profiles have three focuses, Human Resources (HR), facilities and infrastructure, and policies implemented at MTs Negeri 2 Demak. The first focus of HR is the implementation of the Merdeka Curriculum to support the formation of Pancasila student character profiles, including the principal, deputy head of curriculum, deputy head of facilities and infrastructure, deputy head of student affairs, teachers, and students.

Human resource development at MTs Negeri 2 Demak is carried out by teachers participating in training or seminars either individually or held by the school, participating in Technical Guidance (BIMTEK) by the Ministry of Religion, dissemination, and Subject Teacher Deliberations (MGMP). The obstacles found are the mastery of technology, especially among older teachers.

The second focus is facilities and infrastructure. Facilities refer to the equipment used for teaching and learning activities. The facilities in question are whiteboards, projectors, markers, laptops, computers, digital TVs, tables, chairs, fans. While infrastructure is the physical facility infrastructure in schools, classrooms, teacher rooms, administration rooms, madrasah principal's rooms, laboratories, fields, prayer rooms, libraries, canteens, toilets, and parking lots. The obstacles found for facilities and infrastructure are the lack of projectors and fans. The school only has three projectors in one school and not all classes have fans. Other obstacles related to textbook facilities are still lacking.

The third focus is the policy implemented by MTs Negeri 2 Demak in supporting Character building is KMA Number 450 of 2024 which contains the development of students' potential to be pious, have noble morals, and have Pancasila character, be independent, adapt the curriculum to advances in science and technology, build religious and national values in learning. This guideline emphasizes more on digital transformation, integration of technology in learning, and the application of more modern and competency-based methods and evaluations.

Character building at MTs Negeri 2 Demak is not only integrated into the learning process that refers to KMA 450 in 2024, but is also carried out through habits and various activities that focus on the 6 dimensions of the Pancasila student profile.

The profile of Faith, and Devotion to God Almighty, and Noble Morals is found through religious activities carried out daily which function

as a manifestation of a relationship with God for a good life. In line with the research Ghofir & Umam (2020)expresses that understanding and applying religious teachings in daily life becomes a world guide for love and affection for oneself, other humans, and nature.

Religious activities at MTs Negeri 2 Demak are reflected in the images below, image 1 (A) the initial prayer for learning carried out in the field, precisely in the field in front of the library building, and image (B) the istigotsah activity carried out in the field behind.

**Figure 1.** (A) Prayer Before Learning; (B) Istigotsah Activity



Source: Researcher Documentation 2024

At the beginning of the learning prayer activities, it was carried out sacredly at the beginning, but over time the sacredness was lost, many students did not read the prayer solemnly, they were naughty with their friends, joked, chatted, etc. The teachers who supervised were limited, so that students could not be fully supervised by teachers who were in the field.

According to behaviorist theory, behavioral changes occur due to learning experiences. In this theory, learning is seen as an interaction between stimulus and response. In the learning process, the most crucial thing is that a person is considered to have learned when he shows changes in his behavior even though in prayer only obeying the rules given, not to the expected Character building order.

According to research by Oktaviani et al (2023) states that the Pancasila Student Profile on the aspects of faith and devotion to God Almighty, and noble morals. Students routinely perform prayers, read Juz 'Amma before starting lessons, and pray together during lunch. So it can be concluded that the dimensions of faith, devotion to God Almighty, and noble morals have behavioral changes, but only limited to obeying temporary regulations, not to significant behavioral changes that shape the character of students.

Other religious activities are (b) dhuha prayer which is held before teaching and learning activities every Tuesday for class IX, Wednesday for class VIII, and Thursday for class VII; and (c) dhuhur prayer. In the implementation of dhuha prayer and dhuhur prayer, not all students perform it solemnly, there are some students who look around and occasionally joke with their friends. The teachers who supervise are also limited, so that not all students perform dhuha prayer properly. Then spiritual activities (d) reading Yaasiin Fadhillah on Friday before teaching and learning activities; and (e) istigotsah before teaching and learning activities on Saturday in week 2 and week 4 in one month as shown in Figure 1 (A). In the implementation of the reading of yaasiin and istigotsah, it is carried out together with the teacher council led by a scheduled teacher. Students sit on the field without a mat while the teacher sits on a carpet in the front.

Researcher Huda et al (2023) revealed that the behaviorist theory influences learning conflicts by viewing learning as an exercise to create a relationship between stimuli and reactions, this is in line with the habituation activities carried out at MTs Negeri 2 Demak such as praying at the beginning of learning, istigotsah, praying dhuha and dhuhur prayers in congregation, and other religious activities.

The second profile, Global Diversity, is realized in "Bhinneka Tunggal Ika", students gain an understanding of the diversity that exists in the fields of culture, ethnicity, tribe, work, education, social, economic and political (Astuti et al., 2024). The global diversity profile at MTs Negeri 2 Demak is formed in various ways, including: (a) P5 co-curricular learning which is carried out by raising the theme of cultural diversity which is manifested through the holding of class VIII performance works presenting traditional dances in Indonesia; (b) in the co-curricular learning of the IPS subject, the chapter on cultural diversity contains explanations related to culture and introduction to various cultures in Indonesia, traditional clothing, traditional dances, traditional buildings, and others.

The Independent Profile as the third profile is realized in in-curricular learning activities in the assessment. Students are required to work on summative assessments themselves and may not

collaborate with others. Based on behaviorist theory, behavioral changes that occur due to learning experiences in the interaction between stimuli and responses. It was found in the field that the dimensions of the independent profile are realized in in-curricular learning activities, when working on summative assessments at the end of each chapter, Mid-Semester Summative (STS) and End-Semester Summative (SAS). However, the independent character is not fully absorbed by students, because many students cheat. This is because the assessment supervision process is not strict enough, in addition to the lack of self-confidence and self-motivation.

Research by Iffanasari et al (2023) states that the low factor of independent character in cheating habits is caused by lack of self-motivation to learn and lack of support from parents. So in the behavioristic theory the response of independent character cannot be realized. So it can be concluded that the independent dimension has not changed behavior. So the behavioristic theory in the independent profile at MTs Negeri 2 Demak has not changed behavior.

The Mutual Cooperation Profile as the fourth profile is realized through teaching and learning activities, students are given formative assessment tasks with a problem-solving discussion model together, and presentations such as examples of practical activities for buying and selling Islamic Religious Education (PAI) subjects, starting with group discussion activities to determine food or beverage products to be sold and then presented, until the following week there is a practical buying and selling during break time.

The Critical Reasoning Profile as the fifth profile is a behavior that always prioritizes the truth.Hasibuan et al (2024)reveals that critical reasoning is students always trying to find the truth of every information given, and when solving problems using logic to find the truth. The findings produced by critical reasoning behavior are during the group discussion process. In this context, students are given the freedom to ask questions, provide answers, and refute each other's opinions as an effort to solve problems faced during the presentation. However, not all students feel confident enough to actively participate in the

discussion. Some of them may feel hesitant or afraid to express their opinions, which shows that there are still challenges in creating a learning environment that fully supports the courage and involvement of all students.

The Creative Profile as the sixth profile is realized through the ability of students to create innovations, both in the form of concepts and real works that have never existed before and are implemented through intracurricular and co-curricular learning. In co-curricular learning, it is realized through P5 learning, where class IX raises the sub-theme of hydroponic engineering and technology and creates with Canva, class VIII raises the sub-theme of building the soul and body, and class VII raises the theme of local wisdom. Researchers found that the results of students' work posted on the class wall were the results of formative learning assessments such as the following figure 2:

**Figure 2.** Classroom Learning Activities as a Realization of Creative Profile



Source: Researcher Documentation 2024

Creative Profile as the sixth profile in education is analyzed using behaviorist theory which can be seen how students' behavior in creating innovation can be influenced by the stimulus and reinforcement given during the learning process. Behaviorist theory emphasizes the importance of the relationship between stimulus or learning experience and response or behavior shown by students (Amsari & Mudjiran, 2018). In the context of co-curricular learning, as implemented in the P5 learning program, students are given various stimuli that encourage them to innovate.

**CONCLUSION**

The character building based on the Pancasila student profile in the learning process is guided by the Decree of the Minister of Religion (KMA) 450 of 2024 concerning the Implementation of the Merdeka Curriculum in nThe Ministry of Religious Affairs supports one of them, MTs Negeri 2 Demak, realized through character building in

incurricular and co-curricular learning, as well as habituation activities taught in schools. In addition, supporting resources for character building are Human Resources (HR), facilities and infrastructure, and policies implemented at MTs Negeri 2 Demak. The improvement of HR has been implemented but is not optimal. Meanwhile, facilities and infrastructure have not been fully met.Of the several problems mentioned above, these are the reasons why the implementation of Character building based on the Pancasila student profile at MTs Negeri 2 Demak has not been fully achieved.

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