

TEACHER PREPARATION IN THE IMPLEMENTATION OF CHARACTER EDUCATION BASED ON PANCASILA STUDENT PROFILE

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ABSTRACT

Character education has received a huge focus of attention in the Independent Curriculum which will gradually be implemented in the 2022/2023 school year. This study aimed to: 1) describe teachers' views on values-based character education in the Pancasila Student Profile; 2) analyze teacher preparation to be able to educate student character based on values in the Pancasila Student Profile. This study used a qualitative descriptive approach with dialectical hermeneutics method. The subjects of this study were high school teachers in the Special Region of Yogyakarta who were selected purposively based on the research objectives, namely 10 teachers from public high schools and 8 private high school / vocational teachers in DIY. The data collection technique was carried out with *Focus Group Discussion* twice. Data analysis techniques are qualitative using the Saldana (2009) version, which uses coding techniques followed by philosophical interpretation with characteristics: interpretation, description, reflection critical analysis, analytico-synthetics, internal coherence, holistica, and heuristics. Test the validity of the data using source triangulation. The results of the study concluded that: 1) In general, both public and private high school teachers recognize that character education to realize the Pancasila Student Profile stands out in the Merdeka Curriculum with target values that are very relevant to the conditions of Indonesian society and the world community; 2) The preparation made by teachers to be able to educate students based on values in the Pancasila Student Profile is to improve personality competence by setting an role model, guiding and giving direction so that students can have knowledge, attitudes and character actions; improve pedagogic competence by changing the way teachers perceive students, learning, and understanding differentiated learning; improve their scientific competence independently and collaborate with teachers of other subjects; improve social competence by learning fellow teachers (mobilizing teachers), learning together armed with curriculum modules and attending various workshops and trainings; 3) The value of the Almighty God has not been translated into the themes of the Merdeka Curriculum project; therefore the curriculum needs to be revised.

Kata Kunci: *Curriculum Merdeka, Pancasila students, character education, teacher competence.*