

Preliminary Study of Ethno-Social Learning Advancement to Enhance the Value of Pancasila Student Profiles

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Abstract. The need for a preliminary investigation into the invention of an ethno-social learning model to raise the value of the Pancasila student profile serves as the driving force behind this research. To enhance the value of the Pancasila student profile of elementary school students, the preliminary study of the need for the advancement of an ethno-social-based learning model is the goal of this study. This study is mix methode and employs the survey method. This study collected data via a questionnaire and observations that were descriptively analyzed. The study's findings indicate that to maximize the value of the Pancasila student profile, an ethno-social learning model must be developed. To enhance the value of the Pancasila student profile, an ethno-social learning model can be created using the implications of this research as a foundation.

Keywords: ethno-social, Pancasila student profile, preliminary research

1 Introduction

According to the regulation of the minister of education and culture number 20 of 2018 concerning the determination of the Pancasila student profile, the Pancasila student profile is an educational mandate announced by the president of the Republic of Indonesia [1]. For the Indonesian national education system to prioritize divine values, have a strong character, have a noble character, excel, be able to innovate, and master technology, the Pancasila student profile was created [2]. Additionally, the lowered implementation of character values in people's lives contributed to the development of the profile of Pancasila students. It is hoped that students in Indonesia will return to using the Pancasila student profile as they go about their daily lives [3]. The educational aims of Pancasila students are also anticipated to be guided by their profile. In education, knowing the direction of the goal is crucial so that both teachers and students are aware of the objectives to be met.

Early development is necessary to create the Pancasila student profile, including kids in elementary school [4]. Elementary schools can be the initial foundation in developing the value profile of Pancasila students. Elementary schools are institutions designed to impart basic knowledge and abilities [5]. This design includes values and personality. According to the literature review, character values are appropriately applied at the elementary school level [6]–[9]. Elementary school students are in the phase of recognizing good and bad. This phase makes internalizing the values found in Pancasila students' profiles easier. To help Pancasila students develop their values, elementary school teachers have a responsibility.

The Pancasila student profile can be combined by teachers to enhance learning. For elementary school students to internalize the values found in the Pancasila student profile, teachers must be able to create effective learning models. In elementary schools, the learning

model is crucial to the learning process [10]–[12]. The learning model can serve as a teacher's manual for implementing teaching to meet learning goals. In elementary schools, choosing a learning model is crucial [12]. The right learning model preference will enable elementary school students to learn more effectively and achieve better learning outcomes [13]. The learning models chosen in elementary schools must take into account the characteristics and surrounding circumstances of the students.

Elementary school students are children who are in the concrete operational period as a reference in choosing learning models. Contextual learning models that engage students actively in the learning process are essential for teachers to employ [14]. For students in elementary school to explore the information in their environment, the learning model must be capable of making use of the surroundings [15]. The social environment is one type of environment that elementary schools can use to enhance learning. Students can interact with one another in the social environment. An environment that is very close to students is a part of the social environment [16]. As a result, making use of the social environment can be an alternative learning strategy that fits the needs of elementary school students.

However, in practice, elementary schools do not use the social environment as a major source of learning. Teachers continue to be rigid in their approach to teaching, concentrating solely on the classroom's learning resources. Even though there are numerous educational resources available in classrooms, the social environment can also be used to enhance learning. The social environment also helps students develop their values and character. Therefore, students can more easily put their values and morals, including their student profile, into practice in a social environment where there is a wide range of interaction.

According to the literature review, there hasn't been any research on learning models that take the social environment into account when enhancing the value of the Pancasila student profile. Also, there hasn't been a learning procedure that incorporates social and cultural concepts. The social environment and the Pancasila student profile are inextricably linked to the cultural concept. The state of the environment is impacted by culture as a habit. The moral standards that prevail in society are also influenced by culture. It is impossible to separate the concept of culture, the social environment, and the profile of Pancasila students from the learning process. The ethno-concept is the concept of incorporating culture into education. There has never been research on ethno-social studies in primary education, even to raise the profile of Pancasila students. To maximize the value of the Pancasila student profile, a preliminary study is required to look at the need to create an ethno-socially based learning model for elementary school students. Concerning the value of the Pancasila student profile, the goal of this research is to determine the necessity of developing an ethno-social-based learning model.

2 Method and Materials

This study is mix methode. A survey method is used in this study. The need for creating an ethno-social learning model for elementary school students was examined using the survey method. This survey technique is frequently employed as the foundation for creating educational materials.

The learning model, the availability of learning resources such as textbooks, the perceptions of teachers and principals, and the responses of teachers and students related to Pancasila student profile are sources of data needed in analyzing the needs of this learning model.

Principals, teachers, and students in Langsa city made up the study's population. A proportional sampling method was used to choose the sample. Then 30 students, four teachers,

and two principals were chosen. Questionnaires and observations were used to collect the data for this study. Data on all variables were gathered using a questionnaire. The teacher was observed using the interview technique as supporting data. Data analysis employed techniques for descriptive data analysis.

3 Results and Discussion

To improve the profile of Pancasila students in elementary school students in terms of principals, teachers, and students, the results of this study were used to determine the need for developing an ethno-social-based learning model. The following table displays the results of the calculation of the teacher, school principal, and student questionnaires.

Table 1. Responses of principals, teachers, and students on the need for development of ethno-social-based learning models.

No	Source of Data	N	Type of Data	M	SD	Description
1	Principal	2	Principal's response regarding ethno-social	66,87	5,87	Sufficient
2	Principal	2	Principal's response regarding the learning models and tools used by teachers	67,98	3,87	Sufficient
3	Principal	2	Principal's response regarding the development of an ethno-social-based learning model	84,93	2,83	Good
4	Teachers	4	Teacher's response regarding ethno-social	53,38	2,38	Poor
5	Teachers	4	Teacher's response regarding the model and learning tools used	54,27	3,28	Poor
6	Teachers	4	The teacher's response regarding the value of the Pancasila student profile	53	3,29	Poor
7	Teachers	4	Teacher's response regarding the ethno-social-based learning model	92,82	2,38	Good
8	Students	30	Student responses regarding the value of the Pancasila student profile	53,48	7,39	Poor
9	Students	30	Student responses regarding the ethno-social-based learning model	83,28	1,23	Good

It is determined that the principal's response to the ethno-social learning model is sufficient. The principal's knowledge of ethnosocial-based learning models is sufficiently demonstrated by this response. The elementary school students' need for developing ethnosocial-based learning was also mentioned by the principal. The principal's response to the teaching methods and resources employed by the teachers is considered sufficient. This response suggests that to facilitate learning, teachers must create models and tools for teaching. The response from the principal to the invention of an ethno-social-based learning model is rated as good. This response indicates that an ethno-social learning model for elementary school students is necessary. This indicator is significant because there is no developed ethno-social learning process in elementary schools.

The teacher's response to ethno-social is categorized as poor. This response demonstrates how little teachers still understand the ethno-social basis of learning. The teacher's response to the models and learning tools used is categorized as poor. This poor result shows that the teacher has not yet created models and teaching resources for the academic process. The teacher's response to the value of the Pancasila student profile is categorized as poor. This response proves that the learning models and tools are still not commonly used by teachers in classrooms. Teachers still preferred traditional teaching methods. The ethno-social learning model received a good response from the teacher. This response suggests that to support the educational process in elementary schools, an ethno-social-based learning model needs to be created.

Student responses about the value of the Pancasila student profile are categorized as poor. This response indicates that elementary school students did not represent Pancasila students' values at school. Meanwhile, Students' response to the ethno-social-based learning model are rated good. This response indicates that elementary school students prefer an ethno-social learning process.

Overall, the questionnaire results show that the principal, teachers, and students all agreed on the importance of developing an ethno-social based learning model because there is no learning process in elementary schools that involves the environment. The findings from the researchers' observation activities support this analysis. According to observations made by researchers in three elementary schools, teachers continue to exclude the social environment from the learning process. The teacher is teaching the students by referring to the teacher's and student's books. The teacher also excludes the surrounding culture, although the learning process can incorporate elements of local culture. This situation demonstrates that the teacher's teaching process still excludes aspects of culture and social environment. As a result, the findings of this observation support the questionnaire analysis that an ethno-social-based learning model for elementary school students is required.

The findings of this study are supported by the findings of Widyaningrum's research. According to the study's findings, a needs analysis was conducted to develop an ethnosience-based learning model to enhance the quality of science learning and instill the value of local wisdom in elementary school students [17]. Meanwhile, this current study looks at the needs analysis of developing ethno-social-based learning models to improve the profile of Pancasila students.

According to the findings of this study, elementary school teachers have not included the local social and cultural environment in the learning process. The social environment is the interaction of humans with their surroundings [18]. This study also demonstrates the importance of incorporating an ethno-social learning model into the elementary school learning process to raise the profile of Pancasila students. Ethno-social learning is a social learning process that incorporates cultural elements. Culture and social environment aspects must be developed in the current era [18]–[20]. Cultural and social values have begun to disappear in this era [21]. Many students are unaware of their own culture [22]. We frequently see students with low social interaction, both with their friends and the social environment [23]. This condition proves that character values among Indonesian students remain low. The character values of elementary school students are stated in the Pancasila student profile. This Pancasila student profile serves as a model for how students in Indonesia should think and behave.

The profile of Pancasila students is a form of development of Indonesia's national education goals. The profile of Pancasila students becomes the main guideline in developing all forms of policies related to the education system. The profile of Pancasila students can be a reference in developing student competencies in deepening the character of the nation. The profile of Pancasila students must be understood by all education components. In addition to

understanding the profile of Pancasila students, it must also be implemented in daily life in order to achieve Indonesia's national education goals. According to the study's findings, students and teachers are still not practicing the values of the Pancasila student profile. As a result of the development of this ethno-social-based learning model, it can be used to increase the value of the Pancasila student profile

4 Conclusion

According to the findings of this study, it is necessary to develop an ethno-social-based learning model in order to increase the value of the Pancasila student profile based on the results of distributing questionnaires and conducting interviews with principals, teachers, and students.

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