

Strengthening Pancasila Student Profiles Through Learning Media Infographic

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Abstract

Education in Indonesia is making curriculum changes, from the 2013 curriculum to an independent learning curriculum. One of the characteristics of the independent learning curriculum is the formation of a Pancasila student profile which has 6 dimensions and must be present in learning activities. The purpose of this Pancasila student profile is to form students who have and are guided by Pancasila. The use of this infographic media can strengthen the Pancasila Student Profile shown in learning activities. Based on the research that has been done, it was found that strengthening the profile of Pancasila students can be done using infographic learning media. More deeply the use of infographic learning media shows more dimensions of critical reasoning, creative and mutual cooperation.

Keywords

Pancasila student profile;
infographic media;
independent curriculum



I. Introduction

Many changes have occurred in the world after the covid 19 pandemic. Changes are happening including the rapid advancement of technology along with the use of technology during the Covid 19 pandemic. It is common for both young and adults to use technology. Likewise with students who use technological sophistication as an alternative to distance learning so that students still get knowledge even though learning activities are carried out at home. On the other hand, technological advances also bring a number of negative things that occur, including the spread of hoaxes, fraud using technology, data theft, hate speech, loss of original culture and wiretapping. This means that in 2021 cases of misuse of technology will increase by 38% from the previous year (databoks.katadata.co.id). Cases that occur as a result of these technologies make changes in various fields. One of the changes in the world of education. Changes in the curriculum due to rapid technological advances are indispensable for the creation of a superior generation of countries and in line with the changing times. However, it's the opposite with the facts that happened through kompas.com explained that the National Commission for Child Protection (Komnas PA) explicitly asked the Precision Team to deal with youth problems such as brawls, drugs, forced stops of trucks and cars and others that still often occur. This problem is a reflection of the increasingly disappearing values of Pancasila which are owned by teenagers today. In addition, the use of technology that is less responsible is mostly done by students. One of them occurred in North Central Timor where senior high school students spread hate speech about alleged levies of clay by teachers on the Indonesia Pintar program fund (iNews.id). Based on the elaboration of the problem which is a form of deviation from the Pancasila values that are owned by Indonesia, the Indonesian government formed a preventive step for Indonesia, namely making changes to the curriculum in the world of education. Initially, Indonesia used the 2013 curriculum which had been used since 2013 and has now changed to an independent curriculum. According to the Directorate of Elementary Schools (ditpsd.kemendibud.go.id) explains that the independent curriculum is a curriculum with a variety of intracurricular learning where the content will be more optimal so that students have sufficient time to explore concepts and strengthen student competence. This independent curriculum gives freedom to teachers to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

This independent curriculum has one important component, namely the formation of a Pancasila student profile that must be shown and developed in every learning activity that has been

that has been regulated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the strategic plan of the ministry of education and culture for 2020-2024. Susanti, et al (2021, 2) explain that the current vision of Indonesian education is to realize an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students. The achievement of Pancasila students who are competent, have character and behave according to the values of Pancasila is believed to be implemented through this policy and applied to educational units.

The profile of Pancasila students in real action to realize the vision of Indonesian education has six important dimensions, namely the dimension of faith, piety to God Almighty and noble character, the dimension of global diversity, the dimension of mutual cooperation, the independent dimension, the dimension of critical reasoning and the creative dimension which will become the basic foundation in the reflection of Pancasila values. The government stipulates that the six dimensions in the Pancasila student profile must be grown in educational units. In the project development manual strengthening the profile of Pancasila students (2021, 5) that the project for strengthening Pancasila students at the elementary to high school level has three areas that can be applied, including the intracurricular, extracurricular and school culture environment. In this study, strengthening the profile of Pancasila students is carried out through intracurricular activities which are lesson content activities or experiences based on learning activities that occur in the classroom. According to Sunarti (2021) students' skills need to be improved but teachers must be an important priority in improving human resources as the frontline in the world of education. Therefore, in this strengthening, the roles of teachers and students are interrelated.

With the policy of strengthening the profile of Pancasila students, it becomes a challenge for teachers to take real action together with students in achieving goals. Competent teachers should be able to adapt learning activities to students and the current developments that are close to technology. One solution that teachers can do is to use learning media. As stated by Hadibin, et al (2013, 1) stated that learning media will simplify and clarify learning materials so that it can facilitate the achievement of learning objectives. Learning media that has attractiveness according to students can have an effective impact on inculcating student character.

Learning media that can be used along with the digital era is infographic learning media. A collection of data and information arranged in a graphic is called an infographic (Susetyo, et al, 2015). The use of infographic learning media is expected to make it easier for students to receive material and grow the dimensions of the Pancasila student profile through learning activities. Mufti (2016, 27) supports this, namely infographic media is the most effective form of communicating information in the digital era.

II. Research Method

The method used is a literature study method. Literature study is research that is carried out only based on written works, including good research results (Embun, 2012). This literature study was carried out by research with the aim of finding the basic foundations for building theoretical foundations, frameworks of thinking and determining research hypotheses. So that with the appropriate analysis, this research can be trusted. According to Darmalaksana (2020, 25) there is a research study of this literature, there are steps that must be followed, including:



Figure 1. Literature Study Flow

In this study, information analysis was obtained from various sources such as books, research, and scientific articles which contained the concepts studied. In addition, researchers also used the results of observations using infographic learning media from other research sources which showed activities that reflected the six dimensions of applying the Pancasila student profile. Analysis of various research articles to examine the application of Pancasila student profiles using infographic learning media can prove that there is strengthening of the implementation of Pancasila student profiles using infographic learning media. Tracking the data obtained is then carried out data processing based on the results that have been obtained previously. The next step is to display the data based on the source, followed by abstracting and interpreting the compiled data. In the last step of this research, conclusions can be made based on the results of the data that have been obtained. This conclusion will answer the results of this research hypothesis, whether using infographic learning media can strengthen the profile of Pancasila students or not.

III. Discussion

A country will progress depending on the generation that runs the baton government. One of the most important factors in a nation's civilization is the character of the younger generation, especially in Indonesia, which has the ideology of Pancasila. The younger generation should in their lives be guided by Pancasila. To overcome the problem of moral and ethical decline in students, the Indonesian government launched the Pancasila Student Profile program as stated in the Minister of Education and Culture Regulation No. 22 of 2020 about the Strategic Plan Ministry of Education and Culture 2020 - 2024. One of the visions of The Ministry of Education and Culture is realizing an advanced, sovereign, independent and personality-oriented Indonesia through the creation of Pancasila Students who think critically, creatively, independently, have faith, fear God Almighty and have noble character, work together and have diversity global.

In the first dimension, namely faith, piety to God Almighty and Noble morals, students are expected to have morals in their relationship with God Almighty. Pancasila students should understand religious teachings and beliefs and apply this understanding in everyday life. Next is the dimensions Global diversity means that Indonesian students maintain their culture noble, locality and identity, open-minded in interacting with other cultures. So that later students can grow a mutual respect for their culture and values selecting cultures that are contrary to the noble culture of the nation. On dimension mutual cooperation, students have the ability of Pancasila students to carry out activities together with anyone. In addition, the independent dimension also needs to be owned by Indonesian students are responsible for the process and learning outcomes. Then students must also have a critical reasoning dimension, namely objective ability process both qualitative and quantitative information, establish linkages between share information, evaluate and conclude. The last one is Pancasila student must be creative, able to modify in producing something original, meaningful, beneficial and impactful for all.



Figure 2. Dimensions of Pancasila Student Profile

Each dimension of the Pancasila student profile has several key elements which must be demonstrated in its implementation. Dimensions of faith, piety to God and have a noble character has five key elements including morals Religion, personal, to fellow human beings, to nature and the state. Whereas for The dimension of global diversity can be demonstrated by knowing and appreciating culture, the ability to communicate intercultural in interacting with others and reflection and responsibility for the experience of diversity. Mutual cooperation too has key elements including collaboration, caring and sharing. On the other hand the independent dimension consists of awareness of oneself and the situation encountered and self-regulation. In contrast, the critical reasoning dimension has the key elements of obtaining, processing information, analyze and evaluate, reflect and make decisions. Final The creative dimension consists of generating original and productive ideas original works and actions (Kemendibud, 2022: 5).

The key elements of the dimensions of the Pancasila student profile need to start to be grown in depth three domains in the education unit, one of which is in extracurricular activities or activities learning. To grow it, we need a method that is effective and adapted to the development of the digital era in order to achieve this goal. Wrong One of them is by using infographic learning media. Learning Media Infographics are a combination of forms of data visualization that are useful for convey complex information to the reader so that it can be understood better easier and faster (eprints.undip.ac.id). Extensive knowledge to be conveyed teachers can convey easily by using infographics.

According to Nuning Kurniasih (2016) the use of infographics can help to Communicating complex messages into simpler ones, presenting information is shorter and easier to understand, and can monitor any changes. The use of these infographics can help teachers provide broad material to students and then make it in an infographic so that students can more easily understand the learning material. The following are examples of infographics.



Figure 3. Example of an Infographic for Civic Education Subjects (Birth of Pancasila)

Based on the image, to make the best infographic, there are several elements that must be present in making infographics (Nuning Kurniasih, 2016) including, (a) material, in the form of data or information that is the content of the infographic, (b) Creator in the form of software that

supports the creation of infographics, and (c) visual elements in the form of color coding, lines and icons that will be used in infographics that has been adapted to the content, goals and target audience.

Strengthening Pancasila student profiles using infographic media can evidenced by several studies that have been conducted from various data sources. On research conducted by Alfin Fadila Hersita, et al (2020) that infographic media can be a learning media that can support IPS learning. Besides that in his research mentions several events that show key elements from the dimensions of the Pancasila student profile, including cooperation, mutual help, responsible for the assigned tasks, creative, innovative in making infographic. Student behavior shows a reflection of the key elements of the student profile Pancasila. But in that study showed more behavior demonstrate the key elements of critical and creative reasoning.

Furthermore, on the role of infographics as a support in the learning process research students conducted by Wenny Franciska, et al (2019) explained that presenting information with the use of infographics can help the learning process in school. There are several activities that appear in the research that support strengthen the profile of Pancasila students. In this study, the six dimensions that The most frequently appearing is critical reasoning and working together. Because the teacher gives assignments that are continued by students in groups to find information data sources from various sources. Kudian continued with analysis and evaluation. Finally, students discuss to determine the decisions taken as a form of solution of the problems explained by the teacher. The cooperation that grows on very well with the acquisition of statement questionnaires for cooperation often occurs or is often carried out starting from the initial activity until the activity of presenting the results of the discussion, students cooperate with each other.

In line with previous research, research conducted by Hamsi Masur and Rafiudin entitled infographic learning media to increase interest in learning students exhibit behaviors that reflect student profile behavior Pancasila in its research activities. This activity is shown by interaction between group members as indicated by an increase in presentation results groups that belong to the gotong royong dimension that reflects the elements collaboration, caring and sharing. Furthermore, students are free to make material according to the theme and make it into an infographic that shows dimensions creative. Apart from that, in making material into infographics, it also shows elements the key to critical reasoning such as students searching for, processing the information obtained followed by analyzing, evaluating and reflecting on ideas from the information obtained and finally make a decision.

More in-depth research was carried out by Hana Listia (2020) through research Class action shows that in teaching and learning activities through observation techniques shows several elements of the dimensions of the Pancasila student profile that can be concluded through the following table:

Table 1. Observation of Classroom Action Research Results

Dimension	Dimension Demonstrated Activities
Critical Reasoning	<ul style="list-style-type: none"> • The teacher asks again the material at the previous meeting • Students relate the previous material to the current material • Students look for information from various learning sources (internet or books) • Students analyze problems based on the information given by the teacher • Students ask the teacher about material that has not been understood • Students determine solutions based on predetermined problems • Students look for answers to answer the responses of other students. • Students provide responses to students who make presentations
Creative	<ul style="list-style-type: none"> • Students seek information from other learning sources • Students arrange the information that has been obtained in the form of infographics • Students can use applications or software to create infographics

Dimension	Dimension Demonstrated Activities
Independent	<ul style="list-style-type: none"> • Students prepare study equipment • Students seek more information about the material through other learning resources • Students can complete individual assignments
Have faith, Fear To God YME Dan Morals Glorious	<ul style="list-style-type: none"> • The teacher says non-discriminatory greetings • Students lead prayer activities before and after activities. • Students discuss non-judgemental opinions of other students.
Gotong royong	<ul style="list-style-type: none"> • Students do the division of tasks • Students work together to conclude learning material Students work together to analyze the material assigned by the teacher • Students together present the results of their activities • Students work together in finding answers to other students' questions
Diversity Global	<ul style="list-style-type: none"> • Students can work together with other students without discriminating differentiate • Students communicate using Indonesian Students can explain the results of their discussions to other students

The results of class action research on the results of these observations state that dimensions Critical reasoning is shown more than other dimensions. In the next order the gotong royong dimension has five activities that are shown because of these activities make infographics with a group system, so there is a lot of interaction for collaboration conducted.

Based on the results of the analysis of various research sources on the use of infographics as a medium in learning activities, shows that infographic media can strengthen the profile of Pancasila students. But more deeply that learning activities by using infographic learning media is more directed to the dimension of reasoning critical. In several studies that have been described show key elements such as obtain, process information, analyze and evaluate, reflect on various learning resources that students find and make decisions on the results of discussions with other students which are then poured in infographics. Strengthen these results on Triana Rejekiningsih's research (2019) shows that infographic media can form the younger generation to have the ability to think critically to overcome social conflict in the era of digital technology. The results of the study stated that the media Infographics are strategic enough as a means of forming the young generation's critical reasoning skills more specifically on the resolution of social conflicts in society.

Based on the research analysis that has been carried out using the literature study method Infographic media can strengthen the dimensions of the Pancasila student profile. It can shown by the results of observations in research that shows the behavior of six dimensions Pancasila student profiles, namely faith, fear of God Almighty, noble character, global diversity, mutual cooperation, independent, creative and critical thinking. In research that conducted more shows the behavior of critical and independent reasoning dimensions. That matter because making infographics really requires very good reasoning. Further if analyze that teaching using infographics is done by using collaborate between students. However, another dimension is still visible in learning activities. So this study shows that infographic learning media can strengthening the profile of Pancasila students.

IV. Conclusion

Based on the research that has been done, it was found that the strengthening of the profile Pancasila students can be done by using infographic learning media. More deeply the use of infographic learning media shows more dimensions of critical reasoning, creative and mutual cooperation. Because the use of infographic media is mostly done in collaboration, not individually. But overall the use of infographic learning media in learning activities shows all dimensions of the Pancasila student profile, namely: critical, creative, independent, have faith, fear God Almighty and have noble character, work together and global diversity.

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