

Shaping the value of tolerance through the Profil Pelajar Pancasila the dimension of Global Diversity to Junior High School Students

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Abstract

Each country has a national identity, as well as the Indonesian state. National identity is the embodiment of cultural values that grow and develop in various aspects of life, with characteristics that distinguish it from other nations. The national identity of the Indonesian nation is an identity originating from the noble values of Pancasila, the embodiment of which is reflected in the implementation of social, national and state life. Students must also hold fast to Pancasila as the identity of the nation and become the nation's way of life. Pancasila as the basis of the state and the nation's way of life plays an important role in being able to filter new values, so as to be able to maintain the existence of Indonesian regional culture. After the Covid-19 pandemic, the government attempted to revitalize the learning process, namely the Independent Curriculum. This study aims to describe the formation of tolerance values through the Profil Pelajar Pancasila of the Global Diversity Dimension in Junior High School Students. The research method uses interviews and observation. Global Diversity in the Profil Pelajar Pancasila, namely Indonesian students who maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a positive new culture that does not conflict with the nation's noble culture. Junior high school students must be able to accept and appreciate ethnic and racial diversity in the school environment. Accepted diversity: Students who accept and value diversity in all its forms, such as culture and race, tend to have strong social cohesion. Tolerance and respect for differences can help strengthen a sense of togetherness and solidarity among all school members.

Keywords: Profil Pelajar Pancasila; Pancasila; Global Diversity

Introduction

In the 5.0 era, it is a social concept that is human-centered and technology-based. In this era, society can solve various social challenges and problems by using various innovations born from the Industrial Revolution 4.0 era to improve the quality of human life. The changing times and technological developments that have occurred have had a significant impact on the lives of Indonesian people, including in the field of education, especially in creating conditions that support learning activities, such as

creating favorable conditions for students to access and obtain information. However, various information is easy to obtain, not only positive information, but also negative information that can have a bad impact. Education is considered an important area in preparing the nation's next generation to be able to face a life that continues to develop and change. After the Covid-19 pandemic, the government is trying to revitalize the learning process, namely the Merdeka Curriculum. Profil Pelajar Pancasila was designed with reference to the noble nature of the Indonesian nation that we want to realize and the

challenges faced by Indonesian Students in the 21st century (Anggraena et al. 2020).

The spirit of Independent Learning that is realized also further strengthens the goals of National Education which have been stipulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, which essentially means that education is organized so that every individual can become a human being who has faith and is devoted to God Almighty. One, noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. These two spirits have produced consistent guiding policies for education in Indonesia. The guidelines were later named Pancasila Student Profile (Kementerian Pendidikan dan Kebudayaan, 2020).

The first strategy for implementing the Pancasila Student Profile policy is to disseminate information about the Pancasila philosophy to students. Then become a role model in all activities and behavior, especially at school. The school environment is a very strategic place to socialize and practice Pancasila values in students' daily behavior so that after graduating they will be equipped with sufficient skills to serve their nation and country. In the Pancasila Student Profile there are 6 dimensions, one of which is the Global Diversity Dimension. Profil Pelajar Pancasila there are 6 dimensions, one of which is the Global Diversity Dimension. Global Diversity is a sense of mutual respect for diversity and tolerance for differences (Juliani & Bastian, 2021).

Method

Setting and Participant

The research location at Unggulan Harapan Bangsa Junior High School is in the same environment as the Darul Hikam Islamic Boarding School which is located in Tambaksuruh, Tambakagung village, Puri District, Mojokerto Regency, East Java Province. The form of research used in this research is qualitative research. This type of research uses descriptive qualitative. Qualitative descriptive research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Data Collection

Data collection techniques are the most important step in research because the main aim of research is to obtain data. In qualitative research, data collection is carried out in a natural environment (Sugiyono, 2009). In this research, researchers used three research techniques, namely: Observation is observation that involves focusing attention on an object with all the five senses (Arikunto, 2010).

An interview is a meeting held by two people where information or ideas are exchanged through questions and answers in a way that can be reduced to conclusions or meaning on a particular topic (Sugiyono, 2015). Interviews in this research were used to explore information related to the process of forming a Pancasila Student Profile with the Global Diversity dimension from class VII PPKn teachers and class VII students at Unggulan Harapan Bangsa Junior High School, Mojokerto.

The main instrument in qualitative research is the researcher himself. To maintain the validity of data in the field, auxiliary instruments are used, namely interview guidelines and observation. From the grid that has been created, the data collection instrument is developed into an observation guide, interviews are used as a reference in collecting data in the field.

Result and Discussion

Dimensions of Global Diversity, Indonesian students have the opportunity to preserve their noble culture, places and identity, be open to interacting with other cultures, respect each other, and form a new culture that is positive and does not conflict with the nation's noble culture. Key elements of global diversity include knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity. a. Recognizing and Appreciating Culture, Pancasila Students recognize, identify, and describe various groups based on their behavior, gender, ways of communicating, and culture. b. Communication and Interaction between

Cultures, Pancasila Students communicate with cultures different from themselves equally by paying attention, understanding, accepting the existence, and appreciating the uniqueness of each culture as a rich perspective so that mutual understanding and empathy towards others are built. c. Reflecting and taking responsibility for the experience of diversity, Pancasila students reflectively utilize their awareness and experience of diversity. d. Social Justice, Pancasila Students care about and actively participate in realizing social justice at the local, regional, national and global levels (Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi No.009, 2022).

One of the advantages of the Pancasila Global Diversity Student Profile. Students with this quality have the enthusiasm to foster noble culture, locality and identity and are open to other cultures. So that mutual respect/appreciation between nations for culture can grow. To realize these qualities, it is necessary to understand the values of diversity. The values of diversity in national and state life that can be applied in society are (Radio Edukasi, 2022): Tolerance Values, Tolerance, namely the nature or attitude of accepting (respecting, allowing, allowing) opinions, views, beliefs, habits, behavior and so on. etc. that are different from his own stance. Examples include tolerance for religion, ethnicity, race, and so on. In simple terms, it can be said that tolerance is an attitude of respecting and accepting the differences that other people have. (W.J.S Poerwadarminta, 2002).

To increase aspects of global diversity in citizenship learning, educators need the right approaches and methods when applying them in the classroom. Currently, student-centered learning is needed to foster students' caring attitudes.. Current learning also requires teachers to get to know each other and give freedom to each other. students to interact, practice, tolerate and collaborate with each other, so that teacher-centered learning no longer exists.

The teacher teaches Through the Problem Based Learning model. Students are able to identify ethnic, religious, racial and inter-group diversity within the framework of *Bhinneka Tunggal Ika*, and are able to accept

diversity and cultural change as a reality that exists in social life, and respond proportionally to existing conditions in the environment according to their roles and needs. existing in society.

Based on the results of observations, the formation of dimensions of global diversity, especially the value of tolerance, through Civic education learning is carried out in the form of learning that provides multicultural understanding or ideas that provide nuances about diversity and equality and builds attitudes of tolerance between cultures, races, religions, ethnicities and between groups.

Based on observations during the civic education learning process in terms of communication and interaction during learning shows that students can socialize with other students and ask questions and answers with the teacher regarding the material being taught. Students can accept other people's opinions because they include the value of tolerance. Not only during citizenship lessons, the value of tolerance can be formed in the *Projek Penguatan Profil Pelajar Pancasila* or what is called P5. According to the students' observations, before there was a performance from P5, prepare all the equipment to be displayed later. According to the picture, students, directed by the teacher, help each other to help decorate the place they will use. Students lend *kebaya* from each other for the performance. According to interviews with students, when they first entered school, the students felt clumsy. Often, from initial observations, male students often make fun of their friends who speak a different language. With this P5 activity, students feel more close and increase their sense of respect for their students

Conclusion

Activities in Civics learning also train students to respect and respect each other and to show their appreciation for the cultural diversity that exists in Indonesia. And can increase a sense of tolerance in expressing opinions. Integrating the value of tolerance through PPKn learning is important to produce students who have good personalities. In its implementation, PPKn cannot alone develop the *Profil Pelajar Pancasila* for students, it still requires collaboration with subjects through

project collaboration or through P5 activities programmed by the school. It is hoped that the results of this research will be used as consideration for subsequent studies to carry out research in broader dimensions.

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