

# Strengthening Global Diversity Values through *Profil Pelajar Pancasila* in Citizenship Education Learning/

Thoriq Abdul Aziz<sup>1</sup>, Aim Abdulkarim<sup>2</sup>

<sup>1</sup>Civic Education Departemet, <sup>2</sup>Civic Education Departement, Faculty of Social Sciences Education, Universitas Pendidikan Indonesia  
Jl. Dr. Setiabudi, No. 229 Bandung 40153, Indonesia.

Corresponding author

[thoriqaziz98@upi.edu](mailto:thoriqaziz98@upi.edu) [aimabdulkarim@upi.edu](mailto:aimabdulkarim@upi.edu)

**Abstract:** Indonesia is a country that has diversity in various aspects, which is stated in the motto *Bhinneka Tunggal Ika* as the country statement. The implementation of diversity in Indonesia had been found in various aspects, one of which is carried out through learning activities in school units. *Pancasila* and Citizenship Education is a field of study examining the strengthening of diversity character education to create students who understand the national identity of the country. Civics learning in education units currently uses *Kurikulum Merdeka* which integrated learning based on the *Profil Pelajar Pancasila*. This research uses a literature study method by examining 30 (thirty) relevant journal articles about *Profil Pelajar Pancasila* and the global diversity aspect. The results obtained are 1) Citizenship education learning based on *Profil Pelajar Pancasila* integrates global diversity values as part of the dimension taught 2) aspects of global diversity that emerge are intercultural communication, tolerance, and an attitude of respect for others 3) integration of global diversity values in citizenship education by using the *Profil Pelajar Pancasila* in that curriculum is one way to strengthen character global diversity of students 4) Strengthening the character of global diversity is seen like independent curriculum learning activities through differentiated learning values in schools.

**Keywords:** *Profil Pelajar Pancasila*, Global Diversity, Citizenship Education.

## Introduction

The Indonesian state is a country that has diversity in various aspects, this position states implicitly and expressly that the state must guarantee these diversity values in all aspects of social, national and state life. This diversity can be seen in the aspect of cultural diversity, as one of the vision and mission of the nation listed in the motto, namely "*Bhinneka Tunggal Ika*". The diversity of the Indonesian state is in accordance with the number of tribes in Indonesia which amounts to 723 tribes (Husni, 2020a) with the recognition of religions in Indonesia that are recognized by more than one (namely there are six religions). In contrast to homogeneous countries where social identity is not one of the important differentiators in various social lives of people. Indonesia regulates this as one of its distinctive identities as a method of

stratifying social classes in society (Satianingsih et al., 2020).

This status position as a diverse country does not place Indonesia's role as one of the heterogeneous countries with diversity status and findings of tolerance in good daily life, but often finds problems in the field becoming more complex because the more religious a community system in the region is, the occurrence of inequality of tolerance and practice of diversity life does not always go well (Syofyan, 2022). The occurrence of various cases of disrespect for tolerance in Indonesia is seen in various aspects, this intolerance incident can take the form of bullying, having an intolerant attitude towards religious and cultural differences between populations to cause friction between horizontal and vertical conflicts of citizens is a finding that is often encountered in cases of global diversity in Indonesia. Of course, in the aspect of global diversity as part of the world's

citizens (Kim, 2021), Indonesian citizens should have begun to have an understanding to improve their self-image among fellow citizens in social life to prove themselves and the country's position in the world as a whole.

One of the applications of global diversity activities can be applied to the community through educational units both in formal, informal and non-formal units. Education is one of the doctrinal values that can apply this diversity. In Indonesia, an independent curriculum is currently underway with an approach to transforming learning values known as *the Pancasila Student Profile* (Setiyani et al., 2022). This innovative learning approach is implemented as an extension of the Character Education Strengthening program as an effort to form a generation of Indonesians who have good character skills in their roles as citizens and global citizens.

Character Education learning is carried out through Civic Education learning activities as a field of study which is carried out separately as one of the single subjects or subjects that are integrated with other learning as a learning project (Mahfud et al., 2019). This research examines how the role of the field of Civic Education in shaping the character of global diversity as part of the Pancasila Student Profile dimension either plays a role in a separate field of study or is regulated in the learning of the Pancasila Student Profile Project for students and its scientific dimension.

## Materials and Methods

### Study area

This research uses a literature study method of accredited national or international journals by reviewing 30 (thirty) standardized and related journal articles about *Pancasila Student Profiles*, Character Education, Civic Education and Character with global diversity. The journals are then compiled, analyzed and given each approach regarding the results obtained so that a relationship is found between each element of the field of study analyzed (Santosa et al., 2022).

## Procedures

### Data Collection

The indexed and selected articles are sorted to sort out the content that is most related to research, namely the field of civic education, Pancasila Student Profile and Character Education. There are several articles that only contain one dimension so that the rest are analyzed through linking theory while still paying attention to the relevance of the approach and results to the research carried out.

### Data Reduction

After finding the relationship between several variables in the article that are in accordance with the relevance of the research topic, the next section is to reduce the data to find the linkage and sorting variables that are in accordance with the implementation of the selected research in order to find the relationship and suitability between civic education learning and strengthening global diversity in learning the Profil Pelajar Pancasila in depth.

### Data analysis

Data analysis was carried out systematically by compiling research into two variables, namely Strengthening Global Diversity Character in the Pancasila Student Profile and Civic Education Learning. The analysis achieved includes 1) the relationship between the teaching subject and the dimensions of the character contained, 2) The position of the scientific structure in learning, 3) the objectives achieved and 4) the implementation of strengthening character education in civic education learning.

## Results and Discussion

Pancasila education is one of the subjects of learning that is stipulated compulsorily in the independent curriculum system in schools (Hägg & Gabrielsson, 2020). The position in the Merdeka Curriculum is different in each phase. Although different at every level and grade level, Pancasila and Citizenship Education in Indonesia is designated as a compulsory subject in the Curriculum by placing it in group A. This causes this field of study to be mandatory for all students

from the primary, secondary, even to higher education levels. This is in accordance with the understanding of the subject of Civic Education, which is one of the mandatory fields of study to print nationalism attitudes that exist for all citizens in a country (Danial et al., 2022). Because a person who lives in a country must obey the ideology in the country, one of the practices that can be done to prove it is to follow the learning of Civic Education taught in the education unit (Ridha & Riwanda, 2020).

Currently, the learning of Pancasila and Civic Education refers to the *Kurikulum Merdeka* policy adjusted to refer to learning approaches based on *Profil Pelajar Pancasila* (Irawati et al., 2022). This approach is one of the things that is done in every learning activity in the independent curriculum with the aim of integrating renewable character education to build the character of students in accordance with the ideology of the nation in this case Pancasila (Kurniawaty & Faiz, 2022).

In accordance with the nomenclature of Pancasila and Citizenship Education, there are findings of a very close relationship between learning Pancasila and Citizenship Education with the *Profil Pelajar Pancasila* (Kurniawaty et al., 2022; Shofa, 2021), one of whose dimensions is to build a global character of diversity. This section discusses the findings obtained regarding the analysis of Pancasila Education with its relationship to global character education and its relevance in the position of the field of study in the *Kurikulum Merdeka*.

Civic Education has an important role in actualizing these values because learning is in accordance with its nomenclature by applying various values of character education (Yani et al., 2023). Global diversity is one of the goals achieved because this character education application applies the actualization of learning through civic education.

### The Result on Strengthening Global Diversity Character as part of the *Profil Pelajar Pancasila* in Citizenship Education Learning

*Profil Pelajar Pancasila* is one of the learning approaches that applies the values of Pancasila and character as the ideology of the nation in the

education unit in depth by implementing learning patterns co-curricularly and intracurricularly (Banks, 2021). The learning divides into several dimensions, namely faith and piety in God, Independent, Creative, and Global Development, and Critical Reasoning. These dimensions are related to the implementation of learning the *Profil Pelajar Pancasila* as one of the approaches applied to carry out comprehensive Pancasila and Citizenship Education learning (Novera et al., 2021).

One of the learning activities of the *Profil Pelajar Pancasila* applied in Civic Education learning activities is to apply the dimensions of global diversity (Winataputra, 2008). In accordance with the nature of learning with global diversity, it must be an agreement implemented that learning prioritizes the values of national diversity in the sense of creating students with cultural and global diversity skills as a whole, whole and deeply in various aspects.

This research uses the method of literature analysis, before examining the dimensions of global diversity found in global diversity learning. So, it is necessary to study the nomenclature of Pancasila and Civic Education as part of learning studies as an integrated field of study. The name of this field of study in the *Merdeka Curriculum* has explained the position of Pancasila clearly and expressly according to its name, then the Pancasila Student Profile will be well dimensioned in this field of study. (Swalwell & Payne, 2019)

As for the findings of Pancasila and Civic Education as part of the field of study, it is listed in the explanation of the description table as follows.

**Table 1.** Pancasila and Civic Education Position on *Profil Pelajar Pancasila* learning approach

| Dimensions          | Description   |
|---------------------|---|
| Materials of Study  | The materials in learning Pancasila and Citizenship Education are in accordance with the position of the <i>Profil Pelajar Pancasila</i> , which emphasizes the sustainable development of Indonesia's humanitarian dimension with the known term of the four pillars of the nation (Muhtarom, 2020), called as: Pancasila, UUD NRI 1945, Bhinneka Tunggal Ika, and <i>Negara Kesatuan Republik Indonesia</i> . |
| Learning Schemes    | Civic Education learning is related to the learning of the Pancasila student profile project which prioritizes a constructivistic approach in every development of overall student understanding  |
| Learning Objectives | The objectives implemented in learning Pancasila and Citizenship Education are similarly contained in the learning of the Pancasila Student Profile, namely both constructing students to have an understanding and development of Indonesian people who are Pancasilaists.   |

Note: Concluded by Researcher

The explanation of the tables of findings above will be discussed in the discussion section which also contains elements of global diversity that will be strengthened in learning Pancasila and Citizenship Education.

### The Discussion of Global Diversity Aspect Character on Citizenship Education Learning

After examining the relationship between the Pancasila Student Profile and Civic Education which is very related, starting from the aspects of learning materials, learning schemes and learning objectives. So, the next thing that can be used as a study is to discuss one part of learning, namely the character of global diversity associated with learning Pancasila and Citizenship Education (Sari et al., 2022).

Diversity is more focused on national values, namely the diversity in ethnicity, color, religion, culture, language, etc. that exists in the Indonesian state (Husni, 2020b) Diversity is defined as numerous, many, many, varied, and so on, which leads to the many differences that exist in each life (where unity and oneness are the liaison of this diversity). Respect for diversity is a component of global diversity (Abdi, 2018). Global diversity means accepting differences. By incorporating the idea of multiculturalism, the readiness to embrace other groups equally as a unit, despite of differences in culture, ethnicity, gender, language, or religion, diversity is given understanding and significance. Variability, particularly in terms of race, religion, and culture, is constrained to the extent of natural diversity (Subaidi, 2020).

As a result, the Pancasila Student Profile movement, which was formed in the teaching and learning process in schools, was supported by the Ministry of Education, Culture, Research and Technology (Kemdikbud-Ristek). The second keyword in the Pancasila Student Profile, "global diversity," conveys the idea that while children must be passionate about preserving Indonesian original culture, locality, and identity, they must also remain open to other cultures as a sign of respect and positive recognition of those cultures (Minton et al., 2018). Each key in the Pancasila Student Profile has its own role in forming the good character of the nation's youth.

Recognizing and valuing culture is the first step in creating a more diverse world. In order to establish a strong foundation and resist being easily swept away by foreign cultural currents, this process starts by learning more about and becoming more interested in Indonesian culture

(Mulyadi et al., 2019). The nation's culture and traditions must also be preserved in order to preserve its identity and ability to compete on an international level. then, keep records of how world culture is evolving (Mazurkiewicz, 2019).

Knowing and valuing culture, having intercultural communication skills while dealing with others, reflecting on and taking accountability for one's role in diversity experiences are the fundamental components of global diversity. The explanation of each of these dimensions is explained in the table, which is as follows (Rusnaini et al., 2021):

**Table 2.** Global Diversity Dimensions on *Profil Pelajar Pancasila* learning approach

| Dimensions  | Description  |
|---|--|
| Intercultural Communication                                   | Pancasila students interact with cultures that are different than their own in an equitable way by paying attention to, understanding, accepting, and respecting the uniqueness of each culture as a richness of viewpoints, thereby establishing mutual understanding and empathy for others.   |
| Reflection and responsibility for the experience of diversity | In order to avoid prejudice and stereotypes against many cultures, such as bullying, intolerance, and violence, Pancasila students use their understanding and experience of diversity in a reflective manner. This is done by learning about cultural variety and by developing diversity-related skills.                             |
| Having social justice skills                                  | Students at Pancasila are interested in and actively involved in achieving social justice at the local, region, national, and global level. He is confident in his own ability to promote democracy, fully engage in the creation of a society that is inclusive of all people, socially just, and focuses on sustainable development. |

These dimensions are passed down to each learning activity known as learning integrating the *Profil Pelajar Pancasila*. Four dimensions are utilized in the integration of *Profil Pelajar Pancasila* in schools. First, extracurricular activities that take place during class, or intracurricular activities. The second category is extracurricular activities, namely project-based learning activities (P5) (Rizal et al., 2022). Third, extracurricular activities that help students find their interests and abilities. Fourth, classroom cultural activities that foster habit and school culture.

One of the activities is carried out through learning activities that are integrated in the learning of Pancasila and Citizenship Education (Kennedy, 2019). The dimensions of global diversity reflected in the field of Pancasila and Citizenship Education are reflected in the following table scheme.

**Table 3.** Dimensions of Global Diversity in Learning Pancasila and Citizenship Education

| Dimensions  | Description and Citizenship Education Characteristic   |
|---|--|
| Intercultural Communication                                   | Civic Education puts one of its chapters is the chapter "Bhinneka Tunggal Ika" one of the materials found in various phases, namely the existence of material on appreciating cultural diversity as in phase E (identifying diversity between cultures).   |
| Reflection and responsibility for the experience of diversity | In addition to knowing in the material about appreciating diversity, Civic Education learning produces students who have the ability to apply every diversity experience in the material and the application of its application in everyday life from identifying to reasoning applications in the form of citizenship projects. |
| Having social justice skills                                  | After students understand and apply the diversity material and the attitudes that must be cultivated, the next stage is to apply not just knowledge and skills but have an attitude of respecting diversity by being tolerant, not disturbing others and not bullying others.  |

Civic Education as a field of study applies every dimension of the Pancasila student profile before getting to know the existence of policies regarding deep integration into character education through these policies. So that the application that is applied to strengthen global character education is not just a review of literature but can be started from the teacher by building good communication while the learning process is ongoing.

This development is associated with the ultimate goal of a global character that is to form a responsible dimension in the entire process of learning activities as a whole, not just applying it in one approach. Students by studying the dimensions of global diversity are expected to have an increased attitude of responsibility in learning and daily life (Nisa' et al., 2021). This is also important to do through maximum teacher contribution in preparing each learning activity through project learning that is appropriate and in accordance with the assessment of student needs.

### Conclusions

Pancasila and Civic Education learning is one of the teaching subjects that very explicitly has a special obligation to build the global character of students. The character of global diversity in the dimension of the Pancasila student profile is divided into three parts, namely intercultural communication, diversity experiences and reflections, and attitudes of responsibility. This learning is because the position of civic education is carried out in independent curriculum learning, so learning is obliged to carry out each of these dimensions.

The strengthening of the global diversity character can be seen curricularly in the material integrated in all the chapters of the lesson, one of which explains the strong diversity is the chapter phase "Bhinneka Tunggal Ika" which is explained in the entire chapter. Civic Education learning is carried out not only to build character in theoretical values but they explain the application of learning in project learning models in order to create students who not only understand the theories of Indonesia as a diverse country but

apply it in everyday life in project learning in order to realize students are responsible, tolerant and have awareness of his position as an Indonesian citizen who thinks locally and acts globally.

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