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## Character-loaded Children's Reading as a Builder of Pancasila Student Profiles

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### ABSTRACT

This study aims to determine the character value of children's reading in the Indonesian language book "I Can" Class I Elementary School. It contains Pancasila Student Profiles in the Independent Curriculum. In this book there is a reading: Duk! Duk!, Be Careful!, Caca Can, Beware of Germs!, Animal Parade, Mimi Bravei, Kiki and Gaga, Bimo at the Market, Bayu Don't Know. Character is a form of personality or character of a person that comes from a collection of policies and is manifested through behavior that is in accordance with ethics/moral principles. Character is formed through a learning process in several places, such as at home, school, and in the neighborhood where they live. The method used in this research is content analysis method. Based on the results of research on children's reading there are several character values contained in the Pancasila Student Profile. 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 creative Indonesian students are lifelong students who have global competence and behave according to Pancasila values.

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### 1. INTRODUCTION

Education is Wrong One factor important for progress something nation . effort from all party needed as effort reach quality education . Source Power man superior built of a quality educational process . Inhabitant educated country with Good is Foundation something civilized nation. Developed country supported by quality his education . The purpose of education is to contain an overview of good, noble, proper, correct and beautiful values for life, therefore the purpose of education has two functions: To provide direction to all educational activities, As something to be achieved by all educational activities. [1].

A great nation has a strong character accompanied by high competence, which grows and develops from education and an entertaining environment that applies good values in all aspects of national and state life. It is with this strong character and high competence that the nation becomes strong. Furthermore, the nation's collaboration and competitiveness will increase to respond to the challenges of the 21st century. For this reason, education must focus on strengthening character in addition to building competence [2]. Character is an individual characteristic that is shown through the way of behaving, behaving and acting to live and work together, both in the school, family and community environment. Indonesia as an independent country, of course has its own basis in formulating character values, the formulation of these character values is Religious, honest,

tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the land water, appreciating achievement, friendly or communicative, peace-loving, fond of reading, environmental care, social care, responsibility. These eighteen character values are the most basic characters that Indonesian citizens should have [3]. Strengthening the nation's character starts from a very early age, even when their parents get married and conceive them. Besides being carried out through informal education, character education is formally carried out since children enjoy elementary school [4]. Basic philosophy of character education in Indonesia Quran Surah Luqman verse 19 which means "And be simple in walking and soften your voice. In fact, the worst sound is the sound of donkeys, and in the hadith of the Prophet Muhammad SAW which was narrated by Ibn Majah, "Glorify your children and educate them with good manners [5]. The character possessed by a person is basically formed through a fairly long learning process. Human character is not something innate. More than that, character is the formation or forging of the environment and also the people around that environment. Character is formed through a learning process in several places, such as at home, school, and in the neighborhood [6].

Learning Indonesian in elementary schools is of course directed at increasing students' ability to communicate properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature. Therefore, learning Indonesian in elementary schools also includes learning literature. Grade 1 Indonesian materials in the Merdeka Curriculum are all forms of material used to assist teachers or instructors in carrying out teaching and learning activities in grade I Indonesian. With this teaching material, it allows students to learn lessons in a coherent and systematic manner, so that accumulatively they are able to master all as a whole and integrated. The objectives of having Indonesian language teaching materials are: to assist students in learning something, to provide various types of teaching material choices, to make it easier for teachers to carry out learning, and to make learning activities more interesting. read and observe, speak, discuss and present and write early grade I students. The Indonesian Language subject for class I The Merdeka Curriculum is published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021, discussing 8 (eight) chapters. Of the eight chapters, the researchers found children's reading, including: Duk! Duk!, Be Carefull, Caca Can, Beware of Germs!, Animal Parade, Mimi Berani, Kiki and Gaga, Bimo at the Market, Bayu Don't Know. Learning Indonesian is a means to improve students' effective communication skills, develop their creativity and critical thinking, and provide space for collaboration so that students can grow into positive individuals. Learning Indonesian needs to further strengthen the identity of Indonesian students as citizens of a nation that reflects the values of Pancasila.[7]

## 2. RESEARCH METHODS

This study uses a qualitative approach with method analysis content . Bogdan and Taylor define a qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. [8]. The qualitative research approach is often referred to as naturalistic inquiry ( natural inquiry) [9].

The method used is content analysis method. Content analysis aims to describe the characteristics of the contents of a message. The use of content analysis also has several conditions, among others, the available data mostly consists of documented materials. there is complementary information or certain theoretical frameworks, researchers have the technical ability to process the data that has been collected. [10]. There are several requirements in the use of content analysis which of course must be considered, namely the available data consists mostly of documented materials (books, newspapers, tapes, manuscripts/manuscripts).

Data sources for this research were obtained from the Indonesian language book "I Can" for Class I Elementary Schools, and the Indonesian Language Teacher's Guide book "I Can" published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, Jakarta, PT. Global Offset Sejahtera first prints 2021.

## 3. RESULTS AND DISCUSSION

The Pancasila Student Profile consists of six dimensions, namely: faith, piety to God Almighty, and noble character, global diversity, mutual cooperation, independent, critical reasoning, and creative [11]. The six dimensions of the Pancasila Student Profile need to be seen as a whole as a whole so that each individual can become a lifelong learner who is competent, has character, and behaves according to Pancasila values.[12] Profile Student Pancasila is a number characteristic character And expected competence \_ For achieved by participant educate , which is based on values sublime Pancasila students think and behave in accordance with divine values as a direction for sorting and choosing what is appropriate and appropriate, and maintaining loyalty, self-identity and justice [13].

Having faith, fearing God Almighty, and having noble character, namely Indonesian students who believe, fear God Almighty, and have noble character, namely students who have good morals in relation to God

Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life.

Noble Moral Key Elements consist of: Religious morals; Knowing the characteristics of God and realizing that the essence of His attributes is compassion, personal morality; Realizing that protecting and caring for oneself is important to do together with protecting and caring for other people and the surrounding environment, Morals to Humans; Prioritizing equality and humanity above differences and respecting the differences that exist with other people, Morals towards nature: Realizing the importance of caring for and preserving the surrounding environment so as not to do things that damage or abuse the natural environment, so that nature remains livable for all living things today and the next millennial generation, state morality; understand and carry out their rights and obligations as good citizens and realize their role as active citizens who play an important role for the existence of the state.

Global diversity, namely Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, so as to foster a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the nation's noble culture.

The key elements of global diversity consist of: Knowing and appreciating culture; recognize, identify, and describe various kinds of groups based on behavior, ways of communication, and culture, as well as describing the formation of self-identity in groups, also analyzing how to become members of social groups at the local, regional, national and global levels, Intercultural communication skills and interactions with others, paying attention, understanding, accepting existence, respecting the uniqueness of each culture as a wealth of perspectives so that empathy and understanding are built towards others, Intercultural communication skills and interactions with others, paying attention, understanding, accepting existence, respecting the uniqueness of each culture as a wealth perspective so as to build empathy and understanding towards others, Reflection on and responsibility for the experience of diversity: reflectively utilize awareness and experience of diversity in order to avoid prejudice and intake of different cultures, so as to harmonize cultural differences in order to create a harmonious life among people; and then actively participate in building a differentiated society that is inclusive, socially just, and oriented towards sustainable development.

Working together means Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out run smoothly, easily and lightly. The Key Elements of Gotong royong consist of: Collaboration; working together with others accompanied by feelings of pleasure when being with others and showing a positive attitude towards others, Caring; pay attention to and act proactively on conditions or circumstances in the social physical environment, Sharing; give and receive all things that are important for personal and collective life, and are willing and able to lead a life together that promotes the shared use of resources and space in society in a healthy manner.

Independent means that Indonesian students are independent students, namely students who are responsible for their learning processes and outcomes.

Self-Key Elements consist of: Awareness of oneself and the situation one is facing; reflecting on his own condition and the situation at hand starting from understanding his own emotions and strengths and limitations, so that he will be able to recognize and realize the need for self-development in accordance with the changes and developments that occur, self-regulation; able to organize his thoughts, feelings, and behavior to achieve his learning goals.

Critical reasoning, namely students who think critically are able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and conclude it.

Key Elements of Critical Reasoning: Acquiring and processing information and ideas: having curiosity, asking relevant questions, identifying and clarifying ideas and information obtained, and processing the information, Analyzing and evaluating reasoning; in decision making, uses his reasoning in accordance with the principles of science and logic in making decisions and actions by analyzing and evaluating the ideas and information he gets, Reflecting on thoughts and thinking processes, reflecting on thinking itself (metacognitive) and thinking about how it goes the thought process so that he arrives at a conclusion, Makes a decision; make the right decisions based on relevant information from various sources, supporting facts and data.

Creative is a creative student capable modify And produce something original, meaningful, useful, and impact.

Creative key elements consist of: Generating original ideas, generating ideas that are formed from the simplest things, such as expressions of thoughts and/or feelings, up to complex ideas and then applying new ideas according to the context to solve problems and bring up various alternative solutions, Producing original works and actions, producing works that are driven by his interest and liking for something, emotions, that he feels, to the point of considering the impact on the surrounding environment[14]

#### 4. CONCLUSION

In the Indonesian book "I Can" elementary school Class I, there are character values in the Pancasila Student Profile dimension. The dimensions of the Pancasila Student Profile consist of: having faith and piety to God Almighty and having noble character, having global diversity, working together, being independent, having critical thinking, and being creative. Each dimension of the Pancasila Student Profile is divided into several key elements. These elements are seen as a unit that is mutually supportive and continuous with one another. From this reading book, it is hoped that it can become one of the media as a builder of student character values according to the dimensions of the Pancasila Student Profile.

The six dimensions of the Pancasila Student Profile show that the Pancasila Student Profile does not only focus on cognitive abilities, but also on attitudes and behavior that are in accordance with identity as an Indonesian nation as well as a world citizen.

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