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Positive culture's role in building Profil Pelajar Pancasila character

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ABSTRACT

This study aims to explain the implementation of positive culture in shaping the character of Profil Pelajar Pancasila among students at Totogan Elementary School. The research employed a descriptive qualitative method, with data collection techniques including observation, interviews, and documentation. The findings reveal various forms of positive culture implementation in the school, such as the establishment of classroom agreements that create a safe and conducive learning environment, the application of the restitution triangle to help students set goals, develop positive discipline, and recover after making mistakes, as well as daily routines outlined in the school's SOP to strengthen character in line with the Profil Pelajar Pancasila. Additionally, various extracurricular activities, both mandatory and optional, provide opportunities for students to develop their potential, talents, and interests in fields such as science, general knowledge, religion, and sports. Based on these findings, it can be concluded that implementing positive culture plays a significant role in shaping the Profil Pelajar Pancasila. This demonstrates that the positive culture applied at Totogan Elementary School has successfully been the foundation for developing students' characters in alignment with the Profil Pelajar Pancasila within the current Kurikulum Merdeka.

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan penerapan budaya positif dalam membentuk karakter Profil Pelajar Pancasila di kalangan siswa Sekolah Dasar Totogan. Metode yang digunakan adalah penelitian kualitatif deskriptif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa terdapat berbagai bentuk implementasi budaya positif di sekolah, seperti pembentukan keyakinan kelas yang menciptakan lingkungan belajar yang aman dan kondusif, penerapan segitiga restitusi yang membantu siswa memiliki tujuan, disiplin positif, dan memulihkan diri setelah melakukan kesalahan, serta pembiasaan harian yang tercantum dalam SOP sekolah untuk memperkuat karakter sesuai dengan Profil Pelajar Pancasila. Selain itu, berbagai kegiatan ekstrakurikuler, baik wajib maupun pilihan, memberikan wadah bagi siswa untuk mengembangkan potensi, bakat, dan minat mereka dalam bidang sains, pengetahuan umum, agama, dan olahraga. Berdasarkan temuan ini, dapat disimpulkan bahwa penerapan budaya positif berperan penting dalam mewujudkan karakter Profil Pelajar Pancasila. Hal ini menunjukkan bahwa budaya positif yang diterapkan di Sekolah Dasar Totogan telah berhasil menjadi landasan terbentuknya karakter siswa yang sesuai dengan profil pelajar Pancasila dalam Kurikulum Merdeka yang berlaku.

Kata Kunci: budaya positif; Profil Pelajar Pancasila; sekolah dasar

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INTRODUCTION

Foreign cultures are increasingly infiltrating Indonesian society in the current era of globalization (Putri et al., 2023). This phenomenon can potentially influence values, attitudes, and behaviors in various aspects of life, including social, national, and governmental spheres. Therefore, it is essential to instill character traits aligned with the ideology of Pancasila as a guide to filtering incoming foreign cultures, ensuring they are not accepted without a selection process. This challenge becomes particularly relevant in education, which serves as a fundamental foundation for shaping the character of future generations.

Education plays a crucial role in shaping students' character as future leaders of the nation (Ningsih et al., 2024). As formal educational institutions, schools play a vital role in forming and developing national character (Anisah, 2023). Beyond imparting academic knowledge, schools also serve as spaces to instill life values that guide actions and behavior. As such, schools have become one of the most effective ways to foster students' character and help them thrive in their society and culture.

Character education is an effort to instill good habits that underlie students' behavior, enabling them to act following virtuous values (Nurdiyanto et al., 2024). The primary goal of character education is to develop individuals who are not only intellectually intelligent but also morally upright (Simbolon, 2023). Therefore, character education focuses on developing attitudes and behaviors that reflect the noble values of the nation's culture. Consequently, character education must be implemented comprehensively inside and outside the classroom.

One approach to integrating character education is implementing a positive school culture. School culture consists of values, principles, traditions, and habits that evolve throughout long-term educational processes (Susiani et al., 2023). These values develop over time and become the shared beliefs and practices embraced by the entire school community (Rahmawati et al., 2023). Implementing a positive school culture aims to create an environment that supports the character development of students in line with national expectations and aspirations.

A positive school culture is expected to develop students' character, make them more disciplined, and foster a positive mindset (Mahaye & Ajani, 2023). It also encourages students to embody virtuous attitudes in their daily lives. Furthermore, it is a foundation for cultivating collaboration, creativity, and critical thinking among students, ultimately creating a productive and conducive learning environment (Siswanto & Firmansyah, 2024).

This approach aligns with the values embodied in the Profil Pelajar Pancasila, which serves as a guideline for character development (Iriyani & Andriani, 2024). These values include faith and devotion to God Almighty, independence, critical thinking, global diversity, cooperation, and creativity. These attributes represent the desired character traits of Pancasila students and form a vital part of the nation's identity. Therefore, embedding these values into the school culture is crucial for realizing the Profil Pelajar Pancasila.

One method that can be employed to establish a positive culture in schools is restitution (Astiwi et al., 2024). Restitution helps students rectify their mistakes, allowing them to

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reintegrate into their community with stronger character (Susiani et al., 2023). It also teaches students to independently and collaboratively resolve issues while reflecting on the kind of individuals they aspire to become. Restitution provides opportunities for students to improve their behavior and understand the consequences of their actions, reinforcing their character.

In the education sector, all school community members, including students, teachers, principals, and other staff, play a significant role in cultivating a positive culture (Darmayanti et al., 2022). According to Law Number 20 of 2003 concerning the National Education System, all school stakeholders must fulfill their roles and responsibilities with accountability, adhering to the values upheld within the school. Teachers, as educators, are primarily responsible for modeling good behavior within the school environment and in society. Teachers inspire students, fostering their interest and dedication to character development (Samsinar et al., 2023).

The teacher's role as an educator is comparable to that of a farmer tending crops. A teacher's primary responsibility is to create an environment conducive to student growth, like a farmer ensuring fertile soil for plants to thrive (Saputra et al., 2023). Teachers must provide appropriate attention to each student based on their needs and potential. By doing so, they act as guides, supporting students in their holistic development, encompassing both academic and character growth. Ki Hadjar Dewantara, a prominent figure in Indonesian education, emphasized that teachers should create conditions that enable students to grow well, provide proper guidance, and establish an environment supportive of character-based education (Putri & Siswanto, 2024).

One practical step teachers can take to achieve these objectives is to establish classroom agreements accepted by all parties (Sukmanasa et al., 2024). These agreements go beyond mere rules; they serve as guidelines to help students navigate school life with discipline. Through these agreements, students understand the boundaries and behavioral expectations within the school environment (Stevenson et al., 2020). The goal is to foster an atmosphere that supports effective learning, where every student feels valued and takes responsibility for themselves and their school community.

Discipline is a crucial element in shaping students' character. Through discipline, students learn to value time, respect others, and take responsibility for their tasks or obligations (Purba, 2024). Discipline also fosters positive habits, such as time management, maintaining harmonious relationships, and adhering to rules. Thus, discipline serves as a tool for maintaining order in schools and lays the foundation for building strong, independent, and responsible student character.

Initial observations at Totogan Elementary School revealed that implementing a positive culture remains suboptimal. Some students still lack discipline in their actions, posing challenges for the school in developing the desired character traits (Kumar et al., 2022). Discipline is critical for fostering good student character, as it teaches self-regulation, rule adherence, and actions aligned with the values taught in school. Therefore, instilling discipline from an early age is key to supporting students' development of good moral character.

Proper discipline instills positive moral behavior and helps students thrive in social environments (Sithole et al., 2024). In this context, schools play a pivotal role in creating a disciplined culture that supports students' character formation. One approach involves engaging students in positive activities linked to character education, such as extracurricular programs that nurture their interests and talents across various fields.

Based on these findings, the researcher is interested in conducting further research on implementing a positive culture to develop the character traits of Pancasila students at Totogan Elementary School. This study aims to delve deeper into how a positive culture can be applied in schools and how it contributes to character formation aligned with Profil Pelajar Pancasila. The findings are expected to understand better the importance of implementing a positive culture in school character education.

LITERATURE REVIEW

Positive School Culture

A positive school culture shapes students' character and creates an educational environment that supports their social, emotional, and academic development (Cholifah & Faelasup, 2024). Generally, positive school culture refers to the values, norms, and practices established within the school that promote good attitudes and behaviors among all members of the school community. As part of character education, positive culture aims to foster an atmosphere that supports academic achievement and strengthens moral values such as discipline, responsibility, cooperation, and mutual respect. Positive school culture goes beyond academic learning; it also focuses on developing students' character in line with the social norms expected by society (Suryatama et al., 2024). This is critical because, through a positive school culture, students can be guided to understand the importance of social values that will support their lives beyond school.

Implementing a positive school culture involves systematic and structured approaches that require active participation from the entire school community, including teachers, students, and staff. One commonly employed strategy is the establishment of classroom agreements mutually agreed upon by all parties. These agreements aim to build discipline and create a conducive learning environment. In this regard, discipline is emphasized as a cornerstone of character development (Qadeer et al., 2024; Kusumawardani et al., 2022).

Practicing discipline in schools helps students learn to value time, follow rules, and fulfill their responsibilities effectively. Consistently applied discipline can lead to positive habits that extend beyond the school environment. Another equally important approach is implementing restitution methods, which allow students to rectify their mistakes and learn from those experiences. This approach strengthens their social skills and empathy, fostering a deeper understanding of responsibility and accountability.

Implementing a positive school culture is significant in shaping students' character, particularly in the context of education in Indonesia, which is based on Pancasila values. A consistently applied positive school culture contributes to developing students who are intellectually capable and possess high moral standards. Positive school culture is closely aligned with the values outlined in the Profil Pelajar Pancasila, which include faith and

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devotion to God Almighty, independence, critical thinking, creativity, and a spirit of cooperation (Hasugian et al., 2024; Seno et al., 2022).

Emphasizing these values in a positive school culture not only aids individual character formation but also strengthens social bonds among students, fostering a harmonious school community. It prepares them to become contributing members of the larger society. Thus, a positive school culture is the primary foundation for achieving holistic educational goals, ensuring students are academically prepared while possessing integrity and strong character.

Profil Pelajara Pancasila

The Profil Pelajar Pancasila concept was introduced in the Kurikulum Merdeka as a guideline for shaping students' character in Indonesia and as one of the efforts to restore post-pandemic learning (Cantika et al., 2022; Susilana et al., 2023). One of the main characteristics of implementing the Kurikulum Merdeka is project-based learning, which aims to develop soft skills and build Profil Pelajar Pancasila character (Dewi, 2022). This concept aims to develop a generation that is not only academically proficient but also possesses strong character aligned with the values embedded in Pancasila. The Profil Pelajar Pancasila encompasses six key dimensions: faith and devotion to God Almighty, independence, critical thinking, global diversity, collaboration, and creativity. Each dimension seeks to cultivate individuals with integrity, positive attitudes, and the ability to contribute responsibly to society.

In its implementation, the profile emphasizes holistic character education that goes beyond cognitive aspects, including attitudes and behaviors (Azzahra et al., 2022). Education based on Profil Pelajar Pancasila encourages students to develop their potential and practice noble values daily. This is essential for fostering patriotism, appreciating diversity, and cultivating critical thinking skills to address various societal challenges (Putri et al., 2024; Siswanto et al., 2024). This approach extends beyond classroom instruction, incorporating extracurricular activities and habitual practices within the school environment to reinforce these values.

The application of Profil Pelajar Pancasila requires collaboration among various educational stakeholders, including teachers, parents, and the broader community (Zuriah et al., 2024). Teachers act as facilitators, instilling Pancasila values through a humanistic and integrative approach. Meanwhile, parents and the community play a crucial role in creating an environment conducive to character formation. Thus, Profil Pelajar Pancasila aspires to produce a generation that excels in academic achievements and demonstrates solid character and the capacity to actively contribute to building a better nation.

METHODS

This research adopts a qualitative approach to explain and analyze phenomena involving individuals or groups, events, social dynamics, attitudes, beliefs, and perceptions. This approach develops knowledge through understanding and discovery, producing descriptive data in written or spoken words and observable behaviors. Qualitative research is

characterized by its naturalistic nature, the generation of descriptive rather than numerical data, the use of inductive analysis, and its emphasis on meaning throughout the research process.

A descriptive method is applied to portray the research object based on collected data without drawing generalizing conclusions. The research subjects include school principals, teachers, educational staff, and students. Data collection techniques involve observation, interviews, and documentation. Observation is the primary technique, supplemented by interviews with classroom teachers concerning student discipline and the collection of documentation, such as photographs and interview recordings. Data analysis follows the Miles and Huberman model, including data reduction, presentation, and conclusion drawing. The collected data are presented descriptively and reported as a scholarly work.

RESULTS AND DISCUSSION

The researcher interviewed four informants, including the Principal, the Vice Principal for Student Affairs, a representative from the lower-grade students, and a representative from the upper-grade students. The interview with the Principal of Totogan Public Elementary School revealed the importance of fostering a positive school culture. The Principal emphasized cultivating character through daily habits such as independence, responsibility, confidence, discipline, mutual respect, and appreciation between students and teachers to embody the Profil Pelajar Pancasila.

The second interview with the Vice Principal for Student Affairs highlighted existing efforts to enforce discipline among students. However, many students still lacked discipline, such as arriving late, not wearing complete uniforms during ceremonies, and having unkempt hairstyles. These violations persisted despite existing sanctions. The Vice Principal suggested implementing classroom agreements and restitution as potential solutions, although these measures had not yet been fully optimized.

In the third interview, Deha, a first-grade student, expressed enthusiasm about participating in activities such as completing teacher evaluation questionnaires and collaboratively creating classroom agreements with peers and teachers. In the final interview with Anang, a fifth-grade student, he shared his excitement about creating classroom agreements and participating in videos demonstrating the application of the restitution triangle, which he found meaningful.

Observations at Totogan Public Elementary School revealed that character development aligned with the Profil Pelajar Pancasila is implemented through various activities involving students. One observed activity was creating classroom agreements. Some classes had established agreements emphasizing values such as religious devotion correlated with faith and devotion to God Almighty, discipline, respect for teachers, kindness to peers, and joyful learning. These agreements were endorsed by all class members, with students signing the agreements as a form of commitment.

The restitution triangle was also observed in practice, with teachers guiding students to self-reflect on rectifying their mistakes when violations occurred. Daily activities to instill the values of the Profil Pelajar Pancasila were consistently conducted, including prayers before and after lessons, memorization and recitation of short Qur'anic verses, communal

Dhuha prayers, and "Friday Blessings" activities involving charitable donations and sharing food.

Additionally, the school emphasized national pride through activities such as learning moral lessons before lessons began and singing the Indonesian national anthem and other patriotic songs. Students also participated in collaborative cleaning efforts, such as cleaning the classroom and school environment every Friday, fostering the value of teamwork. Students from grades four to six took turns serving as flag ceremony officers, with weekly rehearsals reinforcing discipline and responsibility.

Extracurricular activities also played a vital role in enhancing students' independence. Mandatory programs such as Scouts and Taekwondo, alongside optional activities like clubs, crafts, memorization of Qur'anic verses, English coding, hadroh, sports, pantomime, dance, and singing, allowed students to explore their talents and interests. These activities aimed to build self-confidence, independence, and collaboration skills.

These initiatives, encompassing daily habits and extracurricular programs, aimed to develop students' discipline, responsibility, creativity, and social skills. The school strived to nurture students who excelled academically and exhibited strong character, prepared to contribute to society. Such practices supported the holistic educational goals of developing well-rounded student character.

Overall, observations and interviews indicated that Totogan Public Elementary School had effectively implemented a positive culture that supported character building in alignment with the Profil Pelajar Pancasila. Programs such as classroom agreements, the restitution triangle, and extracurricular activities contributed significantly to creating an environment conducive to character development.

Despite challenges, particularly regarding student discipline, the school's efforts to foster a positive culture were commendable for their positive impact on student character development. This study concludes that implementing a positive culture through daily habits, extracurricular activities, and restitution practices has successfully shaped student character at Totogan Public Elementary School, aligning with Profil Pelajar Pancasila. These programs serve as a model for other schools aiming to develop stronger student character.

Thus, implementing a positive culture through classroom agreements, restitution, and programs reflecting the Profil Pelajar Pancasila has been well-executed at Totogan Public Elementary School, producing students with character aligned with Pancasila values. This highlights the significance of character formation based on noble Pancasila values as a foundation for education in Indonesia.

Discussion

Based on interviews, observations, and documentation, the impact of implementing classroom agreements at Totogan Elementary School reveals that students are actively engaged in raising their self-awareness about shared values that need to be agreed upon. All stakeholders, students, teachers, and other educators feel involved and responsible for adhering to their collectively established commitments. This creates a safe, conducive, and comfortable learning environment for everyone. Students enjoy practicing discipline as

their motivation comes from within themselves. Classroom agreements serve as an effective medium for fostering positive disciplinary habits among all class members (Purwati & Arifin, 2024).

Applying the restitution triangle at Totogan Elementary School has significantly impacted students who commit mistakes. This approach teaches students to solve their problems rather than hiding or avoiding them. They also realize they have control over themselves and are responsible for their actions. This approach teaches students to respect themselves and others more deeply. Furthermore, students become more purposeful, exhibit positive discipline, and can recover after making mistakes. The restitution triangle is an effective approach to character development, encouraging students to change consciously without punishment or coercion.

The restitution triangle functions as an approach to addressing student violations (Febriyanti & Jalinus, 2024). This approach emphasizes behavioral change driven by internal awareness rather than external punishment or pressure (Michaelsen & Esch, 2023). This way, students can independently and responsibly correct their mistakes, ultimately shaping positive disciplinary character. This aligns with the principle that behavioral changes rooted in self-awareness tend to be more long-lasting and have a greater impact on student character development.

Positive effects also result from the habitual practices implemented at Totogan Elementary School. These practices play a significant role in reinforcing students' character in alignment with the Profil Pelajar Pancasila. Routines performed consistently and repeatedly help embed good behavior and attitudes into students' daily lives (Yogyanto et al., 2024). This process assists students in thinking and acting correctly across various situations. Such habitual practices are crucial for instilling values such as kindness, discipline, and responsibility in their lives.

Additionally, extracurricular activities conducted at Totogan Elementary School significantly impact students, particularly in developing their potential, talents, and interests. These extracurricular programs provide a platform for students to participate in various fields such as science, sports, arts, and religion. This makes students feel very happy as they can develop according to their interests and talents. These activities aim to enhance students' abilities, personalities, cooperation, and independence while supporting national education goals.

The extracurricular programs at Totogan Elementary School are designed to optimize students' personal development. Students can participate in activities that align with their talents and interests, such as arts, sports, or scientific pursuits. These extracurricular activities also teach students to collaborate, communicate effectively, and improve their skills in various domains. This aligns with findings where such activities provide an outlet for talents and support the development of more independent and responsible student characters (Pisriwati et al., 2024; Widyastuti et al., 2024).

The impact of these extracurricular activities is highly positive, as students gain enjoyable experiences and learning opportunities that enhance their social skills, leadership abilities, and creativity. These activities teach students to collaborate with peers, maintain discipline, and commit to assigned tasks. This undoubtedly supports a more holistic educational goal,

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where students excel academically and possess strong character and adequate skills to face future challenges (Sanjani, 2024).

Overall, implementing classroom agreements, the restitution triangle, habitual practices, and extracurricular activities at Totogan Elementary School has profoundly impacted character development among students. These approaches help students become disciplined, responsible individuals with high self-awareness (Siswanto & Afandi, 2024). These programs contribute to shaping students' characters following the Profil Pelajar Pancasila, which is expected to have a lasting positive impact on their development.

In conclusion, Totogan Elementary School has effectively implemented a positive culture through classroom agreements, restitution, habitual practices, and impactful programs. These initiatives have resulted in students whose character aligns with the ideals and values of Pancasila. This underscores the importance of character formation based on the noble values of Pancasila as a foundation for education in Indonesia.

CONCLUSION

Implementing a positive culture in schools can be achieved through various mutually supportive methods, such as establishing classroom agreements to create a safe and supportive learning environment. Additionally, the application of the restitution triangle serves to help students set goals, build positive discipline, and recover after making mistakes. Daily structured habits embedded in the school's standard operating procedures (SOP) are also crucial for strengthening students' character, which aligns with the values embodied in Profil Pelajar Pancasila. Furthermore, diverse extracurricular activities are organized to provide students with opportunities to develop their potential, talents, and interests in various fields, ranging from science and arts to sports.

Based on the study's findings, it can be concluded that implementing a positive culture at Totogan Elementary School has successfully shaped students' character in harmony with Profil Pelajar Pancasila. The various approaches applied have proven effective as a foundation for cultivating student character that aligns with the demands of the current independent curriculum. Thus, the positive culture implemented at this school focuses on academic achievement and emphasizes holistic character development, shaping students into individuals with integrity, discipline, and a clear sense of purpose. Further research could examine implementing positive culture in schools with different geographic, social, or cultural contexts to see whether similar methods remain effective or require specific conditions.

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