

## Application of Pancasila student profile character education in thematic learning

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### KEYWORDS

character education;  
Pancasila students;  
thematic learning

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### HISTORY

received: Oct 20, 2023

revised: Oct 25, 2023

published: Oct 30, 2023

**ABSTRACT** The aims of this study are: (1) Describe the planning of the thematic learning of Pancasila student profiles? (2) Describe the implementation of the thematic learning of Pancasila student profiles; (3) Describe the evaluation of the thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah. This research method uses descriptive qualitative with case studies in class 2 MI Madinatunnajah. Data obtained through observation, interviews, and documentation. The steps of the data analysis technique are data reduction, data presentation, and conclusions. The validity of the data was checked through credibility, transferability, dependability, and confirmability tests. The results of the study conclude that: MI Madinatunnajah has implemented integrated learning for Pancasila student profiles, it's just that this has not been officially enforced, because there has been no socialization from the government about integrated learning for Pancasila student profiles. Learning planning at MI Madinatunnajah contains indicators of the profile of Pancasila students, one of which is about God Almighty, on this indicator MI Madintunnajah applies it to everyday life, especially in the school environment. The implementation of learning at MI Madinatunnajah also has indicators for the profile of Pancasila students. Various indicators of the profile of Pancasila students, the homeroom teacher of MI Madinatunnajah 2 applied the thematic learning during the lesson and adjusted between the 6 indicators of the Pancasila student profile and the theme material in the thematic package book. In the evaluation of the 2nd grade homeroom teacher, MI Madinatunnajah has also implemented the Pancasila student profile indicator. The assessment carried out by the homeroom teacher of MI Madinatunnajah is in the form of assessment of assignments, exams and given projects. Each of the assessments aims to determine students' understanding of the material they are learning and understanding of the indicators of the Pancasila student profile and Pancasila values.

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## INTRODUCTION

Education is basically a strategic means to increase the nation's potential to be able to take part in a more global level. That way, elementary schools certainly refer to the

existence of the goal of national education, namely to develop their students optimally and change student behavior from things that are not good to good, almost all parties in a school expect their students to be able to learn well and good results. Learning is what can change student behavior. Problems in the scope of elementary school is a very natural thing to happen, because the psychology of children is different they have different nature and character.

Curriculum 2013 learning or commonly referred to as thematic learning, demands teacher readiness in facing the implementation of learning changes. Teacher readiness is certainly related to the themes in the thematic books, this makes teachers choose themes or get themes that are relevant to students. Relevant in the sense that it provides students with learning in the form of experience or it can also be direct experience learning for students. Therefore, teacher readiness to face 2013 curriculum learning refers to the ability to learn new learning methods, strategies, models and approaches that are needed to be able to achieve achievement in assessment or achievement in learning.

Based on research, thematic learning makes some students happier than learning the previous curriculum, namely KTSP because the material used in thematic books is fairly light so that the student's learning burden is light. But there are also students who are still confused with the implementation of this thematic learning. From the previous quote, it can be seen that the thematic lessons or the 2013 curriculum are easier in terms of material so that they can lighten the burden of student learning. But it is not completely perfect because this thematic learning does not only involve students and teachers, parents and guardians of students are also involved because this thematic learning is impressed by direct experience, which means that parents at home must also help or support children's learning.

The opinion of the parents regarding the 2013 curriculum learning, the parents said that this thematic learning was quite difficult to understand. when they want to teach their children, they are confused about what to teach. In addition, the guardians of students feel that thematic learning is too relaxed to learn because there are not many assignments given to students. So that their children play more than study Nury (Yuniasih, et al., 2014). However, thematic learning in the 2013 curriculum cannot be said to be completely perfect, because the characteristics of children are different, so it is difficult to adjust the material provided and it is difficult to adjust to field conditions.

The development of character values in students is in dire need of methods and strategies in learning. Therefore, schools and teachers also need to know the character values that will later be developed for students, so that they can make it happen and have a positive influence on the environment around them. The development of character values can determine a person to be successful. This is reflected in the results of research at Harvard University, United States of America. One's success is not fully seen from the knowledge and technical abilities (hard skills) that are learned through education alone, but the ability to manage oneself in it, including character and other

people (soft skills). can also determine a person's success (Komang Sujendra & I Gusti Ngurah Japa, 2018).

There are also several problems experienced in elementary schools, such as violence against children, students not graduating, and students dropping out. Some of these problems have caused various concerns. Cases of violence are one of the problems of character cases in elementary schools. In relation to problems in elementary schools, there is character education for Pancasila student profiles as a manifestation of student character attitudes. Therefore, character education for Pancasila student profiles needs to be realized in learning especially in thematic learning, because in thematic learning the indicators for the Pancasila student profile can be realized effectively and efficiently.

Character values are also an effort to realize the Pancasila student profile, as an effort to realize the Pancasila student profile in schools through thematic learning, it is necessary to form and strengthen character education for students. The Ministry of Education and Culture has adopted the Pancasila Student Profile as one of the Vision and Mission of the Ministry of Education and Culture. This has been stated in the 2020-2024 Strategic Plan. It is necessary for us as educators to understand more about the profile of Pancasila students themselves (Juliani & Asarina, 2017). Of the various problems experienced by the Indonesian people, a mental revolution is needed to build the nation's character. Character education of Pancasila students is needed to overcome the character crisis. Character education of Pancasila student profiles needs to be applied in various aspects of life. One of the institutions that are considered effective for developing character education is an educational institution.

The Ministry of Education and Culture sets 6 indicators from the Pancasila student profile. 6 of them are: (1) Faith and fear of God Almighty, and noble character, (2) Global diversity, (3) Mutual cooperation, (4) Independent, (5) Critical reasoning, (6) Creative.

The six characteristics of Pancasila Students are the embodiment of growing Indonesian cultural values and Pancasila, which will become the foundation of national development. Growing the profile of Pancasila students is not only a movement in the education system, but also a movement from the community. Efforts to succeed in realizing the profile of Pancasila students can be achieved if they collaborate with parents, educators, students and institutions in the community and work together to achieve it.

Efforts to realize the profile of Pancasila students in this study are by synchronizing the thematic learning for lower grades in more detail, namely grade 2 at MI Madinatunnajah. Therefore, teachers are expected to choose character values that match the basic competencies taught in thematic learning. Aims so that the designed character values can be achieved. MI Madinatunnajah has also implemented the 2013 curriculum since the beginning of the implementation of the 2013 curriculum and was applied from grades 1 to 6. Based on this, the researchers conducted observations in grade 2 MI Madinatunnajah.

This study is devoted to examining the application of character education for Pancasila student profiles in grade 2 thematic learning at MI Madinatunnajah Jombang

Ciputat, South Tangerang. Based on the results of observations made with the Madrasah Madrasah Madinatunnjah in February 2022, the principal stated that the school had not fully implemented Pancasila student profile character education officially, but the MI had implemented Pancasila values from the smallest things and of course the values Pancasila is the main thing in learning as well as in thematic learning. This is done because there has been no socialization from the government about character education for Pancasila student profiles in elementary schools.

The context of life and the challenges of the Indonesian nation in the 21st century which is facing the industrial revolution 4.0. The Pancasila Student Profile has six competencies which are formulated as key dimensions. The six are interrelated and mutually reinforcing so that the effort to realize a complete Pancasila Student Profile requires the development of the six dimensions simultaneously, not partially. The six dimensions are: Faith and fear of God Almighty, and noble character, Global diversity, Mutual cooperation, Independent, Critical reasoning, and creative



**Figure 1.** Guidelines for developing Pancasila student profile projects

The first indicator is having faith in God Almighty, and having noble character. Students need to have noble character and fear God Almighty, so that students can use their abilities and understanding of the religious teachings they adhere to and apply to everyday life. Pancasila students understand the meaning of morality, social justice, spirituality, have a love for religion, humans, and nature. the main elements of faith, fear of God Almighty, and good morals: (a) religious character; (b) personal character; (c) morality to humans; (d) morality to nature; and (e) state morality.

The second indicator, global diversity is an embodiment or a sense of respect for diversity and tolerance for differences. Key elements and keys of global diversity include understanding and respect for cultures, the ability to communicate across cultures in interactions with others, and reflection and responsibility for the experience of diversity.

The third indicator, mutual cooperation, students have the nature or ability to work together, this is known because they are in groups with each other. Mutual cooperation is an activity of working together sincerely and sincerely so that the

activities carried out can be carried out smoothly, easily and lightly. The elements of gotong royong are collaboration, caring, and sharing.

The fourth indicator, Independent, Students in Indonesia are independent students, namely students who have responsibility for the process and learning outcomes. The main elements of independence include self-understanding and the conditions being experienced as well as self-regulation. The key elements of this independent profile are awareness of oneself and the situation at hand, and self-regulation.

The fifth indicator, Critical reasoning. Information obtained by students and processed objectively is the result of critical reasoning. The key elements are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions.

The sixth indicator, Creative, Creativity students can modify things that are meaningful, original and useful. Pancasila students have the ability to solve problems and have the ability to produce something proactively and independently in order to get other innovative methods that are different every day. The main elements of creativity include creating original ideas and creating works and actions that are original, meaningful, useful and impactful, with the key elements being generating original ideas and producing original works and actions.



**Figure 2.** Guidelines for developing Pancasila student profile projects

These six indicators are intended to shape the character of superior students. Strengthening Pancasila character education is carried out in ongoing learning or in activities in the school and community environment, so that character formation grows in students and of course it is still under the guidance of teachers or parents so that the character formation of Pancasila student profiles is directed.

The importance of Pancasila values in the school attracted researchers to know about the character education of Pancasila students in the thematic learning process for grade 2 at MI Madinatunnajah. The researcher also wants to know the indicators of the Pancasila student profile developed in the thematic learning of class 2 d MI Madinatunnajah. The focus of this research is the Implementation of Pancasila Student Profile Character Education in Thematic Learning in Class II. The formulation of the research problem is: (1) How is the planning for thematic learning of the Pacasila

student profile in grade 2 MI Madinatunnajah? (2) How is the implementation of the thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah? (3) How is the evaluation of the thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah? From the results of this study, it is expected to be able to find out in general about the background and information about the application of Pancasila student profile character education in thematic learning in grade 2 MI Madinatunnajah, can help increase creativity in the application of Pancasila student profile character education in thematic learning in grade 2.

## **METHOD**

This study uses a qualitative approach and a qualitative descriptive type of research, to determine the application of Pancasila student profile character education in thematic learning in class 2 MI Madinatunnajah Jombang, Jl Sumatra No. 97, BSD Tangerang Selatan, Banten. The time of the research was carried out on a time level from January 2022 to July 2022. The reason for choosing this location was that there were students who could not read and had difficulties in learning to read in class and had not been served optimally. However, in addition, all these schools have advantages and disadvantages in the field of Religion, namely memorizing the letters in the Qur'an and learning Arabic. Students at MI are required to memorize short letters for lower classes as a condition for taking the exam, while other advantages are such as extracurricular (Muhadhoroh) Speech in 3 languages, Indonesian, English and Arabic. Data collection techniques using observation, interviews, and documentation. Data analysis was carried out through the stages of data reduction, presentation, data, and verification. The validity of the data is reached with credibility, transferability, dependability, and confirmability.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***Planning on thematic learning of Pacasila student profiles in grade 2 MI Madinatunnajah***

In the findings of the research conducted in class 2 MI Madinatunnajah, namely, that the 6 indicators of the values of the Pancasila student profile have not been applied, but the school has implemented and practiced Pancasila, because there has been no socialization about the Pancasila student profile as explained by Mrs. thematic learning.

"In our RPP there are no 6 indicators of Pancasila's profile, but we apply and practice Pancasila, because there hasn't been any socialization about the existence of this Pancasila student profile"

In the explanation of Mrs. WS above that in the RPP there are no components of the 6 indicators of the Pancasila student profile, but they immediately apply and practice Pancasila. In the RPP document there are indicators of the profile of Pancasila students in the content competence section, namely, Accepting, carrying out and respecting the

teachings of the religion they adhere to. This core competency is synchronized with the first Pancasila student profile indicator, which is about divinity.

MI Madinatunnajah also does not all apply the 6 Pancasila student profile indicators to the learning model, only a few are listed as Pancasila student profile indicators.

"maybe there are but not all 6 indicators are listed, it's just like about divinity, mutual cooperation, cooperation like that"

From this statement, the 6 indicators of the Pancasila student profile have indeed been implemented, but are adjusted to the teaching materials to be studied and not all of the Pancasila student profile indicators are applied in one lesson. In the analysis of the RPP document there is also the application of the Pancasila student profile regarding mutual cooperation, this indicator is in the core competence section. So it can be concluded that in the RPP document there are already values of the Pancasila student profile, it's just that not all indicators are listed and adjust the RPP with the Pancasila student profile indicators.

In the implementation of thematic learning, there are several lessons that apply the Pancasila student profile and it is adjusted to the teaching materials to be studied, for example in religious learning, divine values are included.

"No really, not all 6 indicators are listed, all of them are adjusted to the material prepared, if the material is about religion, of course we include divine values and so on"

From Mrs. Wayan's explanation above, it can be concluded that the 6 indicators of the Pancasila student profile are adjusted to the teaching materials to be studied, if the theme raised concerns the 6 Pancasila student profile indicators, the 6 indicators will be applied, but not all indicators are listed in one lesson. From the results of document analysis in the form of lesson plans and thematic package books, the material being taught has an indicator of the Pancasila student profile that is adjusted to the existing material. In the thematic package material with the theme "Life in harmony" which is about Pancasila values, and this is in the Pancasila student profile indicators. In this learning is done by the way students practice Pancasila values, then the application of the Pancasila student profile in this thematic learning has been carried out and applied.

In theming subjects that match indicators or those related to Pancasila student profile indicators in learning, namely, by adjusting the teaching material and adjusting to the thematic books that have been provided, the thematic books used are from Platinum, Tiga Serangkai Pustaka Mandiri.

### ***Implementation of the thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah***

For the implementation of thematic learning at MI Madinatunnajah specifically in grade 2, not all indicators are listed at the same time, but they have practiced Pancasila and implemented Pancasila, for the 6 indicators of Pancasila student profile which

include values to God, to Global Bhinnekaan, Mutual Cooperation, Independent, Critical Thinking, Creative they have not fully implemented and has not been maximized.

"In the implementation of thematic learning, maybe not all indicators are carried out simultaneously, only a few indicators"

Mrs. WS also explained that the learning resources used were in the form of Platinum thematic books and also sometimes used learning videos from you tube, for self-study resources, just follow that guide:

"For learning resources we only follow thematic books, and sometimes we use videos sourced from you tube"

In the activity before learning begins, they apply the Pancasila student profile indicator, namely to God Almighty. This activity is from the first Pancasila practice. The activity carried out is the Dhuha prayer in congregation at the mosque, this activity has become routine at the MI Madinatunnajah school. Before starting learning, students also work together to clean the classroom together and this is the application of the Pancasila student profile which includes mutual cooperation.

"Yes, there is, like before learning students are required to pray dhuha in congregation in the mosque, after reading the prayers and short letters that have been determined and that includes the 1st Pancasila practice, and working together when they clean the class together and always reminding their friends about classroom cleanliness".

In the explanation of the WS mother that before starting learning they applied the Pancasila student profile but not all indicators were applied before the start of learning. Furthermore, for the opening activities before the learning process started, Mrs. WAS explained as follows:

"For the opening activity, I first give greetings, read prayers and sometimes provide motivation or ice breaking so that students can relax in learning, for its application maybe reading prayers is included in practicing God"

In the opening activity, before starting their learning, they applied the Pancasila student profile indicator, which is about God. In this indicator, indeed, every school does the same thing and this includes the form of practice and application of the Pancasila student profile regarding God. In the core activity, Wayan explained that in the learning process, the Pancasila student profile indicators were applied according to the themes taken, along with the explanation from WS:

"In the learning process, I adjust the material in the thematic book and apply Pancasila according to the material being taught. When the material is about religion, I also inculcate about divinity, if the material is about gotong royong, then I also instill gotong royong. For critical reasoning, maybe not. it's too deep to be asked to think, because this is still grade 2, yes, so children often ask about random things, maybe that's included too. For creativity, usually children are involved in SBdp lessons where they can freely explore imagination and creativity



In the core activity, it was explained that they applied the Pancasila student profile indicators, namely if in lessons about religion, the values of God were also instilled in students and if the material they studied was about the theme of mutual cooperation, the attitude of gotong royong was also applied to students. Critical reasoning indicators are not applied too much because this study is devoted to grade 2 students, for grade 2 elementary school age they are not yet able to think deep and deep, so what comes to their mind is in the form of questions that they may not have known before. . In indicators of creativity for learning activities, students are usually able to easily explore their imagination and creativity.

In the interaction or collaboration between students and teachers, students and other students also apply the Pancasila student profile indicators following the explanation from the WS mother:

"Yes, there may be, such as going to Bhinnekaan, which is like being good friends with fellow regions, tribes, customs. For independence, it might be like there are students who go to school alone or with friends and that includes the attitude of students' independence. Working together like before, cleaning up the class together"

In interaction, students apply indicators to Bhinnekaan, such as being good friends between regions, tribes and customs. For indicators of independence in grade 2 students, such as going to school alone or with friends and that includes the attitude of applying the Pancasila student profile indicators at MI Madinatunnajah.

The closing activity in the learning process is by reading prayers after studying and sometimes the teacher gives appeals to students. In the closing activity, the indicators that are applied and the practice of Pancasila are in the form of God, namely reading prayers after studying.

### ***Evaluation on thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah***

Evaluation of learning is important to do so that teachers know and measure the level of understanding of students during learning and can be a reference for correcting deficiencies that occur during learning. One form of evaluation carried out by Mrs. Wayan regarding understanding the values of the Pancasila student profile indicators is in the form of results from test assessments and their daily lives.

"taken from the results of their tests, such as daily tests, school final exams, assignments and daily activities"

The method used by WS mothers to take grades is in the form of giving questions and for the value of their attitudes using the habituation method, this habituation is carried out from grade 1 to grade 6, the form of habituation is to apply good attitudes such as habituation of helping each other, habituation to share and others. This habituation is included in the value of everyday attitudes in the school environment.

"Giving questions, but here we have habituation from grades 1-6 called habituation, in this habit they are applied to help, sharing habits and that includes the value of habituation or maybe other words attitude"

It can be concluded that the assessment taken on the application of the attitude of the Pancasila student profile through habituation, habituation is carried out to develop and implement the attitudes indicated by the Pancasila student profile. the form of habituation they apply good attitudes such as habituation to help each other, habituation to share and others. This habituation is included in the value of everyday attitudes in the school environment.

## **DISCUSSION OF RESEARCH FINDINGS**

### ***Thematic learning planning for Pacasila student profiles in grade 2 MI Madinatunnajah***

Planning is the initial stage of learning, planning is made as a reference. Careful learning planning can make the learning process more effective. The effectiveness of the learning process affects students as active in learning. In accordance with the observations, interviews and documentation that the researchers conducted in class 2 MI Madinatunnajah regarding the profile of Pancasila students in thematic learning, the researchers found that the school had implemented indicators of the Pancasila student profile in thematic learning and for the Learning Implementation Plan (RPP) they used the components - components related to the profile of Pancasila students.

For the theme of the subject, the grade 2 teacher only adjusts to the teaching materials that have been made and follows the thematic books that are already available, in the Platinum thematic book there are already available themes, so the teacher just follows the material that is already in the thematic book.

Based on the theory of Ahmad Nursobah and Abdul Majid regarding learning planning, the results of this study can be said to be appropriate or valid with the following explanation:

a. **Setting Mission and Goals**

In education, the mission and teaching objectives elevate the mission and goals of education, starting from national education goals, institutional goals, curricular goals, teaching goals or instructional goals, both general and specific (competency standards, basic competencies and learning outcomes indicators).

b. **Diagnosing Barriers and Opportunities**

The diagnosis of barriers and opportunities is included as part of the SWOT (Strengths Weakness Opportunities Threats) analysis. Strengths, weaknesses, opportunities and threats faced by an institution or organization.

c. **Assessing Strengths and Weaknesses**

Strength is a resource owned by both personal resources, material resources, and financial resources.

### ***Implementation of thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah***

The implementation of thematic learning at MI Madinatunnajah has implemented indicators of the Pancasila student profile, but not all indicators are listed during the learning process. In the implementation of learning there are teaching materials and media used to teach. The teaching materials used are in the form of lesson plans, thematic package books, teaching aids if needed in learning materials and subject worksheets and notebooks. The media used are in the form of learning videos sourced from you tube and the internet.

In learning there are 3 activities, namely opening activities, core activities and closing activities.

- a. Opening activities, in the opening activities there are greetings, ice breaking, this greeting includes the application of Pancasila student profile indicators. In ice breaking, it is intended that students are enthusiastic before starting learning. Then read the study prayer and the teacher guides to read the predetermined 30 juz 30 letters and attendance and conveys the learning objectives so that students understand what they are going to learn.
- b. The core activity, in this activity the homeroom teacher of MI Madinatunnajah conveys the material to be studied clearly and in detail so that students can understand it, in the core activity there are only critical reasoning indicators on the profile of Pancasila students and this is done for students who want to ask questions and know deeply about the material. delivered by the teacher. After the delivery of the material the teacher allowed students to ask questions, in this question and answer process the interaction between the teacher and students was quite good. The teacher also provides opportunities for students to interact or ask questions to their classmates so that they practice communication skills to others and train courage, in this process there are indicators of the Pancasila student profile regarding mutual cooperation. After the teacher allows the questions and answers they are assigned to work on the questions in the thematic package book regarding the material being studied, if so, the teacher immediately assesses the students' work. After giving assignments about questions, the teacher gives assignments in the form of projects that will be done at home. In project assignments, sometimes students are assigned to groups to make it easier to complete assignments, so in this process of course there are indicators of Pancasila student profiles regarding mutual cooperation, not only in groups, sometimes project assignments are also given individually to train students' independence, independence is also found in profile indicators. Pancasila student.
- c. Closing activity, in the closing activity process, the teacher of class 2 MI Madinatunnajah measures students' understanding of the material that has been submitted by the teacher, asking questions about the material that has been taught in the form of oral and of course giving appreciation to students. In the closing activity, the teacher also conveys the conclusions on the material he has taught.

Followed by reading prayers and giving appeals before going home and leaving class

In the implementation of MI Madinatunnajah learning especially in grade 2 using the thematic learning model with a CTL approach, this is said from the results of interviews with grade 2 teachers, the approach used in the class is in the form of a CTL approach. Based on the theory, the steps for applying CTL in the classroom are as follows:

- 1) Develop the thought that students will learn more meaningfully by working alone, discovering and constructing their own new knowledge and skills.
- 2) Carry out inquiry activities as far as possible for all topics.
- 3) Develop students' curiosity by asking questions.
- 4) Creating a learning community (learning in groups).
- 5) Presenting models as examples of learning,
- 6) Reflect at the end of the meeting.
- 7) Do the actual assessment in various ways.

The results of this study are in accordance with the theory above that:

- a) Creating a learning community, the homeroom teacher of class 2 MI Madinatunnajah carried out this process by dividing students into groups to do assignments. The assignments given are adjusted to the material being studied. If the theme being studied is about mutual cooperation, then there are indicators of the Pancasila student profile. Gotong royong also includes group learning.
- b) Reflecting at the end of the meeting, the homeroom teacher of MI Madinatunnajah 2 provides opportunities for students to ask questions and interact with each other between students and other students, in order to express a constructive impression of expectations and evaluate the learning process. In this process, sometimes there are indicators of the profile of Pancasila students, namely about critical reasoning. Students' understanding of the learning material that has been taught often wants to know more deeply or in more detail. His curiosity includes developing the idea that students will learn more meaningfully by working alone, discovering and constructing their own new knowledge and skills.

The research results obtained have an agreement between the theory above and the results of the research on the implementation of thematic learning for class 2 MI Madinatunnajah as follows:

- a) Creating a learning community, the homeroom teacher of class 2 MI Madinatunnajah carried out this process by dividing students into groups to do assignments. The assignments given are adjusted to the material being studied. If the theme being studied is about mutual cooperation, then there are indicators of the Pancasila student profile. Gotong royong also includes group learning.

- b) Reflecting at the end of the meeting, the homeroom teacher of MI Madinatunnajah 2 provides opportunities for students to ask questions and interact with each other between students and other students, in order to express a constructive impression of expectations and evaluate the learning process. In this process sometimes
- c) there are indicators of the profile of Pancasila students, namely about critical reasoning. Students' understanding of the learning material that has been taught often wants to know more deeply or in more detail. His curiosity includes the application of critical reasoning in the Pancasila student profile indicators.
- d) Carry out the actual assessment in various ways, the assessment is carried out in various ways. One of the assessments taken by the 2nd grade homeroom teacher at MI Madinatunnajah is through attitude habituation

### ***Evaluation on thematic learning of Pancasila student profiles in grade 2 MI Madinatunnajah***

Learning evaluation as a measuring tool to determine the level of student understanding, the form of evaluation used by this school is in the form of tests such as daily tests, school final exams, assignments and daily activities. In this assessment as a form of the process of measuring students' understanding of the profile of Pancasila students. And the method used is in the form of giving questions and for the value of their attitude using the habituation method, this habituation is carried out from grade 1 to grade 6, the form of habituation they apply is good attitudes such as habituation of helping each other, habituation of sharing and other habits This is included in the value of everyday attitudes in the school environment.

Based on Rina Febriana's theory regarding the purpose of the evaluation, the results of this study can be said to be appropriate or valid with the following explanation:

- a. Attitude assessment. Attitude assessment is used to determine the various levels of spiritual attitudes and social attitudes of students. Spiritual attitudes such as piety and faith, while social attitudes are cooperation, tolerance, cooperation, mutual cooperation and so on.
- b. Knowledge assessment. Knowledge assessment is carried out to measure the level of students' thinking skills in the dimensions of factual, procedural, conceptual and metacognitive knowledge.

Skills assessment. Skills assessment is carried out to assess the ability of students to apply knowledge when carrying out certain tasks in various contexts which are also adjusted to indicators of competency achievement. Techniques or methods that can be used to assess skills in the form of product assessment, project assessment, practice assessment and portfolio assessment (Febriana, 2019).

### **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the study, it can be concluded that MI Madinatunnajah has implemented integrated learning of Pancasila student profiles, however this has not

been officially enforced, because there has been no socialization from the government about integrated learning of Pancasila student profiles. Learning planning at MI Madinatunnajah contains indicators of the profile of Pancasila students, one of which is about God Almighty, on this indicator MI Madintunnajah applies it to everyday life, especially in the school environment.

The implementation of learning at MI Madinatunnajah also has indicators for the profile of Pancasila students. Various indicators of the profile of Pancasila students, the homeroom teacher of MI Madinatunnajah 2 applied the thematic learning during the lesson and adjusted between the 6 indicators of the Pancasila student profile and the theme material in the thematic package book. Thematic learning of course also requires evaluation to measure the understanding of students. In the evaluation of the 2nd grade homeroom teacher, MI Madinatunnajah has also implemented the Pancasila student profile indicator. The assessment carried out by the homeroom teacher of MI Madinatunnajah is in the form of assessment of assignments, exams and given projects. Each of the assessments aims to determine students' understanding of the material they are learning and understanding of the indicators of the Pancasila student profile and Pancasila values.

The author provides suggestions that can be given: (1) For schools, it is recommended to be more applied to the indicators of the Pancasila student profile in thematic learning, and it is hoped that this research can be used as input in efforts to improve the quality of education related to the application of profile character education. Pancasila students in thematic learning in grade 2, (2) For other research it is recommended to conduct more in-depth research on the profile of Pancasila students in thematic learning.

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