



Profile description of Pancasila students in fiction in the thematic book for grade 3: loving plants and animals' chapter

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ABSTRACT

Background: Fiction text is one of the genres of literary works containing fictional story elements created by the author's imagination. Fiction is believed to be a reading that adds knowledge, insight, enlightens the soul of the reader, and as an effort to instill values, especially the value of educational character to students.

Purpose: This study aims to determine the value of educational characters in fiction stories.

Design and methods: This research was conducted using a qualitative approach to content analysis methods or content analysis with descriptive analysis techniques. The source of the data used is the document in the form of a grade 3 thematic book on the chapter of loving plants and animals.

Results: The results of the study revealed that in the text of fiction in the thematic book grade 3 theme 2 elementary school there are character values of faith, fear of God Almighty with elements of personal morals, and character values of mutual cooperation with elements of caring and sharing. Meanwhile, the character values that have not yet emerged are global diversity, independence, critical reasoning, and creativity.

Keywords: Fiction stories; character values, student profiles of Pancasila

Introduction

Literary work is a form of creativity in beautiful language containing a series of inner experiences and imaginations that come from the appreciation of the author's social reality. Classification of literary works is divided into several forms, namely prose, poetry, and drama scripts. One of the genres of prose is fiction. A story that is characterized by a narrative, contains elements of fiction or lies and contains basic elements consisting of characters, plot, setting, and point of view so that a fictional story can be formed. In general, fiction also refers to imaginative works in the form of novels, short stories, novellas or the like (Atmojo, 2020). Even though it contains fiction or lies, the birth of this story is influenced by the background, experience, knowledge, imagination, and the atmosphere that surrounds the author. In addition to functioning to entertain, fiction is also believed to be a reading that adds knowledge, insight, enlightens the soul of the reader, and as an effort to instill values, especially the value of the character of education to students (Sujana & Jayadinata, 2018).

Character value is a process in forming a complete human being with character in various aspects, both physically, emotionally, socially and intellectually optimally (Mumpuni & Masruri, 2016). Thus, the value of the character of education becomes important to form a quality generation. One's success is not only on technical competence (hard skills), but also

on self-management skills and other people (soft skills). This shows that the value of the character of education in order to improve the quality of education for students is very important (Juliani & Bastian, 2021). Character education is a system of inculcating character values including components of knowledge, awareness and action to carry out these values, both towards God Almighty, oneself, the environment, nationality and the state. Character education is also a tool to guide someone to be a good person, so that they can filter out bad influences (Haryati, 2013).

According to Law no. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country. The purpose of education is to form a whole generation that meaningful has intelligence, attitude, good a and skills necessary to live in a society. In this case, to be able to produce learning that produces a balance between cognitive, affective or attitudes and psychomotor performance when carrying out the learning process, namely as part of the educational process.

In the 21st century, the Indonesian education system has a goal to make students as students who behave in accordance with the values of Pancasila. Therefore, in an effort to realize the younger generation of Indonesia, the term "Pancasila Student Profile" appears. In accordance with the Vision and Mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024: Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Kemendikbud Ristek, 2020) One of the descriptions of educational character values can be found in thematic textbooks.

Based on research related to character values, it was found that there are several educational character values contained in the arrogant game and have proven to be traditional games that can be used as one of the media used for teachers in instilling character education in students (Agusti et al., 2018). The educational character values that have been studied previously are in the Bupena Class 3 book (Amin et al., 2020), and the thematic teaching materials for class 1 (Ariyani & Wangid, 2016). Therefore, this study aims to determine the value of educational characters in fiction stories in grade 3 theme books with the theme of loving plants and animals.

Methods

This research uses a qualitative approach with a descriptive type of research. The data collection technique in this study was a document in the form of a grade 3 thematic book on the theme of loving plants and animals. The research method used is content analysis or content analysis. Analyze the suitability of the meaning of the text with the selected context. The suitability of the meaning of the text in question is the value of the educational character found in fiction stories in grade 3 thematic books with the theme of loving plants and animals (Kurnianingsih et al., 2018). Meanwhile, the context chosen is the value of the character of education in accordance with the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024. The character values in question consist of faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

Findings & Discussion

Character values in fictional stories

Value is a universal concept about something that is good/bad, worthy/inappropriate and its existence can only be thought about, lived and understood. Value is a quality of goodness that exists in all things that are considered good, useful and possessive (Nugrahastuti et al., 2016). Character is a distinctive value, both character, trait, or personality in an individual which is formed from the results of internalizing various aspects and is used in daily behavior (Hartono, 2014).

(Nopan Omeri, 2015) states that personality is a combination of morals, ethics, and character. Morality focuses on behavior, whether the behavior can be characterized as good or bad, right or wrong. On the other hand, ethics provide an assessment of good and of evil based on the norms prevailing in a particular society, while the moral order have the belief that people basically are good and evil. These factors are interrelated and mutually support in shaping the child's personality.

Character education is something that must be implemented because basically all teachers as educators have the same goal in shaping the character of the nation. Thus, character education is the responsibility of moral education or character education and Pancasila education, but is the responsibility of all fields of study. Therefore, when implementing the 2013 curriculum, the balance of the cognitive, affective and psychomotor learning domains became part of the nation's character education (Santika, 2020).

Pancasila Student Profile

Pancasila's students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values Pancasila values, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Kemendikbud Ristek, 2020) as described below:

1. Faith, fear of God YME and noble character

Students who understand, have noble character and apply knowledge of religious teachings, are students who believe and fear God Almighty. He believes and uses this knowledge in everyday life. There are 5 key elements of faith, fear of God Almighty, and noble character: (a) religious character; (b) personal character; (c) morality to humans; (d) morality to nature; and (e) state morality.

2. Global Diversity

Students maintain national culture, local culture, and maintain an open attitude in establishing relationships with other cultures as an effort to foster mutual respect, respect and do not close the opportunity for them to form a noble culture that is positive and does not depart from the noble culture of the nation. Global diversity is a sense of respect and respect for diversity and tolerance for differences. This means being able to accept differences, without feeling judged and judged, or feeling that you or your group is better. The elements and keys to global diversity include recognizing and appreciating culture, communication skills in interacting with others, and reflection and responsibility for the experience of diversity

3. Working together

Learners have the ability to work together, namely the ability to carry out activities together voluntarily so that activities can be carried out smoothly, easily and lightly. The elements of gotong royong are collaboration, caring, and sharing.

4. Independent

Students in Indonesia are independent students, namely students who are responsible for the process and learning outcomes. The key elements of independence consist of awareness of oneself and the situation at hand and self-regulation.

5. Critical reasoning

Students who think critically and can objectively process information both qualitatively and quantitatively, build relationships between various information, analyze information, evaluate and draw conclusions. Elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions

6. Creative

Creative students are those who are able to modify and make things that are original, meaningful, useful and impactful. Pancasila students have the ability to solve problems, and have the ability to produce something actively, and independently. The key element of creativity is generating original ideas, producing original works and actions (Juliani & Bastian, 2021).

Findings

The results of this study are in the form of character values contained in the text of fictional stories in the Thematic Curriculum 2013 book for grade III elementary schools published by the Ministry of Education and Culture in the revised 2018 edition, with the theme loving plants and animals. The description of the character values or terms of the Pancasila student profile can be in the form of sentences contained in the text of a fictional story. The value of the character in question is the value of the character of education in accordance with the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024.

Faithful, devoted to God Almighty and have noble character

Students who understand, have noble character and apply knowledge of religious teachings, are students who believe and fear God Almighty. He believes and uses this knowledge in everyday life. There are 5 key elements of faith, fear of God Almighty, and noble character: (a) religious character; (b) personal character; (c) morality to humans; (d) morality to nature; and (e) state morality. An illustration of this value can be seen in the text excerpts from several fiction stories in the 3rd grade theme book, the theme of loving plants and animals.

The value of the character of Education in personal morals in the story "Bunga Melati yang baik hati" as follow.:

"Bunga Melati hanya diam dan tetap tersenyum. Senyumnya yang manis membuat keharuman dirinya semakin merebak". (p 28)

"Bunga-bunga yang lain meminta maaf kepada Bunga Melati atas perasaan cemburu mereka. Kini mereka mengakui bahwa keberadaan Bunga Melati itu justru harus disyukuri". (p 29)

Bunga Melati : "Aku sudah memaafkan kalian, teman-teman. Sekarang kita bisa berteman tanpa ada prasangka buruk". (p 30)

In the excerpt of the text of the story, the value of personal moral character can be seen from the depiction of Bunga Melati's character which describes her humble attitude and behavior, she does not boast when she has a fragrant aroma that is fragrant compared to other flowers, she also does not compare her strengths with other flowers and he is also forgiving. In the excerpt of the text of the story, the value of personal moral character can be seen in

the depiction of other flowers' character, who has the courage to admit his mistakes and dare to apologize, because he has been jealous and has bad thoughts towards Bunga Melati.

The value of the character of Education in personal morals in the story "A Kind Farmer" namely:

"Suatu hari, tinggallah seorang petani yang baik dan murah hati". (p 44)

"Sang petani merasa kasihan. Ia pun membawa burung itu ke rumahnya yang sederhana. Sang petani langsung mengobati kaki burung tersebut. Setelah beberapa hari ia rawat, burung pipit itu ia lepaskan kembali ke alam bebas". (p 43)

"Akhirnya, karena kebaikan dan ketulusan petani itu, sekarang ia menjadi orang yang sangat kaya raya". (p 45)

In the excerpt of the text of the story, the value of personal moral character can be seen from the depiction of a good and generous farmer. When he saw a sparrow that needed help, he felt sorry for it, and took the initiative to treat it selflessly. So because of his sincerity and kindness, the farmer was rewarded for being a very rich person. As in QS. Al-An'am verse 160, through this verse Allah says "Whoever does good gets a reward ten times his deeds".

The value of the character of Education in personal morals in the story "The Story of the Farmer and the Child of the Tiger" namely:

"Di sebuah desa di Pulau Jawa, tinggallah seorang kakek. Ia terkenal baik hati dan ramah. Namanya Ki Maulaya. Para warga desa sangat segan dan mengagumi beliau. Sifatnya yang arif dan bijaksana sering dijadikan tempat bertanya ketika ada perselisihan". (p 75)

In the excerpt of the text of the story, the value of personal moral character can be seen from the depiction of a grandfather who is known to be kind and friendly. In addition, he has a wise nature. Due to his fair decision-making nature, the farmer is respected, admired, and trusted by the local villagers as a place to ask questions when there is a dispute.

Mutual cooperation

Students have the ability to work together, namely the ability to carry out activities together voluntarily so that activities can be carried out smoothly, easily and lightly. The elements of gotong royong are collaboration, caring, and sharing. An illustration of this value can be seen in the text excerpts of several fictional stories.

Educational character values shared in the story "Pohon Apel yang Tulus" namely:

"Kamu boleh memotong cabang-cabang pohonku ini untuk membangun rumahmu". "Baik! Sisa batang pohon tua adalah tempat terbaik untuk bersandar dan beristirahat. Duduklah sini bersamaku dan istirahatlah,". (p 3)

In the excerpt of the text of the story, the value of the character of sharing can be seen from the depiction of the action of the apple tree. With sincerity and selflessness, he volunteered to help, giving a tree branch to a boy who wanted to build a house. And when they are both old, the apple tree is willing to make the rest of the tree trunk a place to rest.

Educational character values share in the story "Asal Mula Buah Kelapa" as follow.

"Aku ingin diberi sesuatu olehmu, agar aku menjadi seseorang yang sangat berguna bagi setiap orang". "Permintaanmu cukup bagus," sahut Penyihir sakti. Ia mengeluarkan sebuah kotak hijau yang kecil. (p 21-22)

In the excerpt of the text of the story, the value of sharing characters can be seen from the witch's actions. When someone asked him for something out of kindness, he was not stingy, without a second thought, so the magician immediately gave him something of value.

The value of the education character shared in the story "*Petani yang Baik Hati*" as follow.

"Burung itu membawa tiga buah biji semangka pada paruhnya. Ia memberikannya kepada petani itu. Setelah itu, burung itu pun pergi. petani itu sangat berterima kasih kepada burung (p 44)

In the excerpt of the text of the story, the value of the character of sharing can be seen from the actions of the Sparrows. He shared by giving three watermelon seeds which he thought were magical and would later produce something unexpected, as a sign of gratitude to the farmer who volunteered to help him when he was sick.

The value of caring education character in the story "*Ayam Jago Baru*" as follow.

"Iya! Itu Matahari sudah terbit di langit!" ujar si Jago. Si Burung Hantu tertawa terbahak-bahak. "Itu bukan Matahari! Itu adalah bulan purnama!" katanya. (p 56)

An illustration of the value of the caring character can be seen in the Owl dialogue quote. When someone makes a mistake unintentionally, he doesn't let it go, but he is concerned, then reprimands him and tells him in a good way.

The value of caring education character in the story "*Kisah Semut dan Burung Merpati*" as follow.

"Burung merpati ini memetik daun dan menjatuhkannya di dekat semut. Semut merayap naik ke atas daun. Akhirnya, ia berhasil menyelamatkan dirinya dengan bantuan daun tersebut dan mendarat di tepi sungai". "Semut menyadari bahaya yang membayangi merpati yang baik tersebut. Ia segera berlari mendekati pemburu dan menggigit kaki sang pemburu". (Hlm 67)

An illustration of the value of the caring character can also be seen in the excerpt of the text of the story. The actions of the Pigeon and the Ant, both of them have an attitude of caring for each other. When one of them is in danger, they persistently try to find a way to help and avoid the danger that will befall him.

The value of caring education character in the story "*Kisah Petani dan Anak Harimau*" as follow.

"Dia menemukan sebuah lubang jebakan . Dilihatnya ada tiga ekor anak harimau yang terjebak dan tak bisa keluar. Melihat bahwa binatang yang dia temukan bisa membahayakannya, dia pun tertegun sejenak. Setelah beberapa saat terpaku, Ki Maulaya dapat menekan rasa takutnya. "Aku percaya.. bahwa kebaikan pasti dibalas dengan kebaikan pula." Dikeluarkannya satu persatu anak harimau itu. Setelah semua terangkat, dia pun naik keluar dari lubang itu". (p 75-76)

The picture of the value of caring character can be seen in the text of the story, it appears that a farmer is fighting his fear, because of his caring attitude, he wants to help a tiger that is trapped and cannot get out of the trap hole. And he believes that a good will be rewarded with kindness too.

The value of caring education character in the story "*Anak Gembala dan Serigala*", as follow

"Seperti yang dia duga, orang-orang kampung yang mendengarnya berteriak, cepat-cepat meninggalkan pekerjaan mereka dan berlari ke arah anak gembala tersebut untuk membantunya. Anak Gembala: "Tolong..... tolong ada serigala! Tolong.....serigala memakan domba!" Orang Kampung 1: "Mana serigalanya? Tidak terlihat serigala di sini?". (p 82-83)

An illustration of the value of caring characters can also be seen in the dialogue quotes from the story. A villager came to help the shepherd boy who was scared because a wolf was

eating the sheep. The villager has a caring attitude, he must always feel the suffering of the shepherd boy when he is afraid and he is agile when someone asks for help.

The value of the character of mutual cooperation in the story of "Si Kancil dan Buaya" as follow.

"Aku mau mengambilkan daging itu untuk kalian, asal bantu aku menyeberang sungai itu" lanjut Kancil. "Baiklah, tetapi bagaimana kami bisa membantumu?" tanya Buaya. "Berbarislah kalian sampai ujung sungai itu, biarkan aku berjalan menyeberangi sungai melalui punggung kalian," kata Kancil. Si Kancil terus melompat dari satu punggung buaya ke buaya lainnya. Hingga akhirnya si Kancil sampai di seberang sungai dan mengucapkan terima kasih kepada buaya-buaya itu atas bantuannya. (p 197-198)

The value of the gotong royong character in the quote from the story text Si Kancil and the Crocodile illustrates the Crocodile's interest and interest in helping the Kancil. With gotong royong, there is an awareness of a situation that shows for the common good, fosters a sense and attitude of helping, is also encouraged with thoughts and hearts to take an action.

Conclusion

Based on the results of research and discussion, it is concluded that the formation of educational character values in students can be carried out in the school, home or family environment. One of them at school, character building that can be done is when the learning process of students reads fiction stories in their textbooks every day. Fiction stories in addition to functioning as entertainment, also serves as an instillation of educational character values in students. The character values contained in the excerpts of fiction texts in grade III thematic books on the theme of loving plants and animals in elementary school are the values character of faith, fear of God Almighty with elements of personal morals appearing. Personal morals that appear are humble, forgiving, brave to admit mistakes, kind, generous, sincere, friendly, wise and wise. The value of the character of mutual cooperation with the element of mutual cooperation and with the element of sharing. Of the total character values contained in the next of fiction stories for grade 3 thematic books, theme 2, the most dominant character value is the value of caring.

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