

Teaching Campus Project Batch 3 in Strengthening the Profile of Pancasila Students (Case Study at State Elementary School 14 Pontianak Kota)



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ABSTRACT: The purpose of this research is generally to analyze the Teaching Campus Project Batch 3 in Strengthening the Profile of Pancasila Students. The type of research used by researchers is *a case study*. The location of this research researcher is State Elementary School 14 Pontianak City with Pontianak City. Informants were selected based on criteria from gender, pinter, medium and low criteria and status from the community at Sekolah Dasar Negeri 14 Pontianak Kota. Researchers use data collection techniques and tools in the form of *field notes* obtained from data collection in the form of participant observations, indepth interviews, *and* documentation. While data collection techniques and tools are observation techniques, indirect communication techniques, direct communication techniques and documents. For data analysis techniques in this study using interactive analysis. The results of this study are. Teaching Campus Activities Batch 3 can grow students as pancasila students. The value of mutual aid is shown by the activities of the measles and Rubella DPT immunization event. The value of faith is seen in the activities of lightning boarding schools. Creative value is reflected in the learning creation program with traditional games in the form of tabak games. The value of global diversity is reflected in the gathering activities with principals, teachers and students carried out by Teaching Campus Students Batch 3. The value of self-reliance is reflected in training learners as flag ceremonial officers. The value of critical reasoning can be seen from literacy and numeracy activities for students.

KEYWORDS: Teaching Campus; Pancasila Students; Freedom to Learn.

I. INTRODUCTION

The closure of schools replaced with online learning is one of the government's policies to tackle the coronavirus. Learning is carried out simultaneously through online. This is an effort to avoid offline or face-to-face education patterns. Factually, learning during the pandemic using an online system has an impact on reducing students' learning ability. This leads to learning loss. Learning loss occurs because of the lack of quality of knowlegde, psychomotor both in the form of vocational and social skills possessed by students during the pandemic (Biyanto, 2021). This happens because of the transfer of knowledge that is not free, difficulty in asking questions, difficult communication with teachers, and disruption of the smooth running of the internet. The learning system carried out at the kindergarten and primary school level passes to the family. Parents have a role to supervise the student's learning process at home. They act as teachers who transfer the materials in the curriculum and complete assignments from school. This incident caused the parents to complain about acting as teachers because they experienced various difficulties. Meanwhile, the school experienced several obstacles in the form of: 1) limitations in providing teaching materials for students, 2) Teaching hours became small, 3) material could not be delivered optimally, 4) there were difficulties in teaching practicum material. The findings are supported by the results of Abidin's 2020 research contained in diagram 1. the following:

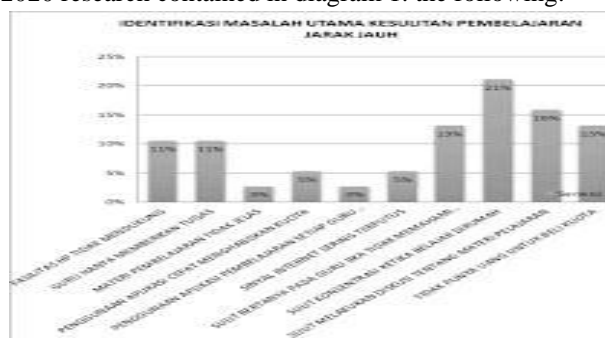


Diagram 1. Key Problems of Distance Learning Difficulties, source Abidin 2020

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The diagram picture above explains that distance learning (PJJ) which is carried out online has various obstacles, namely (1) students find it difficult to concentrate when studying at home showing (21%), (2) there are difficulties in discussing the subject matter (16%), (3) difficulty in buying internet quota or credit (13%), (4) the Q&A discussion session is not optimal because they do not understand the material (13%), (5) learning is dominated by assignments (11%), (6) mobile phone facilities do not support (11%), (7) there are signal problems that often break (5%), (8) quota problems (5%), (9) the subject matter is not clear (3%), (10) the applications used by teachers are different (3%) (Abidin 2020: 143). Based on the above exposure cause Online learning is considered less effective. This leads to the occurrence of *learning loss*. *Learning loss* also happens because of online learning during the pandemic dominated by text-based learning models and the lack of symbols of non-verbal communication and socioemotional information such as in face-to-face classes (Ratnaningsih, 2022).

One of the government's policies to overcome *Learning loss* in the post-pandemic period is the government continuing the independent campus program. An independent campus is one of the policies of the Ministry of Education by providing students with the opportunity to develop their talents and interests by going directly to the field. This policy is a continuation of the Merdeka Belajar program. This policy is the first step in a series of policies for universities. One of the Merdeka Campus programs is the Teaching Campus batch 3 with teaching activities *in schools*. This activity is carried out by teaching in elementary and junior high schools for 6 months. The selected school is a school located in the city and in the tepencil area, Ministry of Education and Culture, 2020: 4). Through this program, students can devote their knowledge, skills, and provide motivation to elementary and middle school students to expand their knowledge. The purpose of the teaching campus for students is *first*, students can help learn literacy, numeracy, and technology adaptation. *Second*, this activity is a vehicle to hone leadership, creativity, problem solving, and innovation directly from the field. *Three*, students also get *support* for living expenses and UKT (Kemendikbud, 2020).

The efforts made by the government are in line with what is happening in the Philippines. Based on research (Deguma, 2022) shows that even in the midst of a pandemic, teachers and students remain steadfast, pray, and have complete and enviable good values. The struggle of teachers in the Philippines to stay true to their profession and professionals, provides evidence that they have exercised their role as positive contributors to their students and school communities. The same thing was also stated by (Anugrah, 2021) that the Teaching Campus 1 and 2 programs by empowering students can help the teaching process in schools. The benefits of Teaching Campus 1 and 2 provide an attitude of empathy and social concern for the problems that exist around them. In addition, students have motivation and thinking skills in collaboration, across fields of science and various student origins in overcoming problems encountered.

Unlike teaching campuses 1 and 2, on Teaching Campus 3, students are assigned across regions and across provinces. Students involved in Teaching Campus 3 are not always in their respective areas. This policy is expected to strengthen the sense of diversity in students. Students are also biased towards training skills as teachers. Another goal is to increase love and insight into the motherland. With cross-cultural placements, students can get to know regional customs and the ability to carry themselves in a new environment. This program focuses more on accelerating the increase in literacy and numeracy of students in elementary schools. For this reason, students are expected to be able to transfer the knowledge, competencies, and skills they have gained in lectures to contribute directly to improving the quality of basic education. For this reason, the government has deployed as many as [16.757](#) in the Teaching Campus 3 program. They come from 500 universities and have been assigned to 3,000 elementary schools and 900 junior high schools throughout Indonesia, (Herlina, 2022).

This program also aims to train student leadership. Students are used to facing various challenges off-campus and solving problems they get in a new environment. Students can also learn to become educators at school. In addition to increasing *literacy and numeracy*, this program is also to strengthen the profile of Pancasila students. Pancasila Student Profile is a form of lifelong learning that has global competence and behaves in accordance with Pancasila values, with six main characteristics: faith, piety to God, and noble character, global diversity, cooperation, independence, critical reasoning, and creativity, as shown by the following figure



Figure 2. Six Pancasila Student Profiles

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The six characteristics of the Pancasila student profile can be explained briefly, namely: 1) Faith, piety to God, and noble character are in the hope of realizing students who have faith, piety to God, and noble character. They understand and practice the teachings of their religion and beliefs in their daily lives. 2) Global diversity is to create students who have a noble culture, locality and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect. 3) Working together, namely students have a mutual cooperation attitude. 4) Independent i.e. students can be responsible for their learning processes and outcomes. 5) Critical reasoning is the realization of students who have critical and objective thinking in processing information. 6) Creative is the realization of creative learners capable of modifying and producing something original, meaningful, useful, and impactful, (Wahyuningsih, 2021: 65).

One of the schools that experienced *learning loss* was the State Elementary School 14 Pontianak Kota. This school building has been designated as a cultural heritage object. During the COVID-19 pandemic, at SD 14 Pontianak. During the pandemic, teachers here use internet facilities in learning. Learning is delivered using Whatsapp, zoom, assignments and so on. Based on the survey in the field of learning carried out during the pandemic, it did not run optimally. The obstacle is in the form of complaints from parents who feel burdened in online learning. Students also experience obstacles, namely 1) there are students who cannot concentrate during online learning. 2) Not all students have *cellphones*. For students who do not have cellphones, they must come to school to pick up materials or assignments and collect them again to school. With the existence of the Teaching Campus Project 3 in strengthening the profile of pancasiladi students at SD N 14 Pontianak Kota, it is hoped that it can overcome this *learning loss* problem .

Based on the analysis of the problems above, that the research on the *Teaching Campus Project 3 in Strengthening the Profile of Pancasila Students (Case Study at State Elementary School 14 Pontianak Kota)* is very important to do. This study aims to analyze the *Teaching Campus Project 3 in Strengthening the Pancasila Student Profile*. With the example that has been done by the Ministry of Research and Technology through the teaching campus program batch 3, it can reduce *learning loss* that occurs in students, especially in elementary schools in West Kalimantan. It is hoped that this school will be a pilot for elementary schools that have not been touched by the class 3 teaching campus project program.

II. RESEARCH METHODS

This research assessment uses a qualitative approach. The type used is *a case study*. The method used in this study is descriptive. The process of analyzing the case study can be seen in the figure below.



Figure 3. Case Study Analysis Process

This study starts from a) making questions, b) determining the design and instruments, c) collecting documents, d) establishing data analysis techniques and d) making research results. The location of this research researcher is State Elementary School 14 Pontianak City with Pontianak City. Informants were selected based on criteria from gender, pinter, medium and low criteria and status from the community at Sekolah Dasar Negeri 14 Pontianak Kota. Researchers use data collection techniques and tools in the form of *field notes* obtained from data collection in the form of participant observations, in-depth interviews, and documentation. While data collection techniques and tools are observation techniques, communication techniques are not, direct communication techniques and documents. For data analysis techniques in this study using interactive analysis, namely 1) Data collection, 2) data reduction, 3) data presentation and 4) conclusion drawing (verification).

III. RESULTS OF RESEARCH AND DISCUSSION

The successful implementation of the Teaching Campus 3 program in this school is supported by all parties, namely the Pontianak City education office, the principal, the teacher council, students and all school residents in the Pontianak City State Elementary School 14. This is in line with the findings (Lubis, et al, 2021) regarding the evaluation of the curriculum of the Tsanawiyah Al-Ittihadiyah Madrasah in North Sumatra has been examined by the Head of the Madrasah, Madrasah Committee, Foundation and Supervisor. What needs to be considered in curriculum evaluation is the suitability of the curriculum with the learning process plan made by the teacher, as well as the conformity of the rpp with the implementation of the teaching and learning process.

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The implementation of Teaching Campus 3 at State Elementary School 14 Pontianak has also succeeded in promoting the values of the pancasila student profile as one of the government programs. The profile of pancasila students is part of the vision and mission of the Ministry of Education and Culture, which is very important to be implemented in educational institutions. The purpose of this activity is to develop students as pancasila students, who show the value of faith, piety to God Almighty and have a noble character, critical reasoning, global diversity, mutual cooperation, independence and creativity. The profile of pancasila students as part of the independent learning curriculum is expected to be applied both in learning and independent learning programs, namely teaching campuses.

Based on the analysis of the document study, the following results were obtained. First, the value of mutual cooperation is shown by activities with students in grades 5 and 6 of State Elementary School 14 Pontianak Kota in the form of immunization events for measles and Rubella DPT.



Figure 4. The value of the student profile of Pancasila, mutual cooperation

This attitude of mutual cooperation as a Pancasila Student Profile can lead students to become social beings who have humility to help each other. In the attitude of mutual cooperation, there is a character value that focuses on an act of helping each other and helping each other in kindness (Mutiara et al., 2022). By doing mutual aid, students have a sensitive feeling towards the surrounding environment. The character of mutual cooperation is very important to be instilled in children from an early age in order to be able to work with others, build relationships in the team and work together to achieve certain goals. The attitude of being willing to work together shows the relationship of giving and receiving each other, in order to achieve a common goal (Sitompul et al., 2022). Through a cooperative attitude, it can help students to be able to build friendship relationships, there is a positive response in controlling emotions. The attitude of mutual cooperation that has been applied by students in schools, can be a provision when they interact in the home environment and within the family sphere. For this reason, it is important for schools to play a strategic role in instilling the character of mutual cooperation, including through teaching campus activities. The value of gorotong royong is also in harmony with the purpose of civic education, namely so that students as citizens become good *citizens (to be good citizens)*, namely those who are responsible (Alanur, 2022).

The second Pancasila student profile value is in the form of the value of faith, piety to God Almighty and noble character. This value is applied through lightning boarding school activities for students who are Muslims which are carried out in the month of Romadhon. The key elements in this Pancasila student profile are diverse morals, personal morals, morals to humans, morals to nature and state morals (Istiningsih & Dharma, 2021). The lightning boarding school activities held by students of Teaching Campus 3 at this school are religious activities such as adhan competitions, holding a Quran reading park, and recitation. The activity can be seen from the following picture



Figure 5. Pancasila Student Profile Values: Faith, Piety to God Almighty and Noble Character

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With the lightning boarding school activities held by students of Teaching Campus 3 at State Elementary School 14 Pontianak Kota, students get religious scores from an early age. This activity helps learners to know and know and be aware of the existence of God Almighty, who created them. In this activity, it is hoped that students who originally did not fully understand the Islamic religion or even have deviant behavior in their lives not in accordance with the guidance in Islamic teachings, can change for the better. In addition, this activity can also be used as a control rope in his daily life. So that students do not fall into the influence of globalization currents that can damage morale (Lisa et al., 2020). With the education of the character of learners having character values as their own character, applying these values in their lives as citizens who are religious, nationalist, productive, and creative society (Febrianshari, 2018; Suranto, 2016; Tabrani ZA & Masbur, 2016; Tasya Yoris, Everhard Markiano Solissa, 2020). The efforts of students to carry out lightning boarding schools through the teaching campus 3 at State Elementary School 14 Pontianak Kota is one of the efforts to foster a generation of civilization that has faith and noble character. As an indicator of the Pancasila Student Profile, it is explained that Indonesian students who have a noble character are noble morals in relationship with God Almighty, so they need to understand the teachings of their religion and beliefs and apply them in everyday life (Rusnaini et al., 2021). The values of character education are closely related and complementary and can be used as a model for the younger generation and society in general in social life (Solissa, 2022).

The third Pancasila Student Profile value is creative. Students carry out a learning program with traditional games in the form of tabak games. This activity can give students an antusia in participating in learning and be more active. here are pictures of learning using tabak games or traditional games in West Kalimantan



Figure 6. The value of Pancasila Student profile: Creative

Pancasila students are students who are creatively able to modify and produce something original, meaningful, useful, and impactful. With fun tabak learning, students can bring out expressions of thoughts and/or feelings, complex ideas to then apply new ideas according to the context to overcome problems and come up with various alternative solutions. Producing original works and actions is to produce works that are driven by their interest and liking for something, the emotions they feel, to consider their impact on the surrounding environment. Through learning with traditional tabak games, students can issue ideas that they pour out in solving questions that have been given by students of Teaching Campus 3.

The fourth value, the value of the pancasila student profile shown, is global diversity. This value is applied by gathering activities with principals, teachers and students, through Teaching Campus Activities 3. This diversity can be seen from the participants of Teaching Campus 3 in this school which consists of students from Makasar, Singkawang, and West Nusa Tenggara (NTB) with various ethnicities and cultures brought such as the ethnic diversity of Bugis, Malay. Cultural diversity can also be seen from the multi-ethnic students consisting of Javanese, Madurese, Dayak, Malay, Arabic and so on. The students who carry out Campus 3 activities and students at the State Elementary School 14 Pontianak Kota have maintained 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 new culture that is positive and does not conflict with the noble culture of the nation. One of the sub-elements of the pancasila student profile with global diversity is the ability of intercultural communication in interacting with others, paying attention, understanding, accepting existence, and appreciating the uniqueness of each culture as a wealth of perspectives so as to build understanding and empathy for others. Through friendship activities between school elements, regardless of the background of differences in religion, ethnicity, customs, building mutual respect, respect for each other. Because education is learnercentered with a focus on the learner's personality, experiences, perspectives, backgrounds, talents, interests, capacities and needs on learning. In this context, new educational strategies should encourage interaction between teachers and learners. Friendship activities will strengthen relations between school residents who are warmer (Sibagariang et al., 2021).

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This activity will build school culture, which is a place for friendship that is carried out consistently. Culture is a product of institutions rooted in the mental attitude, commitment, dedication, and loyalty of each institution personnel. The existence of school culture has a very important role in improving the quality of schools and the quality of education. School culture is related to the behavior and habituation of school residents to make adjustments to the environment. This activity also trains how to look at problems and solve them in the school environment, so that it can provide a foundation and direction for an effective and efficient educational process. A positive school culture will give its own color and be in line with the implementation of school-based management (Cahyani et al., 2020). The following is a picture of the diversity that exists in the State Elementary School 4 Pontianak Kota



Figure 7. The Value of Pancasila Student Profile: Global Diversity

The fifth value of the Pancasila student profile is independent. Students of Teaching Campus 3 with initiative and knowledge of ceremonial protocols have trained students at State Elementary School 14 Pontianak Kota as flag ceremony officers. Campus Teaching 3 students train students to be able to carry out their duties properly and responsibly. An atmosphere that is free, free from pressure or coercion is a condition for independent learning. In that atmosphere of independence will appear motivation, curiosity, courage, activeness, confidence, and not fear of being wrong. Independent attitude is one of the character values developed by the Ministry of National Education which consists of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievements, communicative, peace-loving, fond of reading, environmental care, social care, responsibility (Rotari, 2017). The independence of students at Sekolah Dasar Negeri 14 Pontianak Kota can be seen from their efforts to practice running the flag ceremony well. As is the meaning of an independent Pancasila student, namely a student who is responsible for the learning process and results. Learners proceed to understand how to become ceremonial officers, so that they can carry out their duties on the day of the flag ceremony. The subelement of the independent value is *first*, the awareness of the self and the situation at hand. They reflect on their condition and the situation they are facing starting from understanding their emotions and their strengths and limitations, so that they will be able to recognize and realize their self-development needs in accordance with the changes and developments that occur. *Second*, self-regulation, which is able to regulate one's thoughts, feelings, and behavior to achieve his learning goals. The profile of Pancasila Students is in line with the integrity of Indonesia as a nation, that if the existence of a nation is determined by its character. The Pancasila Student Profile is an ethical value for the younger generation in Indonesia. The Pancasila Student Profile is a social movement that is in line with the development of the nation's character by referring to Pancasila as the basis of the state (Hidayah & Suyitno, 2021).



Figure 8. Pancasila Student Profile Value: Independent

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The sixth value of the Pancasila student profile is critical reasoning. This value is applied by students through literacy and numeracy activities for students. Students teach numeracy knowledge in class, and guide literacy activities, namely reading storybooks, in the school library of Sekolah Dasar Negeri 14 Pontianak Kota. Critically reasoned learners are able to objectively process information both qualitatively and quantitatively, build relationships between various information, analyze information, evaluate and conclude it. The key element of this Pancasila learner profile is, *first*, obtaining and processing information and ideas. Students have a sense of curiosity, ask relevant questions, identify and clarify ideas and information obtained, and process the information. *Secondly*, the presence of the ability to analyze and evaluate reasoning. Students in decision making, using their reasoning in accordance with the rules of science and logic in making decisions and actions by analyzing and evaluating the ideas and information they have obtained. Through numeracy and literacy training activities by reading books, it becomes part of the learning process for students. Learning is a process of interaction between a stimulus (which may be a thought, feeling, or movement) and a response that can also be a thought, feeling, or movement (Jamaludin & Alanur, 2021).

With the Pancasila Student Profile, it is hoped that students will have the ability to think critically because it is a very fundamental ability that functions effectively in various aspects of life. Critical and creative thinking is a thinking activity that gives rise to new initiatives, and the activity must be innovative, different and unique. Creativity creates everything new and valuable simultaneously (in certain applications) (Phan, 2005: 92). This is in line with school policy in Vietnam. One of the trends in the major and comprehensive renovation of education in Vietnam today is the promotion of learner-centered teaching methods, shifting from content-based educational programs to competency-based learner approaches. That is, being interested in what learners can apply through learning. Therefore, learning the common problems of creative thinking skills is essential to guide the learner's approach. Within the scope of the article, the author focuses on analyzing the theoretical concerns available about creative thinking and offers some suggestions for promoting creative thinking skills for learners (Duong, 2022).

The following is a Literacy & Numeracy activity to train critical thinking of students at State Elementary School 14 Pontianak Kota.



Figure 9. The Value of Pancasila Student Profile: Critical Reasoning

The above findings are in line with the research conducted (Tran et al., 2016). The creative environment in the classroom can be understood as a classroom that stimulates the creativity of learners. Creative thinking skills can be developed in individuals by certain pedagogical methods and actions such as: creating a "creative atmosphere" in the classroom (Tran et al., 2016); teaching learners in their desire and interest in absorbing new things; correct motivational orientation of learning; creating challenges and opportunities for students to form the habit of looking at problems from different angles; encouraging students to solve problems in various ways, systematize and apply knowledge in practice; forging the habit of finding new and sensible solutions to practice; using questions to stimulate cognitive and discovery of student needs and develop the habit of quickly detecting errors, logical deficiencies in solutions or in the process of solving problems (Mumford & McIntosh, 2017; Tran et al., 2016; Walberg, 2010).

Based on the findings above, the activities of Teaching Campus 3 can foster the development of students as Pancasila students, which include the values of faith, piety to God Almighty and noble character, critical reasoning, global diversity, mutual cooperation, independence and creativity. This is in line with the findings from (Karnadi, 2022) that character building in the initial, core and closing activities in teaching and learning activities in the form of instillation of religious character values, discipline, courtesy, social care, and participation is very important for teachers to do to students.

The Pancasila Student Profile is one of the government's efforts in shaping the character of the younger generation to become good citizens. The same is stated by (Supena, 2022) that in China Li's teachings focus on a set of ethical or moral rules that govern the pattern of human behavior that every human being must adhere to and uphold. While the term Fa is known as a written law that every Chinese citizen must abide by. In essence, Fa is a law attached to a nation, generally applicable to all human beings, and formed into legislation. These two terms became the benchmark of the legal system and legal politics that developed in China. Indirectly, Communist-minded China applies moral ethical rules and laws and regulations as life guidelines.

IV. CONCLUSIONS

The implementation of the Teaching Campus 3 project in strengthening the profile of Pancasila students at State Elementary School 14 Pontianak Kota is going well. Teaching Campus 3 activities can foster the development of students as Pancasila students, which include the values of faith, piety to God Almighty and noble character, critical reasoning, global diversity, mutual cooperation, independence and creativity. First, the value of mutual cooperation is shown by activities with students in grades 5 and 6 of State Elementary School 14 Pontianak Kota in the form of immunization events for measles and Rubella DPT. The second is the value of faith, piety to God Almighty and noble character. This value is applied through lightning boarding school activities for students who are Muslims which are carried out in the month of Romadhon. The third is the creative value reflected in student activities in carrying out learning programs with traditional games in the form of tabak games. Fourth, the value of the Pancasila student profile shown is global diversity. This value is applied by gathering activities with principals, teachers and students, through Teaching Campus Activities 3. The fifth is independent. Students of Teaching Campus 3 with initiative and knowledge of ceremonial protocols have trained students at State Elementary School 14 Pontianak Kota as flag ceremony officers. The sixth value of the Pancasila student profile is critical reasoning. This value is applied by students through literacy and numeracy activities for students.

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