

# Internalization of Pancasila Student Profile Values based on Digital Citizenship as Preparation for Industry 4.0 and Implementation of Independent Learning Policy

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## ABSTRACT

Character education is an interesting issue in preparing children at the elementary school level to become a digital-based global society. This study aims to describe the process of Internalization of Pancasila student profile values based on digital citizenship preparation for the industrial era 4.0 and *Merdeka Belajar* case study at a state elementary school in Kepuhrejo. This is a case study with data from observations, interviews, and documentation involving 13 key informants, namely the principal, 6 classroom teachers, and 6 students who were previously determined based on the required criteria. Data analysis is carried out by interacting with existing data: reduce, present, and conclude. For the validity of the data, triangulation was carried out. The results of the study show that the planning process utilizes the results of the discussion from the teacher working group combined with literacy needs in the 4.0 era. The implementation uses an internalization approach that emphasizes habituation, direct experience, and exemplary both in the classroom and outside the classroom to strengthen data, technology and human literacy as a form of digital citizenship approach preparation for the industrial era 4.0

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## 1. INTRODUCTION

Social changes that occur require the acceleration of public moral education. Especially for elementary school-age children as the next generation of life in this country. Through proper education, the need for social capital for nation-building can be handled. Especially in preparing the nation's generation in the industrial era 4.0, it must be more intensive (Atieka & Budiana, 2019; Hendayani, 2019; Rispantyo, 2019; Sofiasyari, Atmaja & Suhandini, 2019).

Now character education is very important, considering that there have been many paradigm shifts in the lives of adolescents. Some experience alienation (Permana, 2015; Tammu & Awaru, 2020),

confusion (Asrori, 2016; Muhamad Abdul Roziq Asrori, 2019), and prefer instant life to achieve goals, consumerist, and hedonic (Azizah, 2020; Jannah, 2019). This is very worrying to be able to maintain the nation's culture so that it can still exist in this global arena.

Strengthening the nation's character requires a massive and systematic process and must start early (Mahardhani, Wulansari, & Ruhardi, 2022). The learning process is carried out continuously through habituation in education by example in a systematic and integrated manner. The synergy of government, schools, communities and families to build character through joint education is highly expected. The consistency of this synergy is the key to character formation, besides that it is not enough to only be formed from the aspect of knowledge, but also, students must have someone who is considered capable of being a role model in behaviour. At the same time, it must be supported by habituation or positive habituation activities so that, in the end, it will form good student character which is practised in everyday life (Aprily, 2020).

The character of students needs to be strengthened to maintain the attitudes and habits that exist in them, the existence of a shift in norms is also an obstacle that must be overcome, and this is a challenge for an educator to make that character even better. The existence of the Covid-19 pandemic has also caused a change in thinking in student character education at school (Azzahra, 2020; Robby, Abdilah, & Faiz, 2022) and within the family (Ulum, 2022; Yuliastuti & Sari, 2022), of course, this is a teacher's challenge as the second home of students to restore student character in accordance with the Pancasila student profile. The entry of the global era also increases the problem of shifting students' social conditions, which must be strengthened by teachers in schools both through intracurricular and extracurricular activities (Maharani, Islami, Ramli, Rahman, & Agnesia, 2022; Nuriyati & Chanifudin, 2020).

The phenomenon of a shift in social conditions seems to have begun to be seen in the Tulungagung youth community, including those of elementary school age. In order to prepare a generation that is superior and has character, school institutions, especially elementary schools, have an interest in making the outcomes of these educational institutions have good character and are adaptive to social change that is competent in the new normal era, especially in the industrial era 4.0. (Mahardhani, 2020). In accordance with the current principle of independent learning, schools are given the authority to design curriculum and habituation in their schools so that they can adapt to changes and during the pandemic and the new normal later to optimally educate and develop children's competencies. Including elementary school institutions in the Tulungagung area also have the same obligations and opportunities in fighting for this nation's generation through *Sekolah Penggerak* from government programs and independently.

SDN 2 Kepuhrejo, as one of the school institutions located in a developing city area, certainly has its own uniqueness in designing and implementing character education in the industrial era 4.0 in realizing the Pancasila student profile. Meanwhile, this pandemic has accelerated the polarization of digital citizenship, because children have to access material online every time. Thus, the curriculum needs to be designed with character values based on local wisdom in anticipation of the fading of the nation's noble values as a result of expanding access to online literacy for children, which sometimes gets out of control. Including conventional cases that are still familiar so far such as violating the code of conduct, bullying, and truancy during learning, especially during the Covid-19 pandemic where learning is carried out fully online requires concrete and continuous handling (Muslichah et al., 2021).

To prevent deviations in student behavior, especially during moral crises, good acculturation needs to be initiated through national character education in *Sekolah Penggerak*. The process of character education through *Sekolah Penggerak* has more open space, can be provided in an integrated manner, both in the learning process in subjects, as well as through exemplary and habituation of character values outside of learning. In fact, often, the inculcation of national character values outside of subjects is more easily absorbed and can be directly practised by children in accordance with the principle of independent learning for children.

Learning materials related to norms or values in each subject need to be developed, made explicit, and related to everyday life. Therefore, learning character values should not only be given in a cognitive direction, but also touch on internalization and real practice in the daily lives of students at school and in society. It is hoped that children will be able to continue to adapt to social change and be ready to participate actively in building a new culture.

The development of the world has entered the era of the industrial revolution 4.0, marked by information and communication technology advances, making it easier for students to access any information. The impact is that the imitation behavior of students is increasing, which even imitates bad deeds too. This phenomenon makes character education even more important, especially in the 4.0 era in elementary schools. Character education is a process of instilling morals and religion, which is given to students through habituation from an early age, strengthening and developing behaviour (Indarwati, 2020; Muhamad Abdul Roziq Asrori, 2019). The results of the study show that character education is so important to deal with the degradation of morals, morals and ethics in the 4.0 era, so character education needs to be instilled from an early age. (Hendayani, 2019; Sofiasyari et al., 2019)

Character education is needed to form the next generation of superior quality by fostering a sense of responsibility. Character education can optimize the development of children's dimensions cognitively, physically, social-emotionally, creatively, and spiritually. In addition, character education aims to form and develop Indonesian people who are devoted to God, comply with applicable legal rules, carry out intercultural interactions, apply noble national cultural values, and strengthen spiritual, moral and ethical foundations as the pride of the Indonesian nation.

Meanwhile, research results related to learning during a pandemic show that intelligence in utilizing technology is needed for online learning during a pandemic (Banyu Biru, Saepudin, & Sardin, 2020; Dwi, Amelia, Hasanah, & Putra, 2020), and learning creativity during the Covid-19 pandemic can still be followed up during the new normal period with policy support from the government (Rahmi, 2020)., several obstacles must be found for solutions because there are still obstacles for students who are less pro-active with online learning and prefer offline, and also often, the internet connection is a separate obstacle for suburban areas. (Pujiasih, 2020; Wulandari & Purwanta, 2020)

SDN 2 Kepuhrejo as a basic education institution, has committed to maintaining the existence of students in the midst of increasingly rapid social change to uphold national character, especially in the new normal era which requires creativity in the education process to provide guarantees for changes in behavior and guarantees health for all school members. For this reason, it is necessary to reveal the planning that has been carried out and implemented in the field as part of school concern to assist the government in achieving the goals of national character education in the new normal era and the industrial era 4.0 with the phenomenon of digital citizenship to realize the Pancasila student profile.

## 2. METHODS

This study uses a qualitative approach with a case study type, namely regarding the implementation of character education in realizing Pancasila Student Profiles based on Digital Citizenship at SDN 2 Kepuhrejo, Ngantru District, Tulungagung Regency, which is currently preparing to become a *Sekolah Penggerak* Key informants as many as 13 people were determined using a purposive sampling technique with the consideration that informants must master the problem, and become actors from the focus of the study (K. Yin, 2003) namely the principal, 6 class teachers and 6 student representatives from classes in the school. Because the approach used is qualitative, the main instrument is the researcher himself using interview guidelines, observation, and documentation (Pahleviannur, Grave, Saputra, Mardianto, & Mahardhani, 2022).

The process of data analysis is qualitative, with data collection carried out at the end of each field research process (Tobi & Kampen, 2018). Data collection and analysis proceed from efforts to obtain information about many things, namely, location data related to research problems, life history, social conditions and work from informants related to the research focus (Kaushik & Walsh, 2019). All existing data is interactively processed for analysis to produce valid data, abstracted and formulated in

theoretical statements. Furthermore, so that the data obtained obtains a degree of trust and certainty, then in checking the validity of the data a triangulation technique is used as an inspection technique that utilizes the use of sources, methods, investigators, and theories. (Creswell & Poth, 2017). This study uses source triangulation as a technique to check the validity of the data.

### 3. FINDINGS AND DISCUSSION

#### *3.1 Planning to instill the values of the Pancasila Student Profile based on Digital Citizenship in preparation for learning towards a Sekolah Penggerak*

Good results are obtained from good processes and of course everything cannot be instant. There must be clear goals and instruments to support the desired results. Likewise in the learning process, in order to obtain outcomes that are in accordance with the learning objectives, concrete steps are needed starting from measurable and systematic planning, process, and evaluation. (Mahardhani, Rustiya, & Adiyaksa, 2021). Especially in the internalization of national character in school-age children, clear stages and agents are needed that can be a driving force for changing children's behavior to become character.

At least in planning for character building through the learning process there are four things prepared by SDN 2 Kepuhrejo, this is known from the results of interviews conducted with the Principal, namely; first, analyst and curriculum developer. In this context, the activity carried out is to analyze the content of the curriculum and develop it into a tool that focuses on implementation in front of the class. As a teacher who is required to develop children's character, they must be able to analyse the needs of the applicable curriculum and combine it with the needs of the child's character which will be developed in the learning process. The Industrial Age 4.0 designed teachers to collaborate and collaborate in preparing lesson plans, especially the steps prepared in achieving the desired character and being literate (data, technology, people). To design the implementation of character education, schools make policies for teachers to function teacher work groups as a forum for developing character formulations and their implementation processes. In Weber's view, this step is very rational, considering that in order to achieve the goal, the supporting instruments must be considered (Appleby, Covington, Hoyt, Latham, & Sneider, 2020).

The results of the lesson plan from the teacher working group were then developed by the teachers at SDN 2 Kepuhrejo to suit the needs of the achievement of the vision and mission of character development that had been proclaimed, especially the insertion of local content material as an identifier of the distinctive character of the students of SDN 2 Kepuhrejo, it is known from the interviews that the researchers conducted with the teachers at SDN 2 Kepuhrejo. The value of Reog Kendang art, the unique culture of Tulungagung, is one of the values for strengthening local wisdom as a strategy for strengthening human literacy which is needed for its existence in the industrial era 4.0.

This *Reog Kendang* is used as part of the school's strategy which is planned to strengthen the inculcation of student character values. Reog kendang is believed by the school to have the value of cooperation, discipline, and responsibility as the movements that must be played by dancers from reog kendang. Apart from being planned as local content material, Reog Kendang art is also a school extracurricular activity. The plans that have been made prioritize strengthening digital literacy and human literacy by prioritizing aspects of the character of cooperation, discipline and responsibility. These three characters in the industrial era 4.0 have become vital characters for individuals to be able to develop and adapt in this period. This has been anticipated by the school to be able to lead their students to be ready for success in the future as explained by the principal of the school "*Reog Kendang*, which is the pride of the people of Tulungagung, remains our icon in educating the character of our best sons and daughters to be able to compete and adapt to today's world."

Second, potential clinical analyst students. In this context, the activities carried out are identifying and developing the physical and psychological potential of students who are their responsibility through service, mentoring, learning and training. This process is carried out to understand the initial characteristics of each student for further planning and integration with the goals set in the 2013 curriculum that is currently used. This stage simultaneously designs the student adaptation process with values that may be completely new to students or development from stages that have been owned by previous students. Good integration of all stakeholders from schools, teachers, students and families is the key to sustainability and guarantees the implementation of the character-instilling design in students. Reinforcing this, Parson has explained that in order to be able to operate the existing functions, there must be a clear and systematic design. Parson offers the concept of AGIL (Adaptation – Goal Attainment – Integration – Latency (pattern maintenance) (Sciulli, 2015). This concept requires adaptation from all school members to be able to work together and complement each other. The result of adaptation is the emergence of an agreement regarding the common goals to be built. This shared goal must be contained in the lesson plan and become a reference when learning takes place. This shows the integration of teachers and students related to the learning process. This is related to the cultivation of digital citizenship-based national character in building student identity in the industrial era 4.0. The design must also contain the continuity of the program being developed especially for strengthening children's literacy.

Third is the class manager, a series of activity processes carried out by the SDN 2 Kepuhrejo. This process is concerned with the stages of planning, implementing and evaluating mentoring, learning, and training. Included in this process is selecting learning resources based on themes. In each theme, character values are inserted in accordance with the content of teaching materials in elementary schools. Such as designing a local content focus to strengthen literacy through reog drums and others.

Fourth, the Facilitator takes the action of facilitating students. This focuses on preparing digital-based learning tools and resources at SDN 2 Kepuhrejo as a habit to be proficient in technological literacy. Student facilitation plans are prepared not only in the learning process, but also outside the classroom. Some of the school's flagship programs to provide character strengthening have also been designed, such as playgrounds and reading gardens for student activities in building togetherness and literacy. In addition, a mosque is also provided for the habituation of religious activities in congregation. Among the advantages of this school is the preservation of the culture of the *Reog Kendang* area which is used as an extracurricular and local content material. From these facilities, various activities can be designed on an ongoing basis as instruments for strengthening the character needed for children's social development.

### ***3.2 Implementation of character education based on Digital Citizenship through in-class and outside-class learning adaptive to the industrial era 4.0 and Independent Learning***

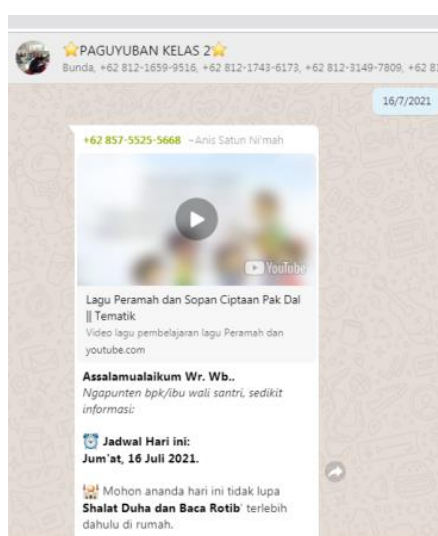
The process of implementing character education at SDN 2 Kepuhrejo uses an internalization approach that emphasizes habituation, direct experience, and exemplary. This approach is used considering that elementary school-age children still need direct guidance and need to set an example from the people around them. According to Vygotsky in the zone proximal development for learning problem theory, child development is a specific, unique problem that must be prioritized. So to deliver on the optimization needs special handling accurately and must be effective. Schools, in this case, being part of the child development zone, must be able to pay more attention to and understand the details of the development of their students. Anticipating student development problems must be able to provide solutions with good examples (Asrori, 2016; Parker, 1979) by all school members and parents, according to Mead, are referred to as significant others. (Muhamad Abdul Roziq Asrori, 2019).

The seriousness of SDN 2 Kepuhrejo in implementing Digital Citizenship-based character values is manifested in an integrated process. The process is carried out using 2 implementation patterns, namely the process of implementing character education in-class learning and the implementation

process outside of class learning. Implementation in the classroom is carried out by strengthening the school's vision, and daily themes are inserted in every lesson in the classroom. Every learning that is carried out remains oriented towards learning objectives. Learning objectives lead to the development of three things in each student, namely first, knowledge; The expected change is from not knowing to knowing, from not understanding to understanding. Understanding and knowledge about character provides additional horizons for students' thinking to make it easier to lead to a mature level of thinking at the next level. Second, skills; The expected change is from not being able to make, do, form and so on to change to being able to make, do, form something, and so on. This is where the habit of good behavior is cultivated. Third, attitude; The expected change is from a negative to a positive attitude, from a wrong attitude to a good one, and from an attitude that does not care enough about the nation to care about the nation.

Data shows that school policies to provide the best service to students to lead children to good personality development are captured by teachers by trying to be good role models for students in every activity in class. As when learning takes place, the choice of language used by the teacher to greet students uses languages that give respect to other people. Calling students is a form of giving exemplary students. With this call, students stated that they felt more comfortable, flattered, and enthusiastic about being active in their learning activities. In addition to the choice of language, the teacher also designs characters by being role models for students by trying to follow the norms that apply in the school environment. Such as the prohibition of smoking in the school environment as a form of shared responsibility to create a green school environment. So the teacher must also be required to unite actions and words in obeying all existing rules as a form of indirect learning to students. This structured exemplary makes it easier for schools to more easily design student characters.

During the pandemic, when learning was carried out in full online, the principle of character building remained a priority. Greeting sentences and behaviour of students and teachers in learning must still contain elements of character education. Even though it is not face-to-face, character-building creativity is really needed and it can be done through various media, especially online media, which is currently growing rapidly. This process simultaneously helps schools teach good education to students and families to be wise in using social media. The choice of language choices and selected content is an important part of building character here to strengthen technological, data, and human literacy.



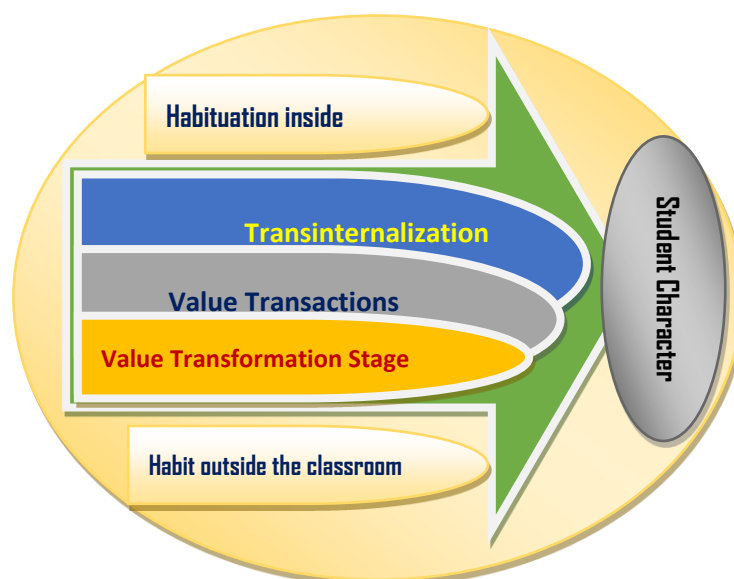
**Figure 1.** The habit of worshipping before learning to strengthen religious character

The stages carried out in designing student characters practically shown by SDN 2 Kepuhrejo is as follows; (1) the value transformation stage: the description at this stage of what the teacher does is simply transforming good and bad values to students, which is purely verbal communication; The achievement of this stage is that students have knowledge and understanding of the values and norms that apply in society. (2) the value transaction stage, this stage is carried out by conducting two-way communication. In this stage, the teacher not only informs about good and bad values, but is also seen to carry out and provide examples of real practice, and students are asked to provide the same response, namely accepting and practicing these values; this stage is mostly carried out by SDN 2 Kepuhrejo through assignment activities and is supported by activities outside the classroom such as recitation activities, Duha prayers, clean and charitable Fridays and several other activities (3) the transinternalization stage. This stage is much deeper than just a transaction because it has reached the mental attitude (personality).

Cultivating character through the learning process by prioritizing exemplary and habituation as well as direct experience is in line with several schools that apply the same thing. Research conducted by Sari & Puspita at SDN 2 Joho shows that the form of implementing character education at SDN 2 Joho is developed by the school through routine activities, exemplary, spontaneous activities, and conditioning. (Sari & Puspita, 2019). Whereas (Hendriana & Jacobus, 2017) strengthens that character education in schools can be implemented through the example of the teacher and can also be planted through continuous habituation. Character education carried out in classroom learning can be directed to put emphasis on certain values such as respect, responsibility, honesty, caring, and fairness and help students to understand, pay attention to, and carry out these values in their own lives to achieve life success. Strengthening these values has an important meaning for preparing children for the industrial era 4.0, which requires data, technology and human literacy skills (Nastiti & Abdu, 2020; Sumarti et al., 2020). SDN 2 Kepuhrejo has initiated the preparation of children towards the development of human literacy so that later they can be competent and ready to adapt to the new era, namely Industry 4.0.

Learning activities carried out daily are a medium for teachers to set an example for students in implementing character values. Elementary-aged children have a high tendency to imitate. Exemplary is the behavior and attitude of teachers and education staff and students in providing examples through good actions so that they are expected to be role models for other students. Discipline, cleanliness and tidiness, affection, politeness, attention, honesty and hard work can be shown by the teacher during the learning process. This activity also includes dressing neatly, speaking well, reading diligently, praising the goodness and success of students, doing assignments on time, and giving feedback on assignments in an orderly manner are examples of exemplary values that can be embedded in the learning process in class.

For character education implementation techniques outside the classroom, routine programs become school culture, such as 3S (smile, greet, say hello), class beauty programs, morning assembly, activities to strengthen faith and devotion, routine scouting, *Reog Kendang* art, and mutual cooperation. The culture that was developed became the school's fulcrum in strengthening human literacy, which is much needed to be ready to collaborate in the industrial era 4.0.



**Figure 2.** The character cultivation stage at SDN 2 Kepuhrejo is based on digital citizenship

The discussion on data and literacy shows the preposition that planning for character planting at SDN 2 Kepuhrejo is prepared through a learning plan based on *prota* and *prosem*, some of which are modified by inserting character values to realize the Pancasila Student Profile according to the needs of the results of the agreement in the teacher working group which is planned with patterns in the class and outside the classroom. Internalization of character values is carried out by adhering to exemplary habituation and direct experience of students, which is supported by school policies and the involvement of parents and guardians in carrying out school work programs and daily themes to strengthen nationalist, independent, mutual cooperation, integrity and religious character by prioritizing literacy technology, data and humanism as preparation for a new era with the principle of independent learning. Exemplary and habituation of systematic character through processes in the classroom and outside the classroom are the first steps in preparing oneself for digital citizenship and *Sekolah Penggerak* model.

#### 4. CONCLUSION

The consistency of SDN 2 Kepuhrejo in interpreting Digital Citizenship leads to optimizing the process of implementing national character as the basis of the Pancasila Student Profile for students. The plan to instil the values of the Citizenship Digital-based Pancasila Student Profile at SDN 2 Kepuhrejo is carried out while still referring to the syllabus, core competencies and basic competencies in accordance with the results of discussions in the teacher working group. Learning resources that have been determined based on themes are then inserted with character values according to the content of the teaching material. For the process of implementing character education at SDN 2 Kepuhrejo uses an internalization approach that carries an emphasis on habituation, direct experience, and exemplary especially on the use of digital technology to strengthen data and technology literacy with the principle of Freedom to Learn. The pattern of implementation in classroom learning is with techniques for strengthening the school's vision and cultivating daily themes that are inserted through learning activities while in class. The pattern of implementing national character education outside the classroom by prioritizing routine programs that become school culture, such as 3S (smile, greet, and say hello) when interacting with all school members, class beautification programs, morning briefing and flag ceremonies every Monday, activities to strengthen faith and piety, scouting activities, and mutual cooperation in cleaning the environment where the emphasis is on strengthening human



literacy to prepare for the industrial era 4.0 and *Sekolah Penggerak* and Implementation of the Independent Curriculum.

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