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Strengthening Pancasila Student Profiles Based on Culture Character in the Mobilization School Program in Mobilizing Schools in Makassar City

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Abstract. The problem of research is strengthening the profile of Pancasila students in driving school program schools that need to become a culture of character in driving schools. The research objective is to strengthen the profile of Pancasila students in driving schools through culture character. The research method uses mixed qualitative and quantitative research methods, namely mixed methods concurrent embedded. Informants totaling 20 informants consisting of driving school principals or driving teachers, while the research respondents totaled 50 respondents. Collection techniques through questionnaires google form, observation, interviews and documentation. Qualitative data analysis was carried out through reduction, display and drawing conclusions, while quantitative data was carried out through verification, tabulation and percentages. The results of the study show that strengthening the profile of Pancasila students through culture in driving schools at Level 1, 2 and 3 Senior High Schools in the city of Makassar is carried out through positive habits carried out by mobilizing school teachers and principals of mobilizing schools for students such as the Strengthening Project activities Pancasila Student Profile. The conclusion of this research is to strengthen the profile of Pancasila students in driving school program schools through the culture character, namely the habituation of school activities that strengthens the profile character of Pancasila students.

Keywords: Pancasila Student Profile; Culture Character; Driving School; MBKM

INTRODUCTION

Education is a conscious and systematic effort to develop students' potential in the administration of education (Kanji et al., 2020a); (Kanji et al., 2019a); (Kanji et al., 2019b); (Kanji et al., 2020b), through the vision of an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students (Kemendikbud RI, 2021), to prepare the younger generation to lead a more effective and efficient life. However, based on the

results of preliminary observations of researchers in Makassar City, not all teachers at the school education level can develop the potential of their students. One of the challenges the world of education is currently facing is teachers (Kemendikbud RI, 2021), especially those related to student character (Kanji et al., 2020b); (Kanji et al., 2019c); (Suardi et al., 2018); (Rahmat et al., 2021); (Kanji et al., 2020a); (Kanji et al., 2019a).

Various government programs to develop education in Indonesia such as

strengthening the profile of Pancasila students (Kemendikbud Ristek, 2020), driving teachers and driving schools as catalysts for realizing the vision of Indonesian education (Kemendikbud RI, 2021). These various programs have been implemented in schools throughout Indonesia, including in Makassar City, but their implementation has not been holistically integrated to realize the Pancasila profile (Kemendikbud RI, 2021) and has not yet become a habit of character (*moral habitus*) (Nursalam et al., 2020); (Nur et al., 2021); (Suardi, Nursalam, et al., 2020); (Kanji et al., 2019c); (Rahmat et al., 2021); (Kanji et al., 2020a); (Kanji et al., 2019a); (Suardi & Muhajir, 2022).

The problem to be examined is the strengthening of the culture character-based Pancasila student profile in the mobilizing program at the mobilizing school in Makassar City. The profile of Pancasila students includes faith, piety to God Almighty and noble, independent, critical thinking, creative, cooperative and global in diversity (Kemendikbud Ristek, 2020); (Nursalam & Suardi, 2022b), culture character includes culture moral systems, culture moral norms and civilization (Kanji et al., 2020b); (Kanji et al., 2019c); (Suardi et al., 2018); (Rahmat et al., 2021); (Kanji et al., 2020a); (Kanji et al., 2019a); (Suardi, Yusnita, et al., 2022). Mobilization teachers in Mobilization Schools (MBKM) include all teachers who

are registered as mobilizing teachers (Kemendikbud RI, 2021).

The specific objective of this research is to strengthen the profile of Pancasila students based on culture character (Kanji et al., 2020b); (Kanji et al., 2019c); (Suardi et al., 2018); (Rahmat et al., 2021); (Kanji et al., 2020a); (Kanji et al., 2019a); (Kanji et al., 2019c) in the mobilizing program at the mobilizing school in Makassar City to realize the vision of Indonesian Education, namely realizing an advanced, sovereign, independent and personality-oriented Indonesia through the creation of Pancasila students (Kemendikbud RI, 2021).

The feasibility study of this research was technically possible because it was supported by a team of researchers who were experts in this field because the research team consisted of lecturers who had competence in strengthening character education and the profile of Pancasila students. This research can provide benefits for Lecturers, the Sociology Education Study Program and the Pancasila and Citizenship Education Study Program (PPKn) at the Muhammadiyah University of Makassar because it can improve the quality of lecturers and the University, in the Independent Learning Independent Campus aspect.

Specifications for the linkage of the research scheme to be carried out in accordance with the strategic issues of the Master Research Plan of the University of

Muhammadiyah Makassar, namely the development of globally competitive human resources in the aspects of education and learning (Universitas, 2021). Strengthening the profile of Pancasila students based on culture character in the driving program in driving schools is part of the development of human resources (HR) that can be globally competitive. In addition, in the Center for Excellence Research under the auspices of Al-Islam Kemuhmadiyah, increasing piety is something very important. (Universitas, 2021). Strengthening the profile of Pancasila students based on culture character is part of increasing piety and new innovations in the field.

Based on this, the research that will be carried out is not only supporting and supporting the implementation of the Pancasila student profile strengthening program (Kemendikbud Ristek, 2020), Mobilizing Teacher program at Mobilizing Schools (Kemendikbud RI, 2021), but also in accordance with the Master Research Plan (RIP) of the University of Muhammadiyah Makassar (Universitas, 2021), with achievement of IKU 2 (student engagement) and IKU 5 (implementation of research results in learning).

This research is based on Lickona's theory (Nursalam et al., 2020) three components of good character, namely through moral knowing, moral feeling, and moral action. Besides that, it also uses the

results of the development of the theory from (Kanji et al., 2019c) regarding the integration of character education consists of six levels of three levels namely (a) at the individual level (i) moral knowing, (ii) moral feeling (iii) moral sinverbal. (b) at the individual-group level (i) moral action, (ii) moral habitus, (c) at the group level there is a moral culture that can be integrated with character values.

Various research results have been carried out although there are still relatively few to provide strengthening of Pancasila student profiles such as strengthening Pancasila profiles through (a) Implementation of Teaching Campus Batch 1 MBKM Program in elementary schools (Anwar, 2021); (Khotimah et al., 2021); (Suardi & Nur, 2022), (b) Interactive based learning media (Hidayah & Suyitno, 2021); (Hidayah et al., 2021); (Suardi & Nursalam, 2020), (c) Islamic religious education subjects (Novita Nur 'Inayah, 2021b) or Citizenship Education subjects (Suardi et al., 2019), (d) Textbook of Pancasila and Citizenship Education (Abdillah, 2021), (e) Pancala APP android application (Pancasila's Character Profile) (Aditia et al., 2021), (f) Lesson plan (Brata et al., 2022), (g) Project-based learning (Shofa & Teacher, 2021), (h) student exchange program with archipelago module activities (Jati et al., 2021), (i) Mobilizing Teacher Education Program (Nurihayanti, 2021). However, no one has researched strengthening the profile of Pancasila students through culture character in

the driving program in driving schools at all levels of education starting from the elementary, junior high and high school levels. So that this research has a novelty or research novelty in examining the strengthening of the profile of Pancasila students based on culture character in the driving program in driving schools.

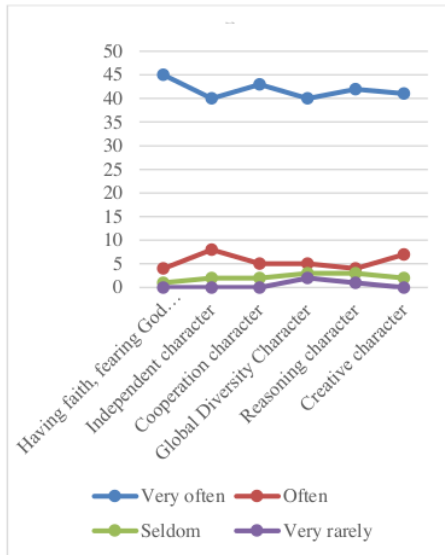
RESEARCH METHODS

The research design uses mixed qualitative and quantitative research methods, namely mixed concurrent embedded methods, simultaneously or together but with different weights. There were 20 informants consisting of school principals or driving teachers, while the research respondents totaled 50 respondents. The data collection technique used was the distribution of Google form questionnaires, direct observation, guided interviews and documentation (Manab, 2015). Qualitative data analysis was carried out through reduction, display and drawing conclusions, while quantitative data was carried out through verification, tabulation and percentages. The validity of qualitative data uses triangulation of sources and methods (Manab, 2015); (Suardi, 2023a), while quantitative data through reliability test (accuracy) and validation test (correct). The stages of the research were carried out in three stages, namely the initial stage, the process stage and the output stage. In the early stages the researcher conducted a study of student

character at school, studied the theory of strengthening culture character education, studied the profile of Pancasila students and observed the inculcation of character values at school, then at the stage of the research process, the researcher collected qualitative data and quantitative data using interviews, observation, documentation and questionnaire. Analysis of research data using qualitative data analysis and quantitative data. For qualitative through data reduction, data display and drawing conclusions, while for quantitative data through questionnaire verification, tabulation of questionnaire data and the percentage of questionnaire data. The data that has been analyzed is then interpreted and presented in the form of narratives, tables or diagrams. The outputs to be achieved in the study of Strengthening Pancasila Student Profiles Based on Culture Character by Mobilizing Teachers at Mobilizing Schools (MBKM) in Makassar City.

DISCUSSION

Strengthening Pancasila character-based student profiles in the mobilization program in mobilizing schools at the Senior High School Level 1, 2 and 3 in the city of Makassar is very often carried out by principals and teachers of mobilizing schools. This is based on the results of respondents from 50 respondents, namely:



Based on table 1.1, strengthening the culture character-based Pancasila student profile in the driving program in driving schools at the Senior High School Level 1, 2 and 3 in the city of Makassar has very often been carried out from all dimensions of the Pancasila student profile.

Strengthening Student Character in Character Aspects of Faith, Fear of God Almighty and Noble Morals

The character of the Pancasila Student Profile is formed through Culture Character in the driving school program at the Level 1, 2 and 3 Senior High School Level in the city of Makassar through:

1. Habit in the Prayer Room. Habits that are carried out such as the habituation of Dhuha prayer, the habit of praying Dhuha in congregation (Walid, 2011); (Nursalam & Suardi, 2022b); (Hasanah et al., 2022) ;

(Rudiawan et al., 2022); (Azizah & Amalia, 2023); (Musdolifah et al., 2023); (Deric & Ermayanti, 2023); (Uliana & Setyowati, 2013); (Syafri et al., 2022); (Pancasila et al., 2023), habituation of Tadarus activities (Deric & Ermayanti, 2023), the habit of memorizing prayer (Sherly et al., 2021); (Jati et al., 2021); (Eriani et al., 2023) and habituation of activities to read the holy verses of the Koran (Hidayah, 2021); (Novita Nur 'Inayah, 2021b); (Novita Nur 'Inayah, 2021a); (Suardi, 2022), habituation of Rohis activities (Al-Islam, Muhammadiyah and Arabic) (Eriani et al., 2023); (Setiari, 2023); (Rudiawan et al., 2022) and habituation of cultural activities in mosques together with teachers and school principals, in a collaborative manner (Suardi, Agustang, et al., 2020).

2. Habituation in the classroom. Habituation is done like the habit of praying (Yuniharto & Nisa, 2022); (Putri et al., 2023); (Halimah et al., 2023); (Pancasila et al., 2023) before starting the activity.
3. Habit outside the classroom. Habit of greeting (Jati et al., 2021); (Multazam & Setiasih, 2023); (Handayani et al., 2022); (Lubaba & Alfiansyah, 2022); (Trisnawati et al., 2022) to picket teachers, when entering the classroom, teachers, administrators, principals, libraries, and the habit of kissing the teacher's hand when picking up students at the school gate, the habit of Shield activities (Islamic

Reflection and Creation Week), the habit of Mabit activities (Faith Building Night and taqwa).

Strengthening Student character on the aspect of independent character

The character of the Pancasila Student Profile is formed through Culture Character in the driving school program at the Level 1, 2 and 3 Senior High School Level in the city of Makassar through:

1. The habit of using the Problem Solving learning model (Walsiyam, 2021); (Wasimin, 2022); (Juraidah & Hartoyo, 2022); (Wulandari et al., 2023); so that students are accustomed to solving problems faced independently (Suardi & Syarifuddin, 2018).
2. Habituation of students to make their own decisions, solve problems/tasks encountered and be responsible for the results of work/tasks that have been done, so that students are more independent.
3. Habituation of students doing performance (Ilham & Waode Eti Hardiyanti, 2020); both inside and outside the classroom (ex-curricular).
4. The habit of cleaning the classroom and school environment (Sitepu et al., 2023); (Hasanah et al., 2022); (Rudiawan et al., 2022); (Azizah & Amalia, 2023); based on a predetermined cleaning schedule.
5. The habit of preparing learning tools independently such as markers, erasers,

absences and equipment needed in the learning process

6. The habit of involving students in Project activities to Strengthen Pancasila Student Profiles (P5) (N. Rachmawati et al., 2022); (Sari & Pifianti, 2023); (Rulyansah & Rahayu, 2023); (Saputra et al., 2022); (Annisa et al., 2023) both in project planning and implementation activities.

Strengthening Student character on the aspect of mutual cooperation character

The character of the Pancasila Student Profile is formed through Culture Character in the driving school program at the Level 1, 2 and 3 Senior High School Level in the city of Makassar through:

1. Habituation and improvement of Pancasila Student Profile Strengthening Project Activities (P5).
2. Familiarity with discussion methods and collaborative learning models (Kertih & Wiratama, 2023).
3. Habituation and improvement of community service activities, clean Saturdays cleaning the school environment (Agustin Wahyudi & Miftahusyai, 2023); (Hasanah et al., 2022); (Azizah & Amalia, 2023) together with teachers and principals.
4. Habituation and improvement of inter-class cleaning competitions on foundation anniversaries, or it could be cleanliness of the school environment (Efendi, 2020).

5. The habit of exchanging flag ceremony executor duties for each class. The Flag Ceremony can at the same time increase the character of love for the motherland (Audina et al., 2021); (Rahmani et al., 2019).
6. Familiarity with PORSENI committee, Basic Leadership Training (LDK)/PKDTM.

Strengthening Student character on the character aspect of Global Diversity

The character of the Pancasila Student Profile is formed through Culture Character in the driving school program at the Level 1, 2 and 3 Senior High School Level in the city of Makassar through:

1. The habit of tolerance of religion, ethnicity, race and country. Tolerance is very important for every student (Denay et al., 2021).
2. The habit of respecting differences of opinion, as a basis for students to become Pancasila human beings who respect differences (Tricahyono, 2022).
3. Habituation of field visits such as studies of culture, customs, ethnicity, race and religion through the activities of the Pancasila Student Profile Strengthening Project (Lubaba & Alfiansyah, 2022); (Penciptaan et al., 2022).
4. 3) Habituation of field visits such as studies of culture, customs, ethnicity, race and religion through the activities of the

Pancasila Student Profile Strengthening Project

5. Habituation of intercultural communication in interacting with using various languages such as English. This ability is one indicator of the character of global diversity (Ismail et al., 2021); (Lubaba & Alfiansyah, 2022); (Suardi, 2023c).
6. Habits Reflection and responsibility for the diversity experience experienced by students and teachers.

Strengthening Student character on aspects of Critical Reasoning character

The character of the Pancasila Student Profile is formed through Culture Character in the driving school program at the Level 1, 2 and 3 Senior High School Level in the city of Makassar through:

1. The habit of conducting a SWOT analysis in Project activities to Strengthen Pancasila Student Profiles (P5) related to products to be made so that students can think critically. This ability is important to have in the Era of the Industrial Revolution 4.0 (Ulfa & Munastiwi, 2021); (Suardi, 2023b); (Suardi, Nursalam, et al., 2022), to filter the information (Yasinta et al., 2020) or to solve problems encountered in students' daily lives (Meilana et al., 2020).
2. The habit of using the Problem Based Learning & Inquiry (PBL) learning model (Cahyaningsih & Ghufro, 2016); (N. Y. Rachmawati & Rosy, 2020), *Discovery*

Learning (DL), Project Based Learning (PjBL) (Cahyaningsih & Ghufron, 2016), Social Inquiry (Gartini, 2017) and discussion methods that require students to think critically. Students can think critically is very important in strengthening character (Nursalam & Suardi, 2022a).

3. Literary Literacy Habit, 30 minutes reading books other than subject books. The literacy movement is part of character building in schools (Rahayu et al., 2017) di industrial revolution era 4.0 (Uswatun Khasanah & Herina, 2019).

Strengthening Student character on the aspect of Creative character

The character of the Pancasila Student Profile is formed through Culture Character in the driving school program at the Level 1, 2 and 3 Senior High School Level in the city of Makassar through:

1. Get in the habit of choosing products, making short videos, designing packaging, logos, and designing product harvest stands in the activities of the Pancasila Student Profile Strengthening Project, in producing original works (Hamidah, 2022).
2. Habituation and improvement of competitions that can foster students' creativity, such as class design competitions to e-sport competitions.
3. Habituation of teachers to make project subjects that can improve students' creative abilities

4. Performing four ethnic dances (Makassar, Bugis, Mandar, Toraja). Creativity can be done through traditional activities (Budiman & Karyati, 2021), as well as the 4 ethnic dances.

CONCLUSION

Strengthening Pancasila Student Profiles Based on Culture Character in the Mobilization School Program at Level 1, 2 and 3 High School Levels in the city of Makassar is carried out through positive habits carried out by mobilizing school teachers and principals of mobilizing schools for students such as the habituation of worship, prayer, greetings, making decisions, performance, cleaning the classroom/school environment, preparing learning equipment, project activities, learning models/methods, community service, competitions, flag ceremonies, arts, tolerance, field visits, intercultural communication, literacy and other activities that can provide strengthening of the character profile of Pancasila students.

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