

## **Fostering Multicultural-Based Character Formation through the Strengthening of Pancasila Student Profiles Project in Madrasah Ibtidaiyah**

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### **Abstrak**

Pendidikan karakter merupakan hal yang sangat penting dalam konteks pendidikan di Indonesia yang dihadapkan pada tantangan globalisasi dan keragaman budaya. Karakter multikultural menjadi kunci dalam menghadapi dinamika global dan perbedaan budaya. Pancasila, sebagai dasar negara Indonesia, mengandung nilai-nilai multikultural yang kuat dan dapat menjadi landasan yang relevan dalam pembentukan karakter multikultural. Namun, penelitian yang memeriksa dampak penggunaan profil siswa Pancasila dalam pembentukan karakter multikultural peserta didik di Madrasah Ibtidaiyah (MI) masih terbatas. Penelitian ini bertujuan untuk menyelidiki bagaimana program penguatan profil siswa Pancasila digunakan dalam MI dan dampaknya terhadap pembentukan karakter siswa. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan pengumpulan data melalui analisis dokumen, survei, dan wawancara. Penelitian ini diharapkan akan memberikan wawasan lebih lanjut tentang cara-cara efektif dalam menerapkan pendidikan karakter multikultural dalam MI yang sejalan dengan nilai-nilai Pancasila. Hasil penelitian ini diharapkan dapat memberikan kontribusi dalam pengembangan metode serupa untuk pembentukan karakter siswa di lembaga pendidikan lainnya. Selain itu, diharapkan bahwa pembentukan karakter multikultural ini akan membantu siswa MI menjadi individu yang lebih terbuka, toleran, dan mampu berkontribusi positif dalam masyarakat yang kaya akan keberagaman budaya. Penelitian ini memberikan peluang untuk menggali potensi Pancasila sebagai landasan yang kuat dalam membentuk karakter multikultural di dunia pendidikan Indonesia.

**Kata kunci:** Pendidikan karakter, Multikultural, Pancasila

### **Abstract**

Character education holds paramount importance in the Indonesian education landscape, particularly in the face of globalization challenges and cultural diversity. Multicultural character is pivotal in navigating global dynamics and cultural differences. Pancasila, as the foundational philosophy of Indonesia, encapsulates

strong multicultural values and can serve as a pertinent foundation for shaping multicultural character. However, research examining the impact of using Pancasila student profiles in fostering students' multicultural character in Madrasah Ibtidaiyah (MI) remains limited. This research aims to investigate how the Pancasila student profile strengthening program is employed within MIs and its implications for students' character development. The research employs a qualitative descriptive approach, with data collected through document analysis, surveys, and interviews. This study seeks to provide further insights into effective methods for implementing multicultural character education within MIs that align with the values of Pancasila. The findings of this research are anticipated to contribute to the development of similar methods for character development in students across other educational institutions. Furthermore, it is expected that this cultivation of multicultural character will enable MI students to become more open-minded, tolerant, and capable of making positive contributions to their culturally diverse communities. This research offers an opportunity to explore Pancasila's potential as a robust foundation for nurturing multicultural character within the Indonesian educational sphere.

**Keywords:** Character education, Multicultural character, Pancasila

## INTRODUCTION

We live in an increasingly multicultural society in our time globalization, with various cultural backgrounds, ethnicities, religions and different values. This makes social harmony and intercultural understanding challenging. Madrasah Ibtidaiyah, an Islamic educational institution, has an important role in building children's character. One of the character education approaches used at Madrasah Ibtidaiyah is the Pancasila Student Profile Strengthening Project Program, which means character building education for students through the implementation of the Pancasila student project.. Even though multiculturalism exists in society, students in madrasah often do not understand and understand multiculturalism, which can lead to prejudice, conflict and intercultural misunderstanding. The Project Program for strengthening the profile of Pancasila students can help build multicultural character at Madrasah Ibtidaiyah. However, research is needed to measure the extent to which character formation can be implemented through a project program to strengthen the profile of Pancasila students.

Research examining the impact of the Project program to strengthen the profile of Pancasila students on multicultural understanding, tolerance and character of Madrasah Ibtidaiyah students is very necessary. This research can provide a better understanding of how to implement multicultural character education at Madrasah Ibtidaiyah. This can help build a more inclusive and harmonious society.

It cannot be denied that Indonesian society consists of various ethnic groups, cultures, religions, etc., which makes it simply called a multicultural society. However, on the other hand, multiculturalism requires the reconstruction of

"Indonesian national culture", which will function as the "binding force" that unites all the ethnic and cultural diversity that exists in Indonesia. According to Jumsai (2008:18), There are two types of character education: wordly education (worldly education), and educare. Oral education will provide the knowledge necessary to find work. On the other hand, Educare will foster hidden character values in a person and turn him into a good person. Education is related to educating the head, while educare is related to educating the heart.

Character and multicultural education is very important to build character, instill and realize existing norms. This is because character values are an important part of all subjects and activities at school and at home. Our lives also have character values. According to Fathurrohman et al. (2013), character education gives students the ability to handle their own problems, increases their sense of responsibility, improves their academic achievement, and creates a better school environment.

Lisa Retnasari and Hidayah in their research entitled "Multicultural Education in Co-curricular Programs in Madrasas" explain the process of implementing multicultural education as a means of building national character through curricular programs in elementary schools. Meanwhile, research from researchers discusses multicultural-based character formation through the Pancasila student profile strengthening project program. (Retnasari et al., n.d.)

Asih Riyanti and Neni Novitasari in their research "Local wisdom-based education for elementary school students" explain that multicultural education for students is very important. Elementary teachers must design learning processes that integrate multicultural education based on local wisdom. This is part of a positive contribution to fostering nationalism and multicultural attitudes in students from an early age. Wisdom-based multicultural introduction aims to form

the character of the country's children who can accept, understand and respect all people of different races, personalities, social backgrounds, ethnicities, customs and religions. Efforts to learn multicultural education in elementary schools must be carried out as a means of training and awareness for the younger generation, so that they can accept and appreciate all multicultural differences. Meanwhile, researchers discuss multicultural-based character formation through a project program to strengthen the profile of Pancasila students. The school studied by the researcher was Madrasah Ibtidaiyah which is Islamic-based and has private status. (Ritme & 2016, n.d.)

Kurotul Aeni and Tri Astuti in "Implementation of multicultural values in Madrasas" discuss the existence of a dual curriculum program, namely the combination and integration of national and international (Cambridge) curricula which balances student potential, opportunities, ethnic background, religious beliefs and ideals. creating individuals to socialize with different cultures (Aeni & Astuti, 2020). Meanwhile, researchers discuss multicultural-based character formation through a project to strengthen the profile of Pancasila students.

Dwi Nur Umi Rahmawati in her writing "Art learning in MI/SD is multicultural based.

This research discusses how through multicultural-based art learning, students are trained to sincerely appreciate the diverse richness of art and culture in Indonesia. Meanwhile, researchers discuss multicultural-based character formation through a project to strengthen the profile of Pancasila students. (Nur & Rahmawati, 2021)

Ulya Nur Kusnaeni et al in their research "Character and Multicultural Education as Character Builders for the Nation's Children in Banyusari State Elementary Schools" discuss the application of habituation methods in the formation of multicultural character in Banyusari State Elementary Schools and find out the factors that support and hinder the character formation of students in State Elementary Schools. Banyusari. Meanwhile, the researchers examined multicultural-based character formation through a project to strengthen the profile of Pancasila students. (Ulya Kusnaeni et al, 2022)

Nurul Afifah in his research "Implementation of Multicultural and Cultural Based Learning in SD/MI" discusses the implementation of multicultural based learning which uses an approach to student needs. Meanwhile, the research carried out by the researchers was multicultural-based character formation through a project to strengthen the profile of Pancasila students. (Nur Afifah, 2017)

From all the previous research presented, the research conducted is very different from previous research. This research is a novelty, namely the formation of multicultural-based character through a project to strengthen the profile of Pancasila students which of course uses the Independent curriculum.

## **METHODS**

This qualitative descriptive research describes a situation being studied based on empirical data or based on real-time experience objects in the field. Madrasah Ibtidaiyah students carried out the Project for Strengthening the Profile of Pancasila Students with various activities. Data collection techniques in this research used observation, interview and documentation techniques.

## **RESULTS AND DISCUSSION**

### **1. Multicultural Based Caracter Formation**

The development of values and attitudes that respect, respect and understand cultural, ethnic, religious and social diversity among Madrasah Ibtidaiyah students is intended to form students' characters who are open to differences, tolerant of different views and beliefs, and able to interact harmoniously. with people from various cultural backgrounds. Among the important multicultural values are understanding, tolerance, respect for differences, and the ability to coexist peacefully in a culturally and religiously diverse society. This definition emphasizes the importance of these values—multicultural-based character education in the context of Madrasah Ibtidaiyah.

According to H.A.R. Tilaar revealed that the focus of multicultural education is no

longer directed solely at racial, religious, and cultural domains or mainstream groups. This kind of focus has been an emphasis on intercultural education which emphasizes increasing understanding and tolerance of individuals from minority groups towards the dominant mainstream culture, which ultimately causes people from minority groups to be integrated into mainstream society.

With the development of a multicultural-based education model, it is hoped that it will be able to become an effective method of reducing conflict. Apart from that, multicultural education can instill and change students' thinking to truly sincerely appreciate ethnic, religious, racial, and inter-group diversity," Multicultural education is an attitude of "caring" and wanting to understand (difference), or the politics of recognition ( politics of recognition of people from minority groups) H.A.R. Tilaar, 2002)

The aims of multicultural education are divided into 3 types, namely:

a. Goals related to attitudes (attitudinal goals).

Multicultural education related to attitudinal goals aims to develop cultural awareness and sensitivity, cultural tolerance, respect for cultural identity, responsiveness to culture, and skills for avoiding and resolving conflict.

b. Goals related to knowledge (cognitive goals).

The goal of multicultural education related to the knowledge aspect (cognitive goals) is to gain knowledge about other people's languages and cultures, and the ability to analyze and translate cultural behavior, and knowledge about awareness of cultural perspectives.

c. Goals related to learning (instructional goals).

Multicultural education goals related to learning (instructional goals) is to correct distortions, stereotypes, and misunderstandings about ethnic groups in textbooks and learning media; provides strategies for navigating differences in people's faces, providing conceptual tools for intercultural communication; develop interpersonal skills; provide evaluation techniques; helps clarify values; and explain cultural dynamics. (Abdullah Aly, 2003)

Multicultural education, as emphasized by James Banks in El Ma'hady, is at least education that has five interrelated dimensions as follows:

1. Content integration.  
Integrates various cultures and groups to illustrate fundamental concepts, generalizations, and theories in subjects/disciplines.
2. The knowledge construction process.  
Bringing students to understand the implications of culture in a subject (discipline).
3. An equity pedagogy.
4. Adapting teaching methods to the way students learn to facilitate the academic achievement of students who are diverse in terms of race, culture, or social.
5. Prejudice reduction.

Identify the racial characteristics of students and determine their teaching methods. (El-Ma'hady, 2004)

Train groups to participate in sports activities, and interact with all staff and students of different ethnicities and races to create an academic culture. (Anin Nurhayati, 2011)

Character education aims to instill character values through understanding and actions that support these values. The function of character education is to shape a person's personality so that they can become a well-behaved individuals. Character education is very important for students because it helps improve academic and non-academic achievements by using character which is formed by certain values, such as:

- a. Honesty
- b. Tolerance among friends
- c. Creative
- d. Independent
- e. Nationalism
- f. Responsible and religious

#### **1. Project for Strengthening Pancasila Student Profiles**

The independent curriculum is an educational program that aims to build student character through the idea of the Pancasila Student Profile. The goal of Indonesian national education is to shape the character of the Pancasila Student Profile (Kahfi, 2022).

The Pancasila student profile has six character dimensions. They are believers, devoted to God Almighty, have noble character, work together, have global diversity, and think critically, creatively, and independently (Inayah, 2021). Learning at school forms the profile of Pancasila students, which includes face-to-face (extracurricular) learning, extracurricular learning, and project-based co-curricular learning. Extracurricular learning covers 70-80% of lesson hours, and co-curricular learning covers 20-30 percent of lesson hours (Wulandari, 2022). The independent curriculum is different from the independent curriculum in that there is co-curricular learning which focuses on strengthening the character of the Pancasila Student Profile and soft skills. This learning is called the Pancasila Student Profile Strengthening Project, or P5.

The Pancasila Student Profile is a description of Indonesian students who are lifelong learners, competent and have character and behavior that follow Pancasila values. The Project for Strengthening the Profile of Pancasila Students (P5) is an interdisciplinary learning in observing environmental problems and has solutions to strengthen various skills of the profile of Pancasila students. (Ade Tutty, 2022).

The Pancasila Student Profile Project Program is superior to the Independent Curriculum. The aim is to develop the Pancasila Student Profile character in each student through project-based learning. P5 emerged when practitioners and

educators realized that the educational process must be related to everyday life. Ki Hajar Dewantara also supports this, stating that learning outside the classroom is very important so that students not only gain knowledge but also experience it. (Satria, et al., 2022)

Projects Strengthening the profile of Pancasila students is not just project-based learning that has outputs in the form of products. The main mission of the Project for Strengthening the Pancasila Student Profile is to strengthen the character of the Pancasila Student Profile in students through project activities. The dimensions that have been chosen to be realized must be visible to students even if they are not significant. This is following the aim that through projects students can display the expected profile (Jufri, 2022)

One part of the effort to realize character education in schools is the implementation of the Project for Strengthening the Profile of Pancasila students. The Merdeka Mengajar Platform and the Ministry of Education and Culture, Research and Technology guide implementing the Project for Strengthening the Profile of Pancasila Students. Teaching devices can be used by teachers independently and can be changed according to school conditions and readiness (Atmaka, 2022).

Project activities for strengthening the profile of Pancasila students at Madrasah Ibtidaiyah are carried out in the fourth week of every month. Usually, before implementing the Project to Strengthen the Profile of Pancasila Students, teachers prepare several programs to be implemented. The expected impact of implementing the Project for Strengthening the Pancasila Student Profile at Madrasah Ibtidaiyah is to strengthen aspects of the Pancasila Student Profile. Students pay attention to their environment, their friends, and their educators. This shows how faithful and devoted they are to God Almighty. By remaining clean, moral elements towards nature are realized. Elements of morals towards fellow humans are manifested through greetings, smiles, and mutual respect, both towards teachers and friends. The togetherness of students to carry out P5 together shows cooperation. When students see, find problems, and create solutions, they demonstrate critical reasoning. The diversity of students in carrying out the Project for Strengthening the Profile of Pancasila students is very creative. This multicultural-based character can emerge when students carry out P5 activities well. So the hope is that by implementing the Project to Strengthen the Profile of Pancasila Students in Learning, the multicultural character of these students can be formed

## **CONCLUSION**

Character education is a conscious effort to shape students into positive people, with good character, a noble spirit, and responsible in everyday life. Character education is defined as an effort to shape and build students' thought patterns, attitudes, and behavior so that they become positive people, have good morals, have a noble spirit, and are responsible. To implement multicultural-based character education in schools, appropriate, effective, and participatory strategies need to be chosen to involve all aspects of education. The right strategy chosen will provide the best results in building

student character. The multicultural-based character education model through the Pancasila student profile strengthening project program is very appropriate in forming the character of Madrasah Ibtidaiyah students. So it is hoped that teachers can design various forms of activities to implement the Project program for Strengthening the Profile of Pancasila students.

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