

Implementation of the Pancasila Student Profile in Historical Studies in Order to Maintain the Existence of the Nation's Character Towards the Era of Society 5.0

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Abstract: Society 5.0 is a human-centered technological concept in order to collaborate with technology to solve various social problems that are integrated in virtual and real space. The existence of society 5.0 is expected to integrate their lives between the virtual world and the real world well so that harmony will be created which will later have an impact on improving the quality of human life. But on the other hand, the existence of the era of society 5.0 is very indulgent for humans because with the development in the field of technology, people tend to experience dependence on technology. In the field of education, the development of technology also has an impact on the decline in the morale of students because in the era of society 5.0 the country has a small role and national consciousness is declining. Currently, education units in Indonesia, one of which is at the Upper Secondary level, have begun to apply the Pancasila Student Profile in each subject as a competency standard that is expected to be able to strengthen the noble values of Pancasila in students. Through this article, the author will try to examine the implementation of the Pancasila student profile in history learning as the key to the problems faced by the field of education in the era of disruption like today, considering that history learning also has a pragmatic function to build character and maintain the existence of the nation in the midst of the current technological progress.

Keywords: pancasila student profile, history learning, society 5.0

Introduction

The educational process in our country today in addition to aiming to create a superior generation also has the aim of creating graduates who are able to compete in the international arena with the improvement of Human Resources. Improving Human Resources in the international arena has two main priorities, namely: (1) the process of using, learning and printing character in students in higher education; (2) education in Indonesia must begin to implement an independent learning system and make teachers as mobilizers (Handayani & Muliastriini, 2020, p. 7). Based on this, we can see that in the educational process not only focuses on *artificial intelligence* through connectivity in everything, but in this case education must also focus on the human component that acts as the driving force of education. If we pay attention, education in Indonesia has now entered the era of society 5.0 which offers a balance-centered society. In that era, the internet is not only a means to obtain information but also to live a life or it can be said that this era of society 5.0 technology is part of humans themselves. The rapid development of information, science and technology as it is today must be addressed from an educational point of view. Education is expected to build the insights, knowledge, skills, and character needed to realize social justice, peace, and collaboration in global diversity or diversity. This discourse seems to be one of the things that the government pays attention to, it can be seen from the reform of the education curriculum in Indonesia which we know as the independent curriculum. Talking about the independent curriculum, it is inseparable from the profile of Pancasila students which is implemented in every learning in order to create the next generation of the nation who have a diversity personality. Therefore, through this article, the author will discuss "Implementation of Pancasila Student Profile in History Learning to Maintain the Existence of the Nation's Character Towards the Era of Society 5.0".

Methods and Research Design

The authors use a descriptive qualitative type of research. Mukhtar (2013) explained that a qualitative descriptive research method is a method used by researchers to find knowledge or theories about research at a certain time. In

making this article, the author uses the literature review method, which is a research carried out through data collection or scientific papers such as scientific journals to solve a problem that basically relies on a critical and in-depth study of relevant library materials. Then the purpose of this descriptive qualitative research is to be able to describe the empirical reality behind a phenomenon in detail, clearly and completely. The purpose of this descriptive qualitative research is to describe the empirical reality behind the phenomena that occur in detail and completely.

Research Location

The location of the study was conducted at SMA 9 Bandung which I is located at Jl. Suparmin No.1A, Pajajaran, Kec. Cicendo, Bandung City, West Java.

Subject of Research

The subject of the study is a party that used as a sample in a study. The subject of this study is class X.7 student who are directly involved in learning activities.

Research Focus

The focus of research in this activity is:

- a. The urgency of learning history in facing the era of society 5.0
- b. The importance of the role of educators in utilizing the learning model or learning media used so that strengthening the profile of Pancasila students in students can be implemented optimally
- c. Implementing the profile of Pancasila learners in the process of learning history

Data Collection Techniques

- a. Literature Study

Literature study is a data collection technique carried out by studying books, looking for literature, notes, and reports related to research.

- b. Documentation

According to Sugiyono (2015, p. 329) Documentation is a method used

to obtain data and information in the form of books, archives, documents, writing numbers and images in the form of reports and captions that can support research. In this study, researchers carried out documentation during the learning process.

Data Analysis Techniques

a. Data Reduction

The data reduction that the author obtained from field studies is very large, therefore a data reduction stage is needed. According to Sugiyono (2018, p. 247-249) r data education is a process carried out with the aim of summarizing, choosing the main things, focusing on the important things that are in accordance with the research topic, looking for themes and patterns, so as to provide a clear picture and make it easier to carry out the next data collection.

b. Data Display

Data display is a stage of qualitative data analysis techniques. Data presentation is the process of presenting a set of composed information that raises the possibility of drawing conclusions and taking action (Prastowo, 2012, p. 244).

c. Verification

Verification is the process of drawing conclusions obtained from the results of data analysis. Conclusions are the essence of the research results.

Results and Discussion

Society 5.0 can be interpreted as a condition where humans balance economic progress with solving social problems through a system by connecting cyberspace and physical space. The living conditions of the community in the *era of society 5.0* will certainly affect all aspects of people's lives, including education. We can see the influence of the concept of society 5.0 on the aspects of education with the renewal of competencies taught to students that are directly adjusted to the needs of the community in the era of *society 5.0* including the learning model carried out in schools.

Indonesia must be ready to be able to face various challenges and opportunities that occur in the *era of society 5.0* which is certainly filled with various kinds of sophisticated technological developments so that this nation does not lose its ideals and goals as stated in the preamble to the 1945 Constitution, namely educating the nation's life. Educational institutions in this case schools that act as printers of human resources certainly have an important role in facing the era of society 5.0 so that they are required to be able to design a curriculum that contains the competencies needed by society 5.0 *society*. It is undeniable that educational institutions have an obligation to be able to prepare human resources who have excellence and skills in defense and innovation, mastering technology and information, thinking critically, having skills in communication and being creative and innovative. Seeing this, various efforts have been made by various countries, one of which is Indonesia. As we know, currently Indonesia has carried out reforms in the field of curriculum that have begun to be applied at all levels of education. We know this curriculum as the independent curriculum. The implementation of an independent curriculum at every level of education in Indonesia, one of which aims to be able to strengthen the principles of equality and social justice that are in line with the ideals of this nation listed in Pancasila, namely social justice for all Indonesians. Based on this, we can conclude that the existence of an independent curriculum oriented towards global goals does not conflict with the purpose of education in advancing the nation's noble values and culture, with the philosophy of Pancasila which is oriented towards human values as well as welfare and social justice. The Pancasila student profile has six competencies that must be achieved by students. The six competencies are formulated as key dimensions, the six dimensions include: 1) Faith, piety to God Almighty, and noble character; 2) Independent; 3) Critical reasoning; 4) Creative; 5) Working together; and 6) Global diversity. In addition to strengthening the profile of Pancasila students, to answer the challenges of the *current era of society 5.0*, especially in the world of education, 21st century skills or better known as 4C (*Creativity, Critical Thinking, Communication, Collaboration*) are needed.

The study of history has a pragmatic function to shape the identity and existence of the nation. With the learning of history, it is hoped that it will be able to develop the personality of students as members of society and citizens and is expected to be able to strengthen the spirit of nationality and love for the homeland. History learning has a big role in shaping personality and disposition in line with the goals of national education that have been set by the government. The important role of history learning is not only a process of transferring ideas, history learning is also a process of maturing students in their efforts to understand the identity, identity and personality of the nation through an understanding of various historical events and a series of methods in historical research.

Strengthening the profile of Pancasila students in students and 21st century skills can be implemented well in history learning by applying learning models and learning media which is oriented towards strengthening critical thinking competencies in solving problems, skilled in communication, creative and innovative spirit and can work together in a group and of course oriented towards the students themselves.

Based on the results of observations made by researchers, in an effort to apply the profile of Pancasila students, especially the dimensions of critical thinking and mutual cooperation in students, researchers use one of the model one learning model that can help students face the challenges of the society 5.0 era, namely *Problem Based Learning* (PBL) through the application of *history traveling* and snakes and ladders games carried out when history learning at SMAN 9 Bandung, more precisely in class X.7 which at that time was studying material about historical research methods. The first stage that researchers do in *history traveling* activities is to divide students into several groups, then each group is given a *barcode* in which there are cases related to historical research methods that must be solved by students. Furthermore, the siswa must write the results of the discussion into the form of points in the LKPD that have been given. After conducting discussions, siswa conducts '*History Travelling*' activities by determining members who act as *educators* and *tourists*. Students

who act as *educators* are tasked with explaining the results of their group discussions, while students who act as *tourists* give a number of questions to other group members who act as educators. After visiting another group The learner who acts as a tourist returns to their respective group and explains the information he gets. Furthermore, summative sesmen is carried out using snakes and ladders in groups which aims to measure students' understanding of historical research method materials. In the game, students are given a number of questions that students must answer quickly and accurately. The group that has the highest score is the winner.

Discussions and Recommendations

Based on the *Problem Based Learning learning* model that has been carried out by researchers by applying *history traveling* and snakes and ladders games, researchers can see that this is very motivating for students to can think critically especially when students are trying to solve the case analysis contained in the *barcode* that has been provided. In addition, the implementation of the snakes and ladders game can also train the aspect of mutual cooperation in students because in the game in groups students help each other members of his group who act as pawns to be able to answer questions quickly and accurately.

History learning is a process of interaction that occurs between students and their environment, so that there is a change in behavior as a result of interaction by studying history (Priadhita, 2015, p, 16). In reality, historical learning is not just a process of memorizing facts and events, more than that historical events have the aim of producing students to have the ability to think chronologically, have knowledge of the past and have an understanding of the socio-cultural development that occurs in society in order to find the identity of the nation, because in essence the national personality, Identity, and identity evolving through the collective experience of the nation, is a historical process. Especially in the face of *the era of society 5.0*, history learning is expected to be able to choose the national identity of the Indonesian people from the danger of identity softening caused by rapidly developing technology. With the

implementation of the Pancasila student profile, especially the dimensions of critical thinking and mutual cooperation, it is hoped that it will be able to produce students who can compete with the outside world without eliminating its national identity as an Indonesian nation in the era of *society 5.0* as it is today. So that in this case educators must have skills in the digital field and think creatively in using learning models or learning media used so as to strengthen the profile of Pancasila students in themselves. Students can be implemented optimally.

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