

THE ROLE OF SOCIAL SCIENCES IN CHARACTER EDUCATION BASED ON PANCASILA STUDENT PROFILES

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Abstract

This study aims to analyze the role of social science in character education based on the Pancasila Student Profile (*Profil Pelajar Pancasila*). In accordance with the demands of the times and developments in people's lives including changes in the education curriculum, social studies learning must be returned in accordance with its latest conceptual framework which emphasizes interdisciplinary and transdisciplinary, with contextual and transformative, active and participatory learning in the perspective of social values. using descriptive qualitative research methods with data collection carried out by literature study, observation, document analysis, and interviews. The results of the study show that in the social studies learning process, efforts should be made to include Pancasila values which are also currently in the context of the *Merdeka* curriculum already summarized in the Pancasila Student Profile which consists of dimensions of faith and piety to God Almighty and noble character, Global diversity, mutual cooperation, independent, creative, and able to reason critically. This is useful for the formation of student personality as a provision for living in society both as citizens and global citizens.

Keywords: *Social Sciences, Character Education, Merdeka Curriculum, Pancasila Student Profile*

1. INTRODUCTION

Social Sciences (*Ilmu Pengetahuan Sosial, IPS*) as a component of the school curriculum is a good opportunity to foster affection, cognition, and psychomotor in students to become Indonesian development people (Mutiani et al., 2021), in this case IPS teaching is obliged to form a skilled and educated workforce. So the goal of Indonesian National Education must be to create development people with Pancasila personality, namely development people who are not only aware of the interests of society's life in the present, but also have awareness and perspectives of life for the future (Fitriasari et al., 2020). In addition, development people who have Pancasila personality must have insight into life with all its problems in the future. Such a personality condition is one of the guarantees for the smooth running of national development. Based on the institution, education in Indonesia is divided into three levels, namely: 1) Basic Education School 2) Secondary Education School, and 3) Higher Education and Academics. Each of these educational institutions has its own institutional objectives. Viewed from the education system as a whole, the institutional objectives of Basic Education can be formulated as follows: 1) Equip students with basic attitudes, knowledge and skills in order to develop themselves. Thus, as members of the community, it is expected that students can improve their own abilities and can contribute to the welfare of society; 2) Equipping students with basic knowledge and skills to continue their education to a higher level (Smith & Tyler, 2011).

With such knowledge, values, attitudes and abilities, graduates of primary education schools are expected to be able to develop their personalities as citizens who are at least able to stand on their own two feet and can continue their higher education (Abidah et al., 2020). Furthermore, curricular goals are the elaboration of institutional goals in accordance with the fields of study included in the curriculum for each type of education. The curriculum itself is a tool for elaborating

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and expressing educational expectations in the form of concrete reality (Chan et al., 2022). Therefore, curricular goals and the national curriculum cannot be separated from national interests and the interests of students. Considering the nature of IPS is a combination of knowledge from knowledge from the social sciences and must reflect its interdisciplinary nature (Bellon & Lamine, 2009). The things that must be achieved by the curricular goals of social studies teaching at various types and levels of education must always be adjusted to the levels of each type and level of education (Ozan C., 2018). Finally, further curricular elaboration that operationally must be achieved and can be measured in the teaching and learning process is the instructional goal of a field of study. Instructional objectives are a fundamental element of general and high-level objectives. Based on Bloom's taxonomy of educational objectives, instructional objectives are divided into three groups, namely the Cognitive Domain, the Affective-Domain, and the Psychomotor Domain (Retno et al., 2019). In the cognitive domain, it can be said that IPS discussions about humans and their world must be reasoned so that they can be used as a rational and appropriate decision-making tool.

So social studies study material is not mere memorization, but concepts and generalizations taken from the analysis of humans and their environment (Miller, 2019). Knowledge obtained with understanding and understanding will be more functional. It is hoped that the acquisition of knowledge and understanding that students already have can encourage actions based on reason, which can then be applied in their lives. Values and attitudes are important in the affective domain, especially values and attitudes towards society and humanity (Den Heijer et al., 2022). For example respecting human dignity and being sensitive to the feelings of others, especially values and attitudes towards the state and nation. The goals of the skills that can be achieved in social studies teaching are very broad (Kembara et al., 2019). The skills developed, of course, also include the skills needed to acquire knowledge, values, and attitudes (Manurung, 2023). One of the benchmarks for the successful implementation of social studies education is a change in the social behavior of students in a better direction (Novitasari et al., 2018), this behavior includes cognitive, affective and psychomotor aspects. The increase in cognitive behavior here is not only limited to increasing social knowledge, but also includes social reasoning and the ability to find alternatives for solving social problems. Therefore, the material discussed in social studies education should not only be limited to facts, facts and social data, but also raises social problems that occur every day (Alim et al., 2019). Raising social problems doesn't always come from you as the social studies teacher, but even better if the students themselves raise or raise these issues. Through such an atmosphere, students' social reasoning and the ability to find alternative solutions to social problems are increasing.

In the process of improving social behavior through fostering educational values, it is not only limited to cognitive behavior, but is even more profound with respect to affective behavior. Precisely this behavior is more coloring aspects of humanity. Through social studies education, students' feelings, awareness, appreciation, attitude, concern, and social responsibility are improved. Their observance of social inequality, the suffering of others, behavior that deviates from norms and values. Through IPS that is instilled until it touches his conscience. Problems as social facts are processed through various methods and approaches to really arouse students' awareness and social responsibility (Darma & Joebagio, 2018). Concern and social responsibility are actually developed in social studies education to change the behavior of students to work together, work together, and help those in need. The development of psychomotor behavior is not limited to physical skills in manipulating social studies teaching tools and media, but mainly developing social skills as stated earlier (Wijaya & Sholeh, 2021). Social skills of students in the form of cooperation, mutual cooperation and helping other parties. Conclusively improved through social studies education (Hasudungan, 2020). Such a learning process is not only limited in the classroom and at school in general, but goes further than that in practical everyday life. The task of observing environmental problems and social problems in general as well as social work, such as

working together to clean up the environment, in a directed and sustainable manner, is given to students in this social studies education.

Social Sciences (IPS) is a study using social science concepts to solve social problems. So IPS plays an important role in building the nation's character (Manik et al., 2021). So in this issue the research will discuss social studies in building national character based on Pancasila student profiles (Nurhayati et al., 2022). Observing the current socio-national conditions in Indonesia, on the one hand, we can be proud of the various achievements in the existing instruments. The Indonesian nation is known as a democratic nation and state in the world. It must also be believed by all components of the nation that the development of culture and national character is very important. President Sukarno as the first president of the Republic of Indonesia once advised us, that the hard task of filling independence is to build the nation's character (Foulcher, 2000). If the development of this nation's character is not successful, the Indonesian nation will become a coolie nation. In general, social studies learning objectives can be formulated as expressed by Linda & Nurdin (2021), among others, to deliver, guide and develop the potential of students to become good citizens, social studies education is actually very closely related to character education, character education which can be interpreted as values education, moral education or character education has the same direction and goals as social studies learning objectives, namely the same aims for students to become good citizens (Nurdin, 2015).

Character education is the process of providing guidance and facilities to students so that they become fully human, human beings with character in the dimensions of heart, mind, body, and feeling and intention, the three substances and psychological processes lead to moral life and maturity in each self so that they understand goodness, willing to do good and behave well as a manifestation of a good person. Character education, moral education, or character education can be said as an effort to promote and internalize core values, or positive values to citizens so that they become good citizens, citizens who are self-confident, resilient and have high morals, democracy (Sajadi, 2019), and be responsible thus, character education will deliver learning citizens with their potential to become civilized human beings, by sticking to the values of humanity, the values of servitude and the caliphate. According to its aims and objectives, social studies learning must be returned in accordance with its most recent conceptual framework, which emphasizes interdisciplinary and transdisciplinary, contextual and transformative, active and participatory learning in the context of social values. To ensure the survival of society and its environment, Learning IPS must focus on efforts to enhance education. According to the author, developments in people's lives, such as the Industrial Revolution 4.0 and Society 5.0, are very quick, and social studies learning must be in line with these active and participatory developments (Lubis, 2022).

As a paradigmatic framework for implementing national character development through education, including the existing curriculum, notably the Merdeka Curriculum. The Merdeka Curriculum is a curriculum that provides various intra-curricular learning opportunities and optimizes the content so that students have enough time to study concepts and gain proficiency. The teacher has the option of using numerous teaching aids during the learning process in order to tailor learning to the learning needs and interests of the students. This curriculum includes projects for creating Pancasila student profiles. Where themes set by the government were produced. Because it does not seek to reach specific learning attainment targets, this project is not related to topic material. In addition, there is a profile of Pancasila students which is characteristic of the *Merdeka* curriculum regarding character education. According to the Ministry of Education and Culture's Vision and Mission, as stated in Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024, Pancasila Students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics. As a result, the purpose of this research is to examine the role of social science in character education using the Pancasila Student Profile.

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2. RESEARCH METHODS

The Pancasila Student Profile is used in this study to assess the role of social science in character education using a descriptive qualitative research method. A qualitative descriptive research method is a type, design, or research design that is typically used to study natural research objects or in real-world conditions rather than in controlled settings such as experiments. Descriptive research means that the findings will be stated as clearly as possible based on the study that has been conducted, without drawing any inferences based on the findings. It should be noted that qualitative descriptive research is also known as descriptive qualitative research (inverted) (Creswell & Creswell, 2018). According to Sugiyono (2017), the qualitative research method is a research method based on post positivism philosophy that is used to study items in natural conditions (actual conditions, not set or experimental conditions) using the researcher as the primary instrument. Data was gathered through a literature review, observation, document analysis, and interviews. Furthermore, researchers can use data reduction to analyze the data before presenting it through extensive explanations accompanied by numerous charts or specific charts, making the data more informative and easier to grasp.

3. RESULTS AND DISCUSSION

3.1. The Nature of Social Sciences (IPS)

The essence of social studies, especially if it is highlighted from students, is: As knowledge that will foster the younger generation to learn in a positive direction, namely making changes according to the conditions desired by the modern world or according to the creative power of development as well as the basic principles and value system adopted society as well as fostering the future life of society in a brighter and better way to be passed on to their descendants in a better way. IPS as a blend of a number of subjects (science) whose content emphasizes the formation of good citizens rather than emphasizing the content and discipline of the subject. In the 1975 Social Studies Curriculum, it is stated as follows: Social Studies is a field of study which is a blend of a number of social subjects. Everyone since birth is inseparable from other human beings, especially from their parents, and more specifically from the mother who gave birth to them. Since then the baby has made contact with other people, especially with his mother and other family members. Even though it is still one-sided, meaning that from the people who are older towards him, the social relationship has taken place. Without social relationships and help from other family members, especially from the mother, the baby is helpless and will not be able to grow and develop into an adult human being.

Furthermore, in physical growth and spiritual development in accordance with increasing age, the introduction and experience of a person (the baby) to the life of the surrounding community is growing and expanding. The introduction of other humans outside of himself, is not only limited to people in the family, but includes playmates, neighbors, villagers, and so on. The social relations that are experienced, the more extensive from experience, recognition and social relations, in a person will grow knowledge about the intricacies of living in society. With regard to certain needs, the characteristics of other people, places that have been visited, things that are good and bad, things that are wrong and right in social life. Knowledge that is inherent in a person, including that which is inherent in each of us, can be summarized as "Social Knowledge". The birth of humans which is then followed by social relations, exploration, fulfillment of needs, and so on that are experienced in life in society and in society have formed social knowledge within each of us. In other words, in everyone without exception, with different levels both quantitative and qualitative, social knowledge has been developed. Only of course with regard to the name really depends on the request of the school or not. The designation as social knowledge or officially Social Sciences, abbreviated as IPS, is only known after we go to school formally. Try to pay attention, observe and live the things we just discussed earlier (Sugiyanto et al., 2018).

Then if we live further, human life in society and society does not only include other aspects that are related to one another. Human life in society has multiple or multi-aspect aspects. We don't need to look at things that are far away, live our lives in relation to living with other people or living in society. Without clothes or not dressed we will not dare to relate to other people. Clothing or clothes or clothing, is one of the basic needs for social life. Other basic needs are food or groceries. Eating for us humans, is not solely to sustain life, but also as a strength to be able to relate to other people. Even certain foods have prestige and social value. For certain people, eating rice or rice as a staple food has better social value than eating only cassava or other tubers. In terms of nutritional value is not much different. Another need attached to humans as members of society is the need for shelter or a house or also called boards. This house is also not just a place of refuge, but also has prestige and social value. Owning a house has its own social pride. The characteristics of social studies learning are that social science is a science that examines human social interaction, which includes human-human interaction and human-nature interaction. Social Studies is one of the subjects given in elementary and junior high schools that examines a set of facts, concepts, and generalizations with social issues. It contains geography, history, sociology, and economics. In this case the learning theory that supports IPS learning is constructivist learning. In constructivism learning is an active process to achieve the goals to be achieved. In this case, constructivism itself can be likened to a scaffolding process in education, where the educator is the designer of the building and prepares students as a strong foundation so that the building does not collapse.

The purpose of social studies learning in schools is to grow good citizens. The nature of good citizens will be easily cultivated in students if the teacher educates them by placing them in their cultural context rather than paying attention to separate disciplines (Puntaswari & Mukminan, 2020). IPS aims to study social problems in general and human life in particular, so that students have logical, complete, and objective knowledge that is supported by information and facts that occur so that students are able to make decisions appropriately. Thus it is clear that IPS is a fusion of social science disciplines. The definition of fusion here is that IPS is a whole field of study that is not separated into existing disciplinary boxes. The social studies field does not recognize separate geography, economics, and history lessons, instead all of these disciplines are taught in an integrated manner. IPS developed in an integrated manner has the potential to create human beings who have social awareness and are able to live together in a pluralistic society. Social awareness will be realized if students have an understanding of the concepts in social studies learning which include interaction, interdependence, continuity and change, diversity or similarity or difference, conflict and consensus, patterns (patterns), places (locations), power (power), the value of trust, fairness and equality of scarcity (scarcity), specialization (specialisation), culture (culture) and nationalism (Kwon et al., 2014). IPS learning is expected to provide experience for students to observe a phenomenon of social life from various social science perspectives (Rahayuningsih, 2022). That is, a phenomenon of social life must be reviewed based on the study of various fields of study such as sociology, geography, economics, and history.

Rusilowati & Wahyudi (2020) explained, the formation of the Character and Social Behavior of Students in Schools, namely the school environment is part of the social part, so that schools also have a role in shaping student character and behavior. The social environment has an important role in the formation of students' social behavior so that educational goals can be realized to the fullest. besides that the family also has an important role in the formation of student social behavior, the family environment which has sufficient time in student activities compared to the school environment is something that cannot be separated in the formation of student social behavior (Pradana et al., 2021). When planning social studies learning in the classroom, we first consider the importance of social capital development. For example, after some exposure to the concept of social capital, it is possible to determine that social capital values include the ability to organize, retain trust, work together in group reciprocity, respect each other, network, and enjoy diversity. Then we select the proper techniques for providing norms for the development of social capital, such as problem solving (Nababan et al., 2022).

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Many problems need to be solved, but in general, humans have failed to do so, as evidenced by incidents of economic and social disparity in various regions of the world. Traditionally, social studies is believed to help people build abilities to solve diverse societal challenges. The primary idea behind the problem-solving learning technique is to teach pupils how to define problems and do research to solve them. This type of learning does not allow for teacher-given tasks or passive learning, despite the fact that it demands active ideas from students who take initiative and their own activities to address difficulties. Most commonly, social studies education refers to the preparation of professional educators to teach social studies. This involves the training of social studies educators who highlight the importance of social education through the study of several social scientific fields (for example, history, psychology, and political science). The discipline of social studies education is distinct, and it is also known as social science education and/or history education. It should be emphasized, however, that while the terms social science education and social studies education are sometimes used interchangeably, history education is a subfield of social studies education. Some may argue otherwise, citing history education's apparent dominance in the subject of social studies education, although this is not the general or majority view (Oxford Bibliographies, 2017).

Because of the inherent subjectivity that characterizes the discipline, problem solving provides unique elements that distinguish it from other fields, where, in particular, the control of variables is considerably greater. We must remember that problems in the Social Sciences are not well defined from a theoretical standpoint, because answers involve value options and are significantly influenced by information sources to teach problem-solving skills in the social sciences, we have to define a series of phases Cuenca López & Martín Cáceres (2010) as follows:

1. The problem must be presented and defined.
2. Consists of educators describing and providing information about the basic theory to understand this problem.
3. Issues are addressed and resolved, and care must be taken in formulating questions to ensure that students are provided with sufficient information and encourage their interaction.
4. Consists of reflection and assessment of results, especially evaluating processes and making comparisons with the preconceptions from which students departed.

If the points raised up to this point can be regarded as a basic strategy for dealing with problem solving on a methodological level. The social studies approach stresses the comprehensive integration of nation-building content centered on pertinent themes and topics such as environmental concerns, population, concern for attitudes, values, beliefs, and problem-solving abilities (Kankam Boadu, 2016). By structuring history, culture, values, and beliefs as formal and integrated school courses that are acknowledged as valuable study, social studies powerfully models a community approach tradition for good citizenship (Setyowati & Fimansyah, 2018). Social studies are defined in this research as the blending of ideas, theories, principles, generalizations, and information from the social sciences and humanities for the objective of assisting students in fitting into society (Hahn, 2017). It is an interdisciplinary field that draws on material from a range of other fields. The National Council for Social Studies (2003) defines Social Studies as: An integrated study of social sciences and humanities to develop civic competency . Social studies encompasses the study of coordinated and systematic studies such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and nature knowledge.

The main goal of social studies has been mentioned as civic education which involves preparing citizens to participate actively in democracy by providing them with important knowledge, skills, and values (Komalasari, 2012). The National Council for Social Studies (1990) stated that a basic goal of social studies education is to prepare young people to become humane, rational, participating citizens in a world that is becoming increasingly interdependent. The purpose

of social studies as given by the National Commission for Social Studies in the school report Acquah et al. (2020) hangs around five themes namely; (a) development of civic responsibility and citizen participation; (b) developing a global perspective through an understanding of students' life experiences as part of the total human experience, past and present; (c) the development of a 'critical understanding' of the history, geography, and pluralistic nature of US civic institutions; (d) developing a multicultural perspective of world society through an understanding of their differences and similarities across time and space; (e) development of students' social skills to think critically about the 'human condition'.

3.2.Social Sciences (IPS) *Merdeka* Curriculum

The Learning Principles in the *Merdeka* Curriculum include three types of learning activities as follows:

1. Intracurricular learning is carried out in a differentiated manner so that students have enough time to explore concepts and strengthen competence. This also provides flexibility for teachers to choose teaching tools that suit the needs and characteristics of their students.
2. Co-curricular learning is in the form of a project to strengthen the Pancasila Student Profile, with the principles of interdisciplinary learning oriented towards character development and general competence.
3. Extracurricular learning is carried out in accordance with the interests of students and the resources of the teaching unit.

Educational units translate Learning Outcomes by compiling operational curricula and lesson plans that suit the learning needs of students and the characteristics of each educational unit. The content of learning outcomes can be managed by educators as separate subjects, thematic, integration, or block systems. The allocation of study hours in the curriculum structure is written in total in one year and is supplemented by suggestions for the allocation of study hours if delivered on a regular/weekly basis.

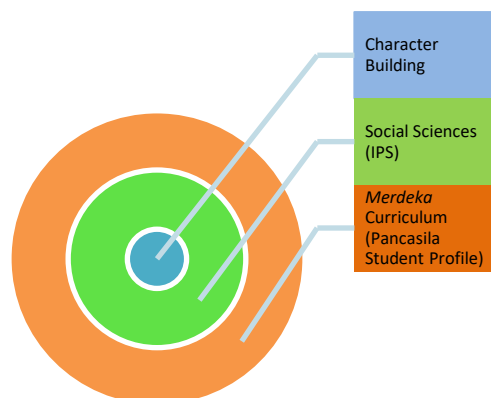


Figure 1. Integrated Concept of Character Education, Social Sciences (IPS), and Pancasila Student Profiles

In the picture above the author intends to explain that, character education is the core of all Indonesian educational activities or national education goals. IPS and the *Merdeka* Curriculum (Pancasila Student Profile) as the guide (media) to achieve this, with the characteristics and roles of each that move in an integrated manner. The policy for developing the *Merdeka* Curriculum is contained in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 958/P/2020 concerning Learning Outcomes in Early Childhood Education, Basic Education, and Secondary Education. Where is the ability and development of students. Social

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sciences or IPS is an umbrella for the integration of various branches of social sciences and humanities disciplines to strengthen the competence of students to have insight and skills in thinking and acting and having concern for the nation and society, where IPS subjects consist of history, sociology, economics and geography.

History focuses on humans in space and time, while sociology focuses on society, the human economy in meeting needs, and geography focuses on humans in space and interactions with nature and the environment. The hope for students in social studies learning is that they are able to analyze various human, societal, and environmental phenomena with a social science perspective. Where the goal is to foster an IPS perspective of students in studying human, societal and environmental phenomena and being able to contribute positively to becoming active citizens so that they think and act in accordance with Pancasila values. So it can be underlined that the study of IPS subjects is the environment, humans, and society. Carrying the spirit of *Merdeka* learning and emphasizing aspects of competence in terms of attitudes, knowledge, and skills. So that students are active through materials, activities, and learning projects, in the context of nationalism, social studies subjects are important and strategic for realizing the next generation who have a national and global outlook. In this study, the focus that we want to examine more in the *Merdeka* curriculum is not only the social studies position, but also the Pancasila Student Profile. The Ministry of Education and Culture explained, Pancasila Students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and have noble character, global diversity, mutual cooperation, independence, critical thinking, and creative. The six characteristics are described as follows (Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2023):

1. Have faith, fear God Almighty, and have a noble character. Indonesian students who believe, fear God Almighty, and have noble character are students who have good morals in relation to God Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life. There are five key elements of having faith, fearing God Almighty, and having a noble character: (a) religious character; (b) personal morals; (c) morals towards humans; (d) morals towards nature; and (e) national character.
2. Global diversity Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, so as to foster a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the nation's noble culture. Elements and keys to global diversity include knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity.
3. Work together
Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out run smoothly, easily and lightly. The elements of gotong royong are collaboration, caring, and sharing.
4. Independent
Indonesian students are independent students, namely students who are responsible for their learning processes and outcomes. The key elements of being independent consist of self-awareness and the situation one is facing as well as self-regulation.
5. Critical reasoning
Students who think critically are able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and conclude it. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thinking processes, and making decisions.

6. Creative

Creative students are able to modify and produce something original, meaningful, useful, and impactful. The key elements of being creative consist of generating original ideas and producing original works and actions.

Pancasila Student Profile consisting of faith and piety to God Almighty and noble character, Global Diversity, Mutual Cooperation, independent, creative, and able to reason critically (Suhardiman, 2020). The Pancasila Student Profile is one of the standard criteria for graduation in educational units, so the achievement of the six profiles must be integrated into the learning process in social studies subjects and in an effort to build national character which is actually contained in the national education goals, namely, educating the nation's life and developing a complete human being. , namely human beings who believe in and are devoted to God Almighty and have noble character.

4.CONCLUSION

According to the author, social studies subjects not only study the development of the times in society but also character education. From the above understanding, it can be concluded that character education is education that studies human nature, both morally and ethically, so that they become citizens of high moral character and can become civilized people according to the principles of Pancasila. Therefore, in the social studies learning process, efforts should be made to include Pancasila values which are also currently in the context of the independent curriculum which have been summarized in the Pancasila Student Profile which consists of dimensions of faith and piety to God Almighty and of noble character, diversity. Global, Gotong-royong, independent, creative, and able to reason critically. This is useful for the formation of student personality as a provision for life in society. Schools are a means of developing values to create a social environment that values pluralism and diversity so as to produce individuals who have balanced intellectual and moral abilities. At the elementary school level, IPS takes teaching materials from the branches of social science, especially sociology, geography, history, and economics.

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