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## Teacher Strategies in Realizing the Pancasila Student Profile Through Mathematics Learning in Elementary Schools

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### Info Article

Received: 25 Jun 2018  
Revised: 27 Jul 2018  
Accepted: 25 Aug 2018  
Online Version: 24 Sep 2018

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### Abstract

This research aims to describe the strategies used by teachers in developing Pancasila student profiles through mathematics learning at the elementary school level. This research adopts a qualitative approach with a focus on the phenomenological method to describe teachers' strategies in creating Pancasila student profiles through mathematics learning. Research data was collected through interviews with class I E teachers as the main source, as well as through participatory observation and documentation as additional data sources. The research results showed that class I E teachers implemented various strategies to achieve this goal. First, in creating a profile of students who are believers, devoted to God Almighty, and have noble character, teachers become role models for students in practicing religious values and taking a personal approach to students. Second, to develop a globally diverse profile of students, teachers provide an understanding of various cultures in Indonesia. Third, to encourage the profile of students working together, teachers organize group activities and teach the values of cooperation and sincerity. Fourth, to develop an independent student profile, teachers provide individually challenging assignments and provide extra challenges to complete. Fifth, in developing the profile of students who think critically, teachers use group division to encourage students to explore information, evaluate, analyze and make conclusions. Teachers also act as motivators for students. Finally, to develop creative student profiles, teachers create fun learning, interact with students to develop their creativity, and connect learning with the context of everyday life. As a facilitator, the teacher supports the student's learning process.

Keywords: Mathematics Learning; Pancasila Student Profile; Teacher Strategy

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## INTRODUCTION

There are several reasons behind the importance of character formation, both philosophically, ideologically, normatively and socioculturally (Inkeles, 2017). From a philosophical point of view, the formation of national character is a fundamental need of the national process (Soeprapto, 2013). Ideologically, character formation is an effort to realize the value of each of the principles contained in Pancasila (Rachmah, 2013). Normative development of national character is a substantive expression of steps towards achieving state goals (Hermawan, 2013). Historically, the formation of national character is an important dynamic of the national process, which occurred continuously within the historical framework during the colonial and independence periods. On the other hand, culturally, the development of the national character of a multicultural country (Yunus, 2013).

This curriculum is designed to apply the values of Pancasila principles both at school and in the surrounding environment. So that students can implement and apply it in the surrounding environment. This implementation is called the Pancasila Student Profile. Profile is the most common view that is seen first to be identified and assessed (Murtiani et al., 2016). The profile that will be explained is the Pancasila student profile which is a view of students who practice and apply the values contained in Pancasila. The Pancasila student profile itself is a manifestation of students who practice or apply the Pancasila principles in their daily lives both at school and in their home environment. The form of implementing the Pancasila student profile is students who always practice Pancasila values such as devotion to God Almighty.

Successfully perfecting the profile of Pancasila students must meet 6 criteria, namely: 1) Devoted to God Almighty (Juraida, 2015), 2) Global Diversity, 3) Mutual Cooperation, 4) Independent, 5) Critical Reasoning, and 6) Creative (Utari, 2017). These points are strengthening character education that is needed to be implemented into the learning process. In realizing the Pancasila student profile, of course teachers need strategies to be able to realize the Pancasila student profile. Strategy is a method used by teachers to realize the Pancasila student profile. It is hoped that the strategies implemented by a teacher will be able to realize the profile of Pancasila students in the learning process.

One of the educational institutions that implements the driving school curriculum is SD Negeri 47/IV Jambi City. This curriculum was only implemented in July 2021, and has only been implemented in class I and class IV. The driving school curriculum has a program, namely the Pancasila student profile. Based on the results of observations and interviews at SD Negeri 47/IV Jambi City on October 11 2021, according to Mrs IN as a class I E teacher and as one of the driving teachers said that the implementation of the Pancasila student profile is an emphasis on strengthening character education.

According to the class I E teacher at SD Negeri 47/IV Jambi City, the application of the Pancasila student profile has been implemented in students' daily lives without realizing it. In the dimensions of the Pancasila student profile, the elements of faith, devotion to Almighty God and noble character, the class I E teacher said that before learning activities were carried out, all students read prayers before learning began. This activity is a routine activity carried out before learning begins. This activity is an element of the Pancasila student profile.

The second element of the Pancasila student profile is global diversity. Every student respects and respects each other, students tolerate each other's differences (Suharyanto, 2013). Students do not discriminate between friends (Nugraha, 2017), class I E is divided into 2 shifts. These two shifts were then split again, with the aim that students could appreciate and respect each other.

The application of the Pancasila student profile to mathematics learning, in the independent dimension, means that children are asked to do the work themselves, and are impatient to be able to answer the questions that have been given. When the child understands the material, the teacher gives questions that are more difficult to solve. In the material about recognizing spatial shapes, the teacher gives several pieces of paper to arrange into shapes in the spatial structure, this will make students creative (Ratu, 2013). This material will hone students' creativity.

The profile of Pancasila students in the mutual cooperation dimension, children are asked to

work together to maintain the cleanliness of the classroom environment together, by working together to maintain the class will make the learning atmosphere more comfortable and enjoyable (Wahyuni, 2016). Next, in the critical thinking dimension, children are asked to work on the questions that have been given. With this, children will express their opinions according to what they understand.

The implementation of the Pancasila student profile increases student motivation, because from the existence of this driving school the teacher becomes a facilitator to meet the child's needs, and the child's interests must come first. Therefore, teachers must make the learning process enjoyable so that the learning material presented can be understood and comprehended easily, and does not make students bored in the learning process (Febriani, 2017). The teacher's strategy used in implementing Pancasila students through mathematics learning is that the teacher must be able to make the classroom atmosphere more conducive and enjoyable.

Based on the problem formulation that has been put forward, this research aims to describe teachers' strategies in realizing the Pancasila student profile through mathematics learning in elementary schools.

## **RESEARCH METHODS**

### ***Research Design***

The approach that will be used in this research is a qualitative approach, because it presents data in the form of words and language. Qualitative research is research to gain real knowledge, and is carried out consciously and under control (Khilmiyah, 2016). This research aims to describe empirical facts scientifically which are supported by scientific logic, procedures, and strong methodology and theory, depending on the field of science studied. With data presented regarding teacher strategies in realizing the Pancasila student profile through mathematics learning. The type of research used in this research is phenomenological research. Phenomenology is research to study phenomena and explanations of visible reality (Supriadi, 2015).

### ***Research Target/Subject***

Research subjects are sources or informants who can provide data or information orally and something that is needed by the researcher for the research being carried out. The research subjects in this study were class I E teachers at SD Negeri 47/IV Jambi City and as driving teachers.

### ***Research Procedure***

The stages or steps carried out by researchers in conducting research are from the preparation stage, research implementation stage, and completion stage. The preparation stage is in the form of a preliminary observation stage to obtain a general overview and problems being researched. These observations are useful as reference material in making a thesis proposal and submitting a thesis title as well as to facilitate the research implementation stage. The implementation stage is the core activity of a research, because at this stage the researcher searches for and collects the data presented. The activities carried out in the completion stage are compiling the data that has been obtained and analyzing it.

### ***Instruments, and Data Collection Techniques***

Data collection techniques in this research used three main methods, namely observation, interviews and documentation. The observation technique used by researchers is observation by looking at the phenomena and conditions of the school environment. The researcher goes to the location of the activity of the person being seen, but does not participate in the activity. This is called non-participant observation. In this research, researchers conducted interviews with class I E driving teachers at SD Negeri 47/IV Jambi City.

***Data analysis technique***

In analyzing the data obtained by the researcher, the researcher used Miles and Huberman to analyze the existing data. The stages of data analysis are so that the data presented is easy to understand and comprehend, for this reason the stages used in this research are data reduction, data presentation, and drawing conclusions/verification.

**RESULTS AND DISCUSSION**

This research is qualitative research which aims to describe teachers' strategies in realizing the Pancasila student profile through mathematics learning in elementary schools. Researchers obtained data based on observations, interviews and documentation, to collect information related to teacher strategies in realizing the Pancasila student profile through mathematics learning in elementary schools. The following is an explanation of the data results obtained by researchers during the research:

**1. Teacher Strategy in Creating a Student Profile of Faith, Devotion to God Almighty, and Noble Character**

In realizing the profile of students who have faith, are devoted to God Almighty, and have noble morals, teachers become examples for their students to be able to practice religious values, and teachers approach students to overcome existing obstacles in realizing the profile of students who have faith and are devoted to God. The Almighty, and of noble character.

Instilling an understanding of religious teachings and beliefs, children must be given this understanding from an early age. In children, teachers must be able to instill faith, devotion to God Almighty, so that children will always practice religious values in their daily lives. with that the child will understand what is good and what is bad. Teachers have a very important role in the learning process, therefore, the role of the teacher cannot be replaced by anyone, because the teacher is one of the most determining factors in the learning process. The teacher's most important task is to teach and educate. A teacher is an educator or person responsible for students having moral character wherever they are, especially when in front of students. Because students will imitate whatever a teacher does. Teachers play a very important role and are good role models for students.

**2. Strategies used by teachers to create a Globally Diverse student profile**

In realizing a Globally Diverse student profile, teachers provide an understanding of the culture that exists in Indonesia, that Indonesia has many cultures that must be upheld so that the identity of this noble culture does not disappear and new cultures can be appreciated.

Through a globally diverse student profile, students are expected to be able to maintain noble culture, locality, identity and be open to other cultures. This means that students can develop their own culture without rejecting or disrespecting other cultures. This means that students can maintain their own culture without having to reject or disrespect other cultures.

In providing understanding, teachers use cooperative learning strategies to create a globally diverse student profile. Cooperative Learning Strategy (learning activities together), is used to show the development of students' learning skills together to socialize concepts and cultural values of the surrounding area in a learning community with friends. At the learning level with a multicultural approach, the use of cooperative learning strategies is expected to increase student involvement in implementing the values of Pancasila principles and building national insight. From these abilities, students have the skills to develop life skills of respecting other cultures, tolerance for differences, accommodation, openness and honesty in interacting with friends (people) of different ethnicities, different religions, tribes and cultures, having deep empathy for other people. cultural differences. In addition, the use of cooperative learning strategies in learning can improve the quality and effectiveness of the student learning process, create a conducive learning atmosphere, and create positive interactions between students and students, teachers, students and students in learning.

### **3. Strategies used by teachers in realizing the Mutual Cooperation student profile**

In realizing the profile of Mutual Cooperation students, teachers divide groups to see children's cooperative abilities in working on group assignments together. And provide understanding to children that carrying out the assignments given by the teacher must be done with a sincere heart, so that activities can be carried out smoothly and easily. Teachers also divide tasks equally so they can be done together. In realizing this mutual cooperation profile, teachers motivate children to be able to carry out the tasks that have been given.

Mathematics learning is expected to form critical and creative thinking traits. To foster this, teachers need to pay attention to the imagination and curiosity of students. Students must be accustomed to being given the opportunity to express opinions and ask questions, so that it is hoped that the mathematics learning process will be more meaningful. There are many learning models and strategies that can be used to help students construct their own knowledge. One of them is cooperative learning. Cooperative learning is a learning strategy that involves student participation in a small group to interact with each other. The strategy used by teachers in realizing the Mutual Cooperation student profile is to use cooperative learning strategies.

### **4. Strategies used by teachers to create an independent student profile**

In creating an Independent student profile, the teacher gives questions to be done alone, and the teacher gives questions that are more difficult to solve. In learning mathematics, students are trained to be able to do the questions given by the teacher, and students have the responsibility to be able to solve these problems on time.

An independent learning strategy is a strategy that aims to build individual initiative, independence and increase one's abilities. The strategy carried out by this teacher can create an independent student profile, because children are trained to develop their abilities, as well as instilling a responsible character in children to be able to complete the tasks given by the teacher.

### **5. Strategies used by teachers to create a Critical Reasoning student profile**

In realizing the profile of Critical Reasoning students, teachers use group division strategies, to see children's activeness in exploring information, evaluating so that students are able to manage and analyze and make conclusions. And teachers become motivators for children.

Critical reasoning means the process of thinking to reflect to obtain and modify the right decisions or conclusions and help students solve the right problems. It cannot be taught once, but it takes more time. Therefore, students need to be trained and accustomed to thinking critically. Every lesson at school is expected to improve life skills and improve students' critical thinking abilities and skills. In realizing critical reasoning, teachers emphasize students in the learning process to develop students' intellectual thinking. The strategy used by this teacher is called a heulistic learning strategy.

Heuristic learning strategies are learning strategies that emphasize student activities in the learning process in developing students' intellectual thinking processes. This learning strategy is based on message processing/information processing carried out by students so as to gain knowledge, skills and values. The heuristic learning strategy is a series of learning activities that emphasize the process of thinking critically and analytically to search for and find answers to a problem yourself.

### **6. Strategies used by teachers to create a Creative student profile**

In realizing the Creative student profile, teachers make learning fun, learn while playing, interact well in the process of developing children's creativity, combine learning with real contexts or integrate it into their daily lives, and teachers become facilitators for their students.

Teachers play an important role in fostering student creativity in learning activities at school. One way that teachers can do this is by giving students the freedom to give assignments to train their creativity. This means that students can define learning based on their respective interests, and teachers can provide background material and concepts in learning. Learning program. Learning strategies enable students to learn more meaningfully, have fun, and give students the freedom to develop their creativity and productivity to the maximum. This learning is expected to challenge students to produce something creative, as a reflection of their understanding of the problem/topic being studied.

## CONCLUSION

The conclusion of this research is that class I E teachers apply various strategies to achieve this goal. First, in creating a profile of students who are believers, devoted to God Almighty, and have noble character, teachers become role models for students in practicing religious values and taking a personal approach to students. Second, to develop a globally diverse profile of students, teachers provide an understanding of various cultures in Indonesia. Third, to encourage the profile of students working together, teachers organize group activities and teach the values of cooperation and sincerity. Fourth, to develop an independent student profile, teachers provide individually challenging assignments and provide extra challenges to complete. Fifth, in developing the profile of students who think critically, teachers use group division to encourage students to explore information, evaluate, analyze and make conclusions. Teachers also act as motivators for students. Finally, to develop creative student profiles, teachers create fun learning, interact with students to develop their creativity, and connect learning with the context of everyday life. As a facilitator, the teacher supports the student's learning process.

## ACKNOWLEDGMENTS

We would like to express our deepest thanks to the class I E teachers for their invaluable insights and collaboration which greatly enriched research on instilling Pancasila values in elementary school students through mathematics education. In addition, we express our appreciation to the school administration and all participants whose support and contributions were essential to the successful completion of this research.

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