

Understanding the Essence of Class Culture in Building the Pancasila Learner Profile: An Approach to Quality Education

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Abstract:

This study uses a descriptive qualitative approach to explore the essence of classroom culture in shaping the profile of Pancasila learners in class XI PPLG at one of the state vocational schools in Surakarta. Through participatory observation and in-depth interviews, teachers have been shown to play a central role in integrating national values, such as the habit of praying, giving advice, and creating a learning environment that supports learners' social development. Practices such as cooperation activities, group sharing for presentations, and giving learners the freedom to be independent became an integral part of the classroom culture. The results show positive developments in learners' tolerance towards different religions and opinions. The conclusion of the study confirms the importance of a deep understanding of classroom culture as the main key to creating quality education, which not only transfers knowledge but also shapes learners' characters into a generation with intelligence, character, and personality.

Keywords: *Classroom Culture, Quality Education, Pancasila Learner Profile, Essence*

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Introduction

In the era of globalization and the industrial revolution 4.0, the challenges of education are increasingly complex. Education is not only required to produce academically intelligent graduates but also to have a strong character. This is in line with the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System, which is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To realize these national education goals, the right approach is needed. One approach that can be implemented is to build a positive classroom culture. Class culture is a set of values, norms, and beliefs shared by class members (Muchsini, B., & Siswandari, S. 2020). A positive classroom culture can create a conducive learning environment for students' character development.

Education as part of culture plays an important role in shaping the character of students as the next generation of the nation. The role of schools as educational units is very important in the formation and development of the nation's character. Education in schools is one of the most effective places to shape and develop student character to develop well in the surrounding environment (Haris, A. H. 2017).

In education, the essence of classroom culture is the main foundation in shaping the Pancasila learner profile. Character education is very important in the independent curriculum because it is related to strengthening the profile of Pancasila learners. Strengthening the profile of Pancasila learners can be done through the introduction of the culture that characterizes students (Syafaah et al 2023). The Pancasila learner profile consists of 6 dimensions, namely faith, global diversity, cooperation, independence, critical reasoning, and creativity (Kurniawati, R., & Amelia, A. R. 2022). In the classroom, teachers play a central role in formulating and implementing a classroom culture that supports learner development.

In education, the essence of classroom culture is the main foundation in shaping the profile of Pancasila learners. A deep approach to national values in the learning environment can be the foundation for creating quality education. In Law Article 5 Number 20 the Year 2003 paragraph (1): "Every citizen has the same right to quality education". Every citizen, regardless of their strengths and weaknesses, has the right to a quality education. In the classroom teachers play a central role in formulating and implementing a classroom culture that supports the development of learners (Kurniawati, R., & Amelia, A. R. 2022).

The importance of understanding and applying the values of Pancasila is reflected in real daily actions. Teachers not only give verbal emphasis but also integrate these values into every aspect of learning (Nurohmah, A. N., et al 2021). The habit of praying before and after learning, giving greetings, giving advice or motivation to students, and building a classroom environment that supports social development are part of the character-building strategy.

Teachers also actively involve learners in mutual cooperation activities and division of groups to present the results of discussions, thus encouraging collaboration and creativity (Ahmad, A. R., et al, 2019). In the context of student-centered learning, one of the widely used models is the learning cycle, where students are encouraged to understand concepts and find solutions to problems encountered (Safitri, P. A., 2023). Giving learners the freedom to present the results of the discussion according to the readiness of the group is important because it reflects an approach that provides space for learner independence.

Based on previous research by (Oktavianto, A. W., et al 2023). To realize the profile of Pancasila learners, teachers implement project-based learning that encourages students to work together and help each other. In addition, teachers also foster the value of gotong royong through routine classroom activities, such as cleaning the classroom and tidying up the facilities.

Through an integrated classroom culture approach, this article aims to explore the essence of building a Pancasila learner profile amid efforts to create quality education. Education is not only a transfer of knowledge but also a process of character-building based on national values. Therefore, an in-depth understanding of classroom culture is the main key to achieving this goal.

Research Method

his research is descriptive research by applying a qualitative approach. According to Moleong (2018), descriptive qualitative research is a research method that aims to understand an event or experience from the participant's point of view. This research uses qualitative data to reveal the meaning and participants' interpretations of these events or experiences.

In this study, sampling was done purposively, namely with certain considerations. Samples are taken in the form of things, events, people, situations that are observed, and respondents who can be interviewed (Abdussamad, 2022). The participants in this study were 35 PPLG class XI students and 3 teachers. Students were chosen because they have studied for several years and have a deep understanding of the character of students, especially spiritual morals. Further explanation about the participants is in Table 1.

Table 1. Interview Participants

No	Partisipan	Jenis Kelamin	Jumlah
1.	Students	Female	11
		Male	24
2.	Teacher	Female	2
		Male	1

To collect data, researchers conducted observations and interviews with participants who had been selected using a purposive sampling technique. Observation is a scientific method based on facts in the field or text, through observation of the five senses without manipulation (Hasanah, H, 2017). The observation sheet items were made based on Pierre Bourdieu's theory. Observation data was obtained when the subject teacher carried out learning practices for 1 meeting in the classroom using an observation sheet containing items as in Table 2.

Table 2. Observation Sheet Items

No	Interview Question Items
1	Does the class consist of students from different social classes?
2	What are the values, norms, and behaviors of the students in the class?
3	Do students in the class have equal access to resources and opportunities?

Interviews in qualitative research are one of the data collection methods used to understand a phenomenon. Interview questions begin with informal questions to build good relationships with respondents (Pahleviannur, M. R., 2022). The interview questions were based on the theory relevant to the research. In this study, the interview questions were based on Pierre Bourdieu. Interview data were obtained from subject teachers, coordinating teachers of related expertise programs, and vice principals for curriculum.

Table 3. Interview Question Item

No	Interview Question Items
1	How do teachers emphasize the values of the Pancasila learner profile to learners?
2	What do teachers do in building students' integrity and spiritual values?
3	How do teachers facilitate learners in developing learners' social skills in learning activities (e.g. group work, working on projects together)?
4	In general, how do teachers build an atmosphere that supports learners to develop social skills, such as being sensitive to the surrounding situation, empathizing, respecting each other, and interacting and communicating?

Result and Discussion

Based on the research conducted, the results obtained from the Class Culture in Building the Profile of Pancasila Students: An Approach to Quality Education.

Result

Education is a deliberately designed and structured activity to help students learn effectively and achieve their educational goals, namely developing their potential optimally (Kesanti, A. R. W., & Budiyanto, C. W. 2020). Education is a process that is carried out intentionally and planned with the aim of creating a pleasant and conducive learning environment. In this environment, students are encouraged to actively develop their full potential (Pristiwanti, D., et al 2020). Education acts as the main pillar in measuring the progress of a nation. Success in education is in line with the quality of human resources, where the more advanced a nation's education is, the higher the level of quality of its human resources (Setyowati, A., et al 2018). Education must be able to produce individuals who have the competencies and skills needed to face global challenges (Nugroho, R., 2020).

Classroom culture, as a critical element of daily life in educational institutions, encompasses norms, values, and interactions between students and teachers. In this context, an in-depth understanding of classroom culture not only as a social phenomenon in the classroom but as a foundation that shapes the character and morality of students, becomes

an essential foundation. Classroom culture learning requires a conditioning situation through making classroom rules and supporting facilities (Kurniawati, R., & Amelia, A. R. 2022). classroom culture agreement is a statement of common goals and standards of behavior between students and teachers in a classroom environment. Classroom culture is an agreement between teachers and students regarding rules, expectations, and discipline in the learning process. This class agreement can help create a conducive and supportive learning environment. It is important to note that class agreements should be developed collaboratively by involving students so that the rules made can be more accepted and well implemented (Astuti, F. D., et al B. A. 2021). Teachers have the authority to prepare class agreements for activities before entering the classroom, during learning activities, and after learning that focus on character values. This agreement aims for everyone in the class to encourage mutual respect, cooperation, comfort, and safety in the classroom.

The profile of Pancasila Students as stated in Permendikbudristek No. 28 of 2021 concerning Organization and Work Procedures of the Ministry of Education, Culture, Research, and Technology that "Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave by the values of Pancasila, with six main characteristics; Believing in God Almighty and having noble character, Global Diversity, Mutual Cooperation, Independence, Critical and Creative Reasoning". An Indonesian student who has faith, piety, and noble character is a student who is moral in his/her relationship with God Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life. Indonesian students maintain their noble culture, locality, and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming a positive new culture that does not conflict with the noble culture of the nation. Indonesian students can work together, namely, the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. Indonesian students are independent learners, that is, students who are responsible for the process and results of their learning. Critically thinking learners can objectively process both qualitative and quantitative information, build links between various information, analyze information, evaluate, and conclude. Creative learners can modify and produce something original, meaningful, useful, and impactful.

According to Hari Sudrajat (2005), quality education is education that produces graduates who have academic, vocational, personal, social, and noble character abilities. Quality education also produces a whole person. Quality education can be interpreted with three conditions, namely: (1). Quality education is education that can meet the needs of students, both academic, non-academic, and spiritual needs. (2). Quality education must also be able to instill religious values in students. With education, students will increasingly recognize and understand their Creator. (3). Quality education will produce learners with character, noble character, and competencies needed to contribute to society (Kodrat, D 2019).

Discussion

A well-realized classroom culture can be an important foundation for shaping learner profiles that are in line with the values of Pancasila. In creating a learning environment that supports the teachings of Pancasila, educators, and learners need to integrate values such as gotong royong, justice, togetherness, and democracy in every aspect of classroom life. The spirit of gotong royong and togetherness should be the main foundation, where learners are encouraged to work together, help each other, and respect differences. Openness to diversity also needs to be emphasized, with discussions on cultural, religious, and ethnic aspects as an integral part of learning. In a classroom culture that supports Pancasila, it is important to encourage learners to reason critically and ask constructive questions. Providing freedom and space for independence in creative expression also reflects the values of Pancasila, while the application of ethics and morality becomes an important aspect of shaping learners' character. Active learning methods, such as group discussions, presentations, and collaborative projects, can be an effective means of shaping character by Pancasila values. References for further guidance can be sought in the literature that supports this approach, including works that emphasize the importance of character education and Pancasila values in the context of modern education.

In addition, a classroom culture approach based on the values of Pancasila can explore more deeply the concept of freedom and independence of learners. Providing freedom in the choice of project or assignment topics not only creates space for creative expression but also stimulates a sense of personal responsibility. In an empowering environment, learners are encouraged to be independent and responsible for their tasks, reflecting the spirit of independence upheld in Pancasila.

Beyond the concept of independence, ethics, and morality continue to be key pillars in a classroom culture that supports Pancasila. By focusing on moral aspects such as honesty, integrity, and responsibility, educators can shape learners into individuals who are not only academically smart but also have strong character. Discussion and reflection on ethical dilemmas in the context of everyday life can be integrated into the curriculum to foster a deeper understanding of the moral values reflected in Pancasila.

Finally, a classroom culture that supports the Pancasila learner profile can involve all stakeholders, including parents and the community. Their involvement can be enhanced through parent meetings, classroom activities involving the community, and open communication. Collaboration between schools, learners, and families is essential to create a holistic environment that stimulates personal and social development by Pancasila values. Thus, classroom culture is not only a reflection of social norms but also a means of building a solid character based on the noble values of Pancasila.

To create a deep classroom culture that supports the values of the Pancasila learner profile, teachers can also integrate periodic reflection activities. Through this moment of reflection, learners can more deeply understand the values of religion, togetherness, and independence that are pursued. Such reflection activities are also an opportunity for learners to relate the values of Pancasila to personal experiences and strengthen their appreciation of the teachings.

It is also important to consider inclusivity in shaping classroom culture. Teachers can ensure that every learner, regardless of social background or religious beliefs, feels accepted and valued in the classroom. By creating an inclusive environment, teachers support the values of Pancasila that emphasize justice, equality and respect for diversity.

In addition, involving learners in class decision-making, such as determining discussion agendas or group projects, can also foster a sense of responsibility and active participation. Thus, the classroom culture created is not only a means to implement the values of Pancasila, but also a vehicle for holistic and inclusive character development.

Education in class X PPLG at one of the state vocational schools in Surakarta is a major highlight to support the realization of the Pancasila learner profile. Teachers, as classroom leaders, play a central role in shaping a classroom culture that upholds national values. One of the things that is prioritized is the strengthening of spiritual values through the habit of praying, both when starting and closing each learning session.

Observations show that learners' social development is progressing positively, especially in terms of tolerance for different religions and opinions that are reflected in daily interactions. Although initially there may be resistance to differences in opinion, with teacher support and guidance, learners can overcome this.

This approach is not only rhetorical but also realized in real daily actions. Teachers emphasize the importance of prayer by giving examples in greeting before starting learning and giving advice or motivation to students. In addition, in building classroom culture, teachers familiarize learners to think critically by encouraging them to ask questions during the learning process.

Social aspects are also a focus in shaping the profile of Pancasila learners. Teachers actively organize cooperation activities and divide learners into groups to present discussion results. Through this activity, learners are not only allowed to collaborate but also form creativity by making interesting presentations using media such as PowerPoint.

The importance of independent values is also emphasized in this classroom environment. Learners are given the freedom to present the results of the discussion according to the readiness of each team, signaling the trust of the teacher in the independent ability of students.

Observations of learners' social development show positive progress. Tolerance of differences, both religious and opinion, is seen in daily interactions. Although initially there may be resistance to differences in opinion, with teacher support, learners can understand and accept these differences.

Thus, through an integrated classroom culture approach, this article tries to approach the essence of building a Pancasila learner profile. Quality education is not only limited to the transfer of knowledge but also involves the formation of a strong character full of national values, thus giving birth to a generation that is not only intellectually intelligent but also has character and personality.

Conclusion

In the course of this article, we have explored the central role of classroom culture in shaping the profile of Pancasila learners in class XI of PPLG in one of the state vocational schools in Surakarta. Teachers, as the main duty bearers, have played a significant role in integrating national values into every aspect of learning. Starting from the habit of praying, and giving greetings, to building a classroom environment that supports the social development of students. The implementation of these values is not only rhetorical but also reflected in real daily actions. Through cooperation activities, division of groups to present discussion results, to giving learners the freedom to be independent, teachers create a classroom atmosphere that supports holistic character development. Observations of learners' social development show positive progress, with an increasing level of tolerance towards different religions and opinions. Despite initial resistance, teachers tactfully guide learners to understand and accept such differences. Thus, this article

underscores the importance of a deep understanding of classroom culture as a key foundation in creating quality education. Education should not only produce a generation that is intellectually intelligent, but also responsible, characterized, and artful. A strong classroom culture is the main key to shaping the essence of the Pancasila learner profile, strengthening the role of teachers as architects of character building in schools. With this realization, it is hoped that the education in class XI PPLG at one of the state vocational schools in Surakarta can serve as an example for further efforts in creating a learning environment that supports the holistic development of learners.

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