Implementation of Pancasila Students Profile through Establishment Values of Indonesian Folktale in Madrasah Ibtidaiyah

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Abstract

Adolescence is a time when a person is in search of identity, trying to find out who he really is. because they often get figures or role models from television shows and commercial films as well as youth social media which often imitate foreign styles, languages and cultures, which can lead to a lack of love for the nation's wealth. By implementing the values contained in folklore, the aim is to instill values and attitudes, as well as changes in behavior that occur after the instillation of values and national character education. Folklore contains: 1) presenting the best characters, and 2) ideal role models for teenagers, representing and depicting social reality, including local wisdom and the social reality of the Indonesian nation. Folk tales can cultivate the psychology and emotions of readers. The plot is dramatized, the story line is interesting, provides surprises and curiosity, characterizations with firm characteristics, language that is easy to digest. This research uses qualitative research on the Indonesian language subject for five grade students at Madrasah Ibidaiyah Negeri Surabaya City. aims to prove that in Indonesian folklore there is the concept of Pancasila students increasing students' reading motivation, emphasizing students' activeness and learning outcomes. There are several stages in implementing Pancasila students through the exemplary values of Indonesian folklore figures in Indonesian language subjects: a. Preliminary activities: 1) Silence; 2) Apperception. b. Core activities: 1) Building a community (exploration); 2) Concept discovery and cooperative learning (elaboration); 3) Feedback, reinforcement (confirmation). b. Closing activities: 1) Evaluation; 2) Reflection. The impact or results felt by students from aspects (cognitive, affective, psychomotor), namely: the class becomes conducive and active, can improve students' ability to tell stories in front of the class, the ability to tell stories, the ability to understand the exemplary values that exist in story books and exchanging opinions with friends about the books they have read, respecting other people, and helping each other and working together.
Keywords: Pancasila Students Profile, Indonesian folklore, Characters Education

Introduction

The Pancasila Student Profile is the embodiment of Indonesian students as lifelong students who have global competence and behave by Pancasila values, with six main characteristics: faith, fear of God Almighty, and have noble character, global diversity, cooperation, independence, critical reasoning, and creative. It is hoped that the existence of the Pancasila Student Profile will run smoothly and be well realized to produce Indonesian students who have noble character, have qualities that can compete nationally and globally, can work with anyone and anywhere, are independent in carrying out their duties, possess critical reasoning, and have creative ideas to develop. Of course, to achieve these goals, there must also be cooperation from students throughout Indonesia. Indonesian students must have high motivation to progress and develop to become students of international quality with the character of local cultural values (Kahfi, 2022).

To produce a generation that is good, straight, and noble, Islam provides perfect instructions for creating a noble generation. or teacher. At this time, children are expected to be able to apply religious values that are practiced by parents and teachers in their daily lives (Rahmadyansyah, 2015).

Folktales are stories originating from past societies, which are often introduced to the next generation. This is a special characteristic for a country that has a variety of cultures and history, such as that of Indonesia. In Folklore, it usually tells about a place and the origins of the characters that appear in the folklore. The folklore characters conveyed can be in the form of humans, animals, and other supernatural things. The contents of the existing folklore have developed in society. This story also has existed since ancient times. So, this folklore has been passed down or disseminated orally, by word of mouth (Tri Nugroho, 2021).

Folklore contains stories related to everyday events experienced by the community. From folklore, we can learn the values experienced by the characters. Folklore becomes interesting because it is built from several elements. Character-Shaping Values in Folklore One of the elements that build the story is that there are characters with various characters, both positive and negative characters. Folklore, like other literary works, can provide benefits as well as enjoyable entertainment for readers (Dulce et util), especially children, because folklore presents interesting stories. The stories in these folk tales make children laugh when there is something funny and will dissolve in sadness when there is a sad story and become curious about the ending if it tells about adventure (Indarti, 2017).

Research by Fimansyah and Kumalasari (2015) shows that the inculcation of nationalist values has been carried out in History learning at National High School in the process of preparing for learning, implementing learning, and evaluating. In addition, learning is carried out with various strategies and methods such as formulating students' feelings through caricatures, short stories, poetry, rhymes, and crossword puzzles. Besides that, it also utilizes various learning media such as films, pictures, artifacts, and others. Through the application of the values of nationalism in schools, students will be able to recognize history and of course, appreciate the values of nationalism which form the basis for acts of love for the land of their birthplace. Siswoyo (2013) in his article states that a true nationalist attitude is a nationalist whose nationalism is not a mere imitation of Western nationalism but arises from a sense of love for humans and humanity. The similarity of the Firmansa and Kumalasari 2015 studies is that they both use story media and their renewal lies in the Pancasila students from the 2013

Siswono research and their nationalism. There are development researches that applies the Pancasila student profile in storybooks (Azis et al., 2022; Masud et al., 2023; Metafisika, Azizah, et al., 2022; Metafisika, Zahroh, et al., 2022) but there are no articles that analyze in detail the content of the profile of Pancasila students in folktale. In this study, the authors are interested in studying more about learning Indonesian by taking the title of implementing Pancasila students through the exemplary values of Indonesian folklore characters in the subject of Indonesian at Madrasah Ibidaiyah State Surabaya City Academic Year 2022/2023. The research aims to prove that in Indonesian folklore there is the concept of Pancasila students increasing students' motivation to read, emphasizing student activity and learning outcomes. in the Indonesian language subject for fifth grade students at the State Madrasah Ibidaiyah Surabaya City. In this study, researchers combined the profiles of Pancasila students with the exemplary values of figures in folklore. To instill values and attitudes, as well as changes in behavior that occur after instilling values and national character education.

Research method

This research is qualitative research with a descriptive approach. The approach used in this study is qualitative. In this study, people will be observed, namely educators and students who are learning at school. With the use of qualitative methods, the data obtained will be more complete and more in-depth so it is hoped that the objectives of this research can be achieved and it is hoped that data will be obtained that are more complete, and certain so that they have high credibility (Sugiyono, 2005). The approach used in this study is a qualitative approach using a naturalistic paradigm, namely research carried out in a natural or natural context as it is without being manipulated, or regulated by experiments or tests. The research approach used in this study uses qualitative approach techniques, in a qualitative approach is one of the approaches that primarily uses the paradigm of knowledge based on constructivist views (such as the plural of individual experience, meanings that are socially historically constructed to develop a theory or pattern) (Emzir, 2012). The data used as a reference in this study were taken from various sources. The data used as a reference in this study were in the form of primary data and secondary data. What is meant as a primary data source are actors in education such as school principals, homeroom teachers, and participants in fifth grade Madrasah Ibtidaiyah Negri Surabaya City. Researchers will use the Snowball Sampling technique to obtain valid data from the information. Secondary data in this study. For example, through fifth grade students at the Surabaya City Public Madrasah Ibtidaiyah, photo documentation, or other people. The secondary data sources were obtained through the implementation of Indonesian language learning as well as the procedures or steps in implementing Pancasila students through the exemplary values of Indonesian folklore figures and proving that in Indonesian folklore there is the concept of Pancasila students, increasing students' reading motivation, emphasizing activeness. and student learning outcomes. in the subject of Indonesian language fifth grade madrasah ibtidaiyah state city of Surabaya.

Result and Discussion

Based on the results of interviews with the mother as a fifth grade teacher that the implementation of Pancasila students through the exemplary values of Indonesian folklore figures implements Pancasila student learning through the exemplary values of Indonesian folklore characters, the teacher explains planning Pancasila students through the exemplary values of folklore characters Indonesia in learning Indonesian in fifth grade min 1 Surabaya, while the planning carried out by the class teacher is in the form of lesson plans which contain the following components:merumuskan tujuan pembelajaran

1. Formulate learning objectives

    learning objectives are explanations of achievement consisting of three abilities namely, affective, cognitive, and psychomotor obtained from several activities in learning (education, culture, research, 2022).

    "The first thing to formulate is the learning objectives. by formulating learning objectives, we will find out what abilities, attitudes, knowledge, and skills students must achieve.

2. Set learning materials

    Learning materials are materials or a set of learning substances to help teachers and students in teaching and learning activities.

    "Determining learning materials must be adjusted to the abilities of students. The content of learning material must be coherent, starting from the simple to the complex, following the students' thinking abilities. in each material must be visualized to the experiences of students so that learning is more meaningful

3. establish a model or strategy

    the learning model is a teaching plan that contains a sequential set of procedures to carry out the learning process (Suriya, 2021).

    "This is where the teacher's creativity is seen. Even though the learning objectives are formulated by the learning material, if the application does not use the right learning model or strategy, what will happen is that students will become bored and tend not to pay attention to the material presented.

4. choose the right learning media

    Learning media is anything that can be used to explain learning material that can stimulate thoughts, interest in learning, feelings, and attention of students in the learning process so that two-way communication occurs between teachers and students (Anjarsari, 2019).

    "Besides choosing the right model and strategy, learning media is also an important component in the learning process. choosing learning media must be adjusted to the objectives and material to be conveyed so that it does not spread everywhere. the design of learning media will affect the enthusiasm of students so that they can easily accept the material.

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6. designing an assessment or evaluation instrument

evaluation or assessment is an attempt to decide a process by determining the quality of something based on certain criteria and considerations that are carried out systematically and sustainably (Huliatunisa & et al, 2022).

"In this case evaluation plays an important role in measuring, and assessing achievement as seen from student learning outcomes. evaluation is used to determine the progress of students' abilities and the level of achievement of learning objectives."

Implementation of Pancasila students through the exemplary values of Indonesian folklore figures the implementation of Pancasila students through the exemplary values of Indonesian folklore characters to increase students' reading motivation, emphasizing students' activeness and learning outcomes in students' critical thinking skills of students in fifth grade min 1 Surabaya is carried out in the Indonesian language learning process. Before applying Pancasila students through the exemplary values of Indonesian folklore figures in the learning process, the teacher designs a learning plan in advance so that activities can run in an orderly and directed manner. the application of Pancasila students through the exemplary values of Indonesian folklore characters through three stages in one lesson, namely the initial stage, the core stage, and the final or closing stage.. as for the stages carried out in the learning process of implementing Pancasila students through exemplary values Indonesian folklore characters are as follows;

1. initial stage

This stage is the preliminary stage. In this stage, before starting the teaching and learning process students carry out activities by answering greetings from the teacher, stretching the body with the teacher then praying. The next step is for students to review through question and answer activities with the teacher on previous material related to the material to be studied.

2. core stage

The core stage is the core activity in the learning process. In this activity, students read story books about stories they have read with friends. students ask and answer questions with the teacher about the stories they have read with their friends. In the next activity, students are asked to tell simply, assisted by the teacher, the stories they have read with friends. By doing this process, students will know the exemplary values in storybooks and exchange opinions with their friends about the books they have read. directly in this learning process, students are asked to find exemplary values of the characters in critical thinking stories by combining simple words into a sentence that will be delivered in front of the class. After the storytelling process, the teacher provides feedback in the form of verbal and nonverbal responses through simple questions and applause.

3. third stage

The third stage is the closing activity. In this stage students and the teacher conduct questions and answers about what material has been learned and the impressions of students after studying the material. In addition, students are given motivation and messages to like

reading in the school environment and the home environment. then the teacher informs students about the material to be studied at the next meeting. As a follow-up activity, students are asked to work on the questions contained in thematic books. Then the students clap enthusiastically and continue with prayer.

Thus the implementation of the learning model for the implementation of Pancasila students through the exemplary values of Indonesian folklore characters in fifth grade at min 1 Surabaya Factors supporting the implementation of Pancasila students through the exemplary values of Indonesian folklore figures

The implementation of Pancasila students through the exemplary values of Indonesian folklore characters can be applied in the learning process which cannot be separated from supporting factors, including:

1. Infrastructure

Factors that support the Indonesian language learning process using the exemplary values of Indonesian folklore characters are adequate infrastructure to be utilized in learning activities. like; LCD projectors, loudspeakers, and comfortable classrooms. infrastructure is one component that must be considered. the quality of learning can be seen from the presence or absence of adequate infrastructure so that it can affect the achievement of student success.

2. Learning implementation plan

It is undeniable that activities in a fun learning process can be created because of careful planning. With the preparation of activity plans, materials, and learning activities will be presented coherently according to the level of ability of students. In addition, with careful planning, the teacher can be creative in the selection of models, strategies, and media that will be used to make the atmosphere of the learning process fun so that it makes it easier for students to understand the subject matter.

The inhibiting factors are the supporting factors for the implementation of Pancasila students through the exemplary values of Indonesian folklore figures, the presence of supporting factors does not rule out the absence of inhibiting factors. Factors supporting the implementation of Pancasila students through the exemplary values of Indonesian folklore figures also contain inhibiting factors that influence the learning process, including:

1. Learners

Not all students can be invited to cooperate in the learning process. The existence of students who are lazy and embarrassed to tell stories they have read so they don't want to participate is one of the obstacles in the application of this learning model. One of these problems can be caused by students having learning difficulties so they cannot play an active role in the learning process.

2. Time

Insufficient time in implementing Pancasila students through the exemplary values of Indonesian folklore figures is also an obstacle in the learning process. because in the process the model of implementing Pancasila students through the exemplary values of Indonesian folklore figures requires sufficient time because students come forward one by one to tell the stories they have read. so that in implementing Pancasila students through the exemplary values of Indonesian folklore figures are required to be able to make the best use of the available time. From the results of this study, it can be concluded that the implementation of Pancasila students through the exemplary values of Indonesian folklore characters is a way of teaching in which

the teacher allows students to tell stories with their friends. however, the achievement of indicators is exceeded. this is due to the application at the high-class level so that the level of achievement indicators follows the abilities and potential possessed by students in the high class.

Conclusion

Based on the presentation presented on the results of the research, the researcher will conclude that the implementation of Pancasila students through the exemplary values of Indonesian folklore characters in Indonesian subjects has several stages: a. Preliminary activities: 1) Silence; 2) Apperception. b. Core activities: 1) Community building (exploration); 2) Concept discovery and cooperative learning (elaboration); 3) Feedback, reinforcement (confirmation). b. Closing activities: 1) Evaluation; 2) Reflection. As for the impact or results felt by students from aspects (cognitive. Affective, psychomotor), namely: the class becomes conducive and active, it can improve students' ability to tell stories in front of the class, the ability to tell stories, the ability to understand the exemplary values that exist in storybooks and exchange opinions with their friends about the books they have read respecting others, and helping each other and working together. In Indonesian folklore there is the concept of Pancasila students increasing students' motivation to read, emphasizing students' activeness and learning outcomes

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