

Building Children's Character Through The Pancasila Student Profile Strengthening Project At Tk It Al-Kiswah Bengkulu City

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Abstract

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This study aims to examine character building through the Pancasila student profile strengthening project at TK IT Al-Kiswah, Bengkulu City. The research subjects were classroom teachers and children from Class B III Ummar Khayyam. This research used a descriptive qualitative approach, in which the data were presented in detailed and in-depth narrative form. Data collection techniques included observation, interviews, and documentation. The results show that building children's character through the Pancasila student profile strengthening project at TK IT Al-Kiswah has been effective in fostering character values through learning activities with the theme "Imagination and Creativity". This project has played an important role in instilling character values such as religiousness, honesty, responsibility, discipline, hard work, tolerance, collaboration, global diversity, creativity, faith, piety, and independence, although critical reasoning skills still need to be improved. Thus, the Pancasila Student Profile Strengthening Project at TK IT Al-Kiswah has proven effective in shaping children's character from an early age.

Keywords: *Children's character, Pancasila student profile strengthening project*

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INTRODUCTION

Character education for children is an essential aspect of life, aiming to shape students who understand, care about, and internalize moral values in their behavior. Character encompasses traits, attitudes, and morals that distinguish one person from another. Character education seeks to instill commendable behavior in worship, social interactions, and relationships with the environment. This process involves the role of the surrounding environment, especially parents, through advice, habituation, role modeling, and reinforcement (Khaironi, 2019).

From various sources, it can be said that issues in character education are often caused by the failure of schools to fully develop students' character and the lack of moral habituation, discipline, motivation, and self-confidence in children. Problems in character education include the school's failure to shape students' character holistically (Faiz, 2021). Schools tend to focus only on moral knowing and moral training without habituating students to consistently practice moral actions (Sidik Iriansyah, 2020). The decline in moral character is also influenced by social media, insufficient parental supervision, and undisciplined behavior (Santa, 2023).

An education system that overly emphasizes intellectual aspects often neglects character development (Salirawati, 2021). Other issues include low levels of discipline, lack of politeness, and the dominant influence of technology and the surrounding environment (Mahmuda Urbaningkrum et al., n.d. 2022). Children also show signs of poor concentration, boredom, and reluctance to greet their teachers (Fifi Khoirillah, 2022).

The weak integration of moral values into learning and the lack of embedded character education in the curriculum are further obstacles (Hayati & Fadriati, 2023; Ichwenty Sabir & Hajar, 2024). Additionally, differences in cultural backgrounds and limited support from parents and teachers complicate the process of building children's character (Santa, 2023).

Based on preliminary observations conducted at TK IT Al-Kiswah, Bengkulu City, it was found that some children did not demonstrate good character during the Pancasila Student Profile Strengthening Project learning activities. There were still children who were not independent, lacked self-confidence, refused to share toys with their friends, and did not clean up their toys. These behaviors indicate that the children's character development is still very low. In fact, young children should already be taught to develop good character, such as behaving politely, being honest, caring, fair to their peers, confident, and responsible.

This study aims to build children's character through the Pancasila Student Profile Strengthening Project at TK IT Al-Kiswah, Bengkulu City. The main focus of this research is to identify how character values such as religiousness, honesty, responsibility, discipline, hard work, tolerance, collaboration, global diversity, creativity, faith, piety, and independence are instilled in children.

RESEARCH METHOD

This study used a descriptive qualitative approach to build children's character through the Pancasila Student Profile Strengthening Project. The research was conducted at TK IT Al-Kiswah, Bengkulu City. The informants in this study consisted of classroom teachers and children from Class BIII Umbar Khayyam, who were selected purposively because they were considered knowledgeable about and directly involved in the learning activities. Data were collected through interviews, observation, and documentation. Interviews were used to gather information from informants about building children's character through P5 activities, while observations were carried out to directly observe the implementation of the learning method in the classroom. Documentation was used to support the collected data, such as photos of activities and learning documents. Data were analyzed using the interactive analysis model by Miles and Huberman, which includes data collection, data reduction, data display, and drawing conclusions. Data validity was tested using source and technique triangulation, as well as member checking with informants to ensure the accuracy of the researcher's interpretations (Saifuddin Azwar, 2011).

RESEARCH RESULTS AND DISCUSSION

This study aims to describe how teachers build children's character through the Pancasila Student Profile Strengthening Project. Based on data obtained through observation, interviews, and documentation, it was found that the (P5) activities

were used as one of the learning strategies to enhance the character development of early childhood students, particularly in aspects related to the Pancasila Student Profile Strengthening Project.

The (P5) project an effective method for building children's character at TK IT Al-Kiswah based on the results of observations and interviews conducted at TK IT Al-Kiswah, the (P5) project has proven to be an effective and enjoyable method for building children's character from an early age. This is achieved through the dimensions of the pancasila student profile strengthening project (Kemdikbud, 2020):

1. Aspects of the Pancasila Student Profile Strengthening Project Dimensions

a. Have faith and devotion to God Almighty and have good morals

Children who have noble character are students who have morals in their relationship to God Almighty. Understand religious teachings and beliefs and apply them in everyday life.

Teachers can build this character by involving children in the practice of worship together, getting used to interacting with the surrounding environment, and instilling empathy and compassion for all creatures created by Allah SWT. In this way, children not only learn cognitively, but also experience real religious values in everyday life.

b. Critical Reasoning

Children with critical reasoning are able to judge or differentiate and are able to think objectively to process, analyze, evaluate and conclude information.

Teachers can develop critical reasoning dimensions to build children's character by encouraging them to dare to ask questions, discuss and solve problems. Children are trained to think logically, draw conclusions, and respect each other's opinions. Positive feedback helps children learn to be humble and responsible. Thus, learning to reason critically not only trains how to think, but also forms good character.

c. Working Together

Mutual cooperation is the ability to carry out activities together voluntarily so that activities run smoothly, easily and easily. This ability is based on the nature of fairness, respect for fellow human beings, reliability, responsibility, caring, compassion and generosity.

Teachers can instill the character of mutual cooperation through direct learning that actively involves children, for example by tidying up the classroom together. In this way, children get used to working together, being responsible and helping each other.

d. Global Diversity

Global diversity encourages the development of pride and understanding of diversity and national identity, national spirit, unity and complete patriotism as well as love for the homeland as a form of nationalism.

Teachers play an important role in instilling mutual respect through interactive approaches, storytelling and direct experience. In this way, children grow into individuals who are open and appreciate diversity.

e. Creative

Creative children are those who are able to modify and produce something meaningful and useful. Creative thinking means a thought process that generates new ideas and questions, tries alternative options, evaluates ideas using imagination and has flexibility in thinking.

Teachers foster children's creativity by providing space to explore and be creative. Through drawing, telling stories and creating works, children are encouraged to think freely and dare to try new things.

f. Independent

Independent children are students who are responsible for the process and results of their learning through the initiative to recognize themselves, their limits and their potential. They are encouraged to learn independently so they are able to perform well, actively develop themselves, achieve achievements, experience positive emotions, feel competent, and focus on mastering knowledge and skills.

Teachers build children's independence and responsibility by providing motivation, assistance and reminders. Children are accustomed to making their own decisions, eating without help, and tidying things up. In this way, independent character and social skills can be formed well.

2. Learning through (P5) Activities (Imagination and Creativity Theme

The results of observations in Group B III (Ummar Khayyam) TK IT Al-Kiswah Bengkulu City show that learning through the project to strengthen the profile of Pancasila students (P5) with the theme "Imagination and Creativity" was carried out through several stages. The teacher starts by explaining the material, then gives directions for the children to create works in the form of "My First Book" in the form of images according to their imagination. Children prepare tools and materials, sketch free pictures, color, and give names to the pictures they have made.

During the process of making "My First Book", several character dimensions were successfully developed through this P5 activity (Kemdikbud, 2020), including:

1. Have faith, be devoted to God Almighty, and have noble character, which is reflected in the children's habit of keeping the environment clean by throwing leftover materials into the trash.
2. Critical reasoning, which is visible when children actively ask questions about the activities being carried out.
3. Mutual cooperation, which can be seen from cooperation between friends when working in groups in class.
4. Global diversity, which emerges through the diversity of ideas and artistic works of children's drawings.
5. Creative, which can be seen from the unique, good and original images.
6. Independent, which can be seen when children are able to complete their own work well.

At the evaluation stage, children present their work in front of the class according to their individual imagination and creativity. Assessment is carried out based on the process, final results, and children's enthusiasm during the activity. From the observations, most of the character dimensions have developed well, although strengthening the critical reasoning aspect still requires special attention. Through the results of the observation assessment scores which contain details of

the characters that have appeared and have not yet appeared, they are also presented in diagram form to facilitate understanding as below:

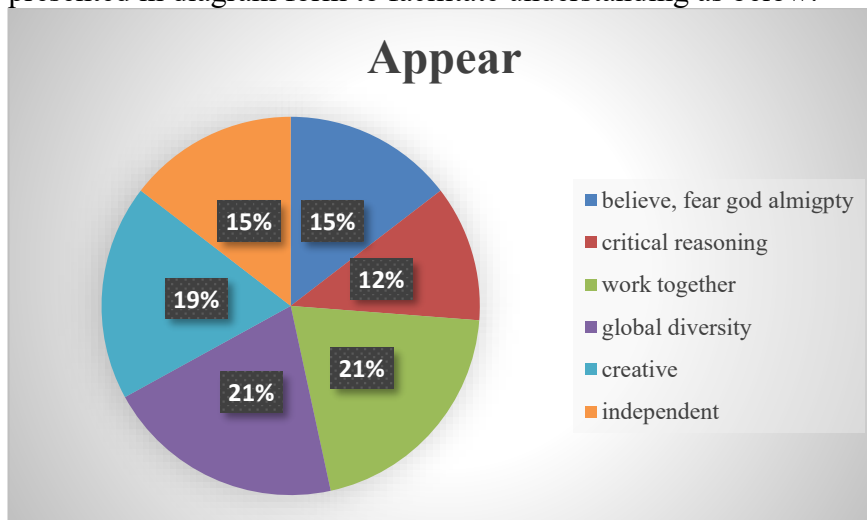


Diagram 1. Research Result Data Appearing in the Al-Kiswah IT Kindergarten, Bengkulu City.



Diagram 2. Data from research results that have not yet appeared at Kindergarten It Al-Kiswah, Bengkulu City.

Based on the results of the diagram, the most dominant character dimensions appearing in Al-Kiswah IT Kindergarten children are mutual cooperation and global diversity (21%), followed by creativity (19%), and faith, devotion to God Almighty, and independence (15% each). Meanwhile, the critical reasoning dimension has the lowest percentage of occurrence (12%). Even though most of the character dimensions have begun to develop, strengthening critical reasoning abilities still needs to be optimized, considering that the highest percentage has not yet emerged (37%). Apart from that, the characters of faith, piety and independence have not yet emerged at 22%, creativity at 9%, and mutual cooperation and global diversity at 5% each. This data emphasizes the need for more varied learning strategies to foster critical thinking skills so that they are balanced with other character dimensions.

In conclusion, from the results of observations and interviews, building children's character through the project to strengthen the profile of Pancasila students (P5) at TK IT Al-Kiswah Kindergarten, Bengkulu City has proven to be effective in forming and growing children's character from an early age, especially in the aspects of religion, honesty, responsibility, hard work, tolerance and independence. Meanwhile, learning (P5) with the theme "Imagination and Creativity" is also quite effective in cultivating the character of working together, global diversity, creativity, faith, piety and independence. Although strengthening the critical reasoning dimension still requires special attention. Thus, the project to strengthen the profile of Pancasila students (P5) at TK IT Al-Kiswah Kindergarten in Bengkulu City is effective in building children's character from an early age.

CONCLUSION

Based on the results of research regarding building children's character through a project to strengthen the profile of Pancasila students (P5) at TK IT Al-Kiswah Kindergarten, Bengkulu City, it can be concluded that it is very effective and plays an important role in shaping the character of early childhood. The activities designed, especially through the theme "Imagination and Creativity", are able to foster character values such as religiousness, honesty, responsibility, discipline, hard work, tolerance, mutual cooperation, global diversity, creativity, faith, piety and independence through methods of habituation, example, direct practice and social interaction. However, the critical reasoning dimension still needs to be improved through more varied learning strategies and consistent habits so that all dimensions of the Pancasila student profile can develop in a balanced way in children. Thus, the project to strengthen the profile of Pancasila students (P5) at TK IT Al-Kiswah Kindergarten, Bengkulu City, is effective in building children's character from an early age.

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