



Profile of Pancasila Students in Social Science Education in the Era of Society 5.0

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Abstract: Educational institutions are the most strategic institutions in the process of forming the Pancasila Student Profile. The role of educators is very important and cannot be replaced by anything, including the most modern technology. Technology is indeed very helpful in facilitating education, but artificial intelligence is still unable to replace a complete human being. This study aims to describe the process of forming the Pancasila Student Profile in Social Studies Education in the 5.0 society era. This research is a qualitative descriptive study. The results of the study indicate that the process of forming Pancasila in Social Studies Education in the era of society 5.0 has various opportunities and challenges. The task of educators is to balance technological progress with the cultivation of character values both in the classroom and in the extracurricular curriculum so that students are not trapped or become victims of technological advances. Educators act as elaborators so that the values in the Pancasila ideology still exist.

Keywords: Profile of Pancasila Students, Social Studies Education, Society 5.0

Introduction

Ki Hadjar Dewantara's critical and philosophical thoughts are still influential in the field of education today (Hikmasari, Susanto and Syam, 2021). According to him, the main purpose of education is to guide all the talents and abilities that exist in children in order to achieve the ideals and goals of life and happiness (Zainuddin, 2021). In the educational process, Ki Hadjar Dewantara emphasizes that children must be free to learn and think while being guided by educators so that there is no goal disorientation that can destroy themselves and their future. The government through the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim, tries to find various ways to free children from the confines of learning and thinking through a program that is the main concern of the government in the world of education today, namely Merdeka Belajar.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3 (Bpkm.go.id, 2022) strengthens the spirit of Independent Learning which is currently being promoted. The emphasis on Free Learning does not only focus on mastering science but also deepening religious values as an effort to restore Indonesian culture in accordance with the mandate of the Law through the Pancasila Student Profile program so that it can give birth to Indonesian people with character, faith and devotion to God Almighty, have a noble character, are capable, independent, creative, innovative, healthy, knowledgeable, and strive to become citizens of a democratic society, respecting the cultural values of the nation (Ismail, Suhana and Zakiah, 2021) in accordance with the mandate of the nation's founders and the Constitution.

Efforts to realize character values through the Pancasila Student Profile program are not as easy as turning the palm of the hand. There are many challenges and obstacles that must be faced (Astutik, 2017), especially the progress of the times and uncontrolled technological developments in the era of society 5.0. So many generations are trapped and even plunged into global currents because they are not equipped with adequate knowledge plus the lack of appreciation or practice of the nation's noble values so that they are easily influenced by technological advances.

Methods and Research Design

Methods. In conducting a study on the formation of the Pancasila Student Profile, the author refers to several previous studies. (Sukarno, 2020) in his study of Strengthening Character Education in the Era of Society 5.0 found that character education is very important for students in the future. The cultivation of character education can be done through the use of available information technology media, so that the formation of morals and mastery of computer information technology can be carried out together. Meanwhile (Mukhlis and Imron, 2020) in his study of the Implementation of Character Education in Elementary School Students in the Society 5.0 Era found that the implementation of character education can be carried out continuously by educators, especially for elementary school students, so that students are accustomed to it since childhood. .

This research is different from several previous studies, where in this study the researcher examines the opportunities and challenges of using technology in the era of society 5.0 in the formation of the Pancasila Student Profile.

Research Design. This research is a descriptive qualitative research with a literature study research design, in which the authors collect data by seeking information from various sources either through scientific journals, books, newspapers and electronic documents as supporting information in the writing process.

Results and Discussion

Pancasila Student Profile

The Pancasila Student Profile was initiated as an effort to grow the noble values of the nation's culture that were lost by the development and changing times to become a guide for Indonesian students. This profile is expected to be a guide for teachers in developing student character in smaller study rooms, not only for education policies at the national level. Pancasila students are students who have

demonstrated competence and character according to the values of Pancasila by developing six dimensions, including: 1) Faith, fear of God Almighty, and noble character; 2) independence; 3) cooperation; 4) global diversity; 5) critical reasoning; and 6) creativity. These six dimensions must be considered as one unit (Rachmawati et al., 2021; Inayah, 2021).

The first dimension emphasizes that students live their religious values and beliefs as creatures who believe in God Almighty as the only person who is worshiped and adored. The appreciation of this belief is reflected in the behavior of daily life as a form of practice of religious teachings (Sukarno, 2020). In a higher context, piety to God Almighty can be realized through various efforts to carry out all of God's commands and stay away from His prohibitions. In addition, in a horizontal context, students appreciate every creation of God that is around them, be it nature, fellow humans or themselves.

Global diversity, meaning that Indonesian students maintain their noble culture, locality and identity, and remain open in interacting with other cultures. This dimension emphasizes that students are required to have a mature self-identity (cultured) (Prasetya and Pancasila, 2021), able to position themselves as a picture of the nation's cultural values, without ignoring or underestimating the presence of other cultures that actually enrich knowledge. The form of respect for global diversity can be demonstrated by the ability to socialize with other people without discriminating against ethnicity, religion, race or class. Build respect for cultural diversity by ignoring negative thoughts and images that lead to prejudice that harms oneself and others.

The gotong royong dimension enables students to build collaboration and collaboration proactively with other people (Dewantara, 2018) and strives to realize mutual prosperity in a community. Through this dimension, students are aware of their existence as social beings who cannot be separated from the presence of other people so that an awareness is built that they are part of a group that has the same role to support and foster a positive sense of interdependence within the group.

The critical reasoning dimension describes an openness to information (Slam, 2021) that emerges from various corners of the world. This opens a space for students to selectively absorb any available information by sorting and choosing which ones can be consumed as beneficial and beneficial for themselves and others. Any incoming information must be processed or filtered with the aim of preventing students from negative influences that endanger their lives and future. Through this dimension, students are required to think and act critically towards anything that endangers life without having to be exclusive about things that are good and profitable.

Society 5.0 (Society 5.0)

The concept of Society 5.0 or Super Smart Society is a concept proposed by the former Prime Minister of Japan, Shinzo Abe in 2016 and inaugurated on January 21, 2019. This concept is considered an era of refinement of the industrial revolution 4.0 in which humans are an important part from technological developments, meaning that human existence cannot be separated from the presence of technology. So the use of technology today is not just sharing information but also helping humans in living their lives. Technological developments can affect all aspects ranging from transportation, industry, agriculture and also education (Zamroni, 2017). In the era of society 5.0, humans no longer feel alienated from technological developments and are even able to create new values that can reduce the gaps that occur in social life.

Society 5.0 is a novelty of life concept that changes the order of human life based on digital technology to facilitate human activities (Purwoto et al., 2021). Through this concept every individual can live a safe and secure life without becoming a victim of technological advances. Society 5.0 as a symbol of social reform gives birth to a global-minded society that destroys pessimism about world progress and competition and fosters mutual respect for one another. This concept allows the modern science-based space to be more open by utilizing technological sophistication so that people can access various information in cyberspace such as physical space. A new value is created through technological developments that will eliminate the distance in social life in terms of gender,

age, language and the provision of services that are devoted to meeting individual and collective needs (Farinda, Nursyifa and Camila, 2021).

Various facilities are offered in the era of society 5.0, but this does not seem to be fully accepted wisely by most of our society, especially by the educated. The strong influence of outside culture (Budiarto, 2020; Azima et al., 2021) which is not balanced with the cultivation of good character values has led to various behavioral anomalies among students. This situation inevitably has to be faced by all educational institutions, especially educators in an effort to cultivate character values so that students are able to think critically, creatively in the face of rapid technological developments without leaving the essence of progress itself. This is "Homework" which is a big challenge for our education world as well as an opportunity to utilize digital technology as a means of character building. The Pancasila Student Profile Guidelines that have been echoed by the government would be a solution in solving the current problem of character education formation.

Opportunities for the Establishment of Pancasila Student Profiles in Social Studies Education in the Era of Society 5.0

Uncontrolled technological developments since the era of the industrial revolution 4.0 to the era of society 5.0 require skills, competencies, creativity, critical thinking, collaboration and communication in utilizing digital technology. Digital technology offers various opportunities to complement, enrich, and change education as well as open access to inclusive and equitable education, connect gaps in learning, open new perspectives for educators and their professions and improve the quality and meaning of learning, including as an effort to form the Pancasila Student Profile through learning experiences. digitally (Handayani and Muliastri, 2020).

Digital learning experiences are not just the use of digital tools to meet knowledge-oriented needs (Azis, 2019). Through digital learning experiences, students are required to be responsible for themselves and the surrounding community. This learning experience accompanied by a sense of responsibility

is expected to be able to realize the values embedded in Pancasila. This is the biggest challenge that educators have to face in the era of society 5.0 in order to shape Indonesian students as lifelong students based on Pancasila. Digital learning based on Pancasila values is not only about learning to manage various risks but also learning to maximize opportunities to create students who have high fighting power, character and spirit of Pancasila.

Digital learning opens new hope for the successful formation of the Pancasila Student Profile. Digital learning can reduce many broad geographical constraints (Amarulloh, Surahman and Meylani, 2019). Students can access various information according to their needs and allow students to communicate with educators directly like the current situation through zoom, google meet, WAG, google classroom. Through these media, the personality of students, especially from the social aspect, is indirectly formed, where students are required to respect and respect everyone who is interacting with themselves. Through this media, educators can take advantage of this learning experience to instill character values in students.

Challenges for the Establishment of Pancasila Student Profiles in Social Studies Education in the Era of Society 5.0.

Formal education institutions are currently the only strategic place for the formation of the Pancasila Student Profile (Ismail, Suhana and Zakiah, 2021). Thus, educators or teachers in the era of Society 5.0 are challenged and required to develop themselves in all aspects, not only academic abilities but also expertise in mastering technology. Thus the presence of technology literate educators can stem the various problems that occur, especially the formation of student character education. The challenge for an educator today is to find the best way to assist students so that they can understand correctly about ethics in the digital era. Problems that are often encountered in today's digital era include safety and security, balance, and cyberbullying.

Safety and security aspects. This aspect relates to the misuse of personal data by irresponsible parties. This requires educators to build students' awareness

that online actions can bring harm to themselves or others (Saefulloh, 2018). Safety and security issues include protecting personal privacy, respecting the privacy of others and inappropriate use of online sites. The lack of knowledge, information, and attention from students on the use of technology makes them very at risk of losing data to digital identity theft. So the ability of educators to master technology can help provide understanding as well as training for students in using and promoting goodness through online media.

The aspect of balance referred to here is more about the ability of an individual to control himself against tendencies that lead to something negative (Saefulloh, 2018). From this aspect, educators are required to understand the past, present, and possible future impacts of technological developments. So the presence of educators is very important so that students are aware of the tendency to fulfill their personal interests with situations that are outside of themselves so that they are not trapped in excessive use of technology that can damage social relations between individuals and the surrounding environment, where individuals will become individuals who introvert, less concerned and closed to others.

Aspects of cyber bullying (cyberbullying). This aspect relates to the unethical treatment carried out by someone towards others who are considered weaker through online media and cellphones (Bhakti, Safitri and Dewi, 2018). This action requires educators to provide students with an understanding of the impacts arising from bullying carried out in cyberspace and how morally ethical it violates social values, the law of love. Bullying that occurs both inside and outside the school environment usually affects the psychological condition of students. So to overcome this problem, educators need to build harmonious social relationships with students, so that students can provide adequate information regarding the acts of bullying they experience. In addition, educators need to build friendship relationships through social media with the aim of monitoring the activities of students and with whom they hang out.

Discussion and Recommendations

The formation of the Pancasila Student Profile in the era of society 5.0 has



various challenges and opportunities. The dimensions contained in the Pancasila Student Profile guidelines are not just a mere slogan but a real action that is presented in the reality of life. These dimensions are not only applied in traditional schools but can also be done through the digital world by taking advantage of technological advances. So, educators need to master technology so that character building through the Pancasila Student Profile program can achieve the target. Digital character building should not be seen as a mere trend, but a serious effort to save generations from the negative influence of technological developments. The challenge is how educators are able to arm themselves with adequate technological mastery skills, so that they can help students take advantage of technological sophistication in a positive way.

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