



Implementing the Pancasila Student Profile to Develop Early Childhood Social Skills

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ABSTRACT Prolonged exposure to smartphones has caused many children to become dependent on digital devices as a primary source of entertainment. This condition has been linked to a decline in children's social sensitivity and interaction skills. This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) in enhancing social skills among early childhood learners. A descriptive qualitative method was employed, with data collected through interviews, observations, and documentation. The data were analyzed using a thematic approach, and the validity of findings was ensured through data triangulation. The results indicate that the integration of the Pancasila Student Profile in classroom activities has positively influenced the development of children's social skills, particularly in peer interactions. These findings suggest that the P5 initiative can serve as a valuable foundation not only for fostering social skills but also for supporting broader aspects of early childhood development. Keywords: Pancasila Student Profile, Social Skills, Early Childhood			

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INTRODUCTION

The COVID-19 pandemic has led to significant changes across various aspects of life, including the field of education (Meriana & Tambunan, 2021; Mualim & Saputra, 2021; Nuha & Munawaroh, 2022; Warmansyah, Komalasari, et al., 2022). During this period, smartphones have become an essential tool for connecting children to learning activities. However, this shift has introduced new challenges to child development, particularly in the area of social-emotional growth (Nafisah et al., 2023; Saptandari et al., 2022). Children who are accustomed to spending extended periods on their phones may experience difficulties in engaging with those around them, as their attention is often directed solely toward digital devices (Shen & Rukmini, 2023). Recognizing the negative impact of excessive screen exposure on children, several countries have implemented policy responses. For instance, Australia has enacted legislation to impose age restrictions on children's use of social media platforms. As reported by Anwar (2024), to overcome this, Australia itself has passed a law regarding age restrictions on children using social media. Australian Prime Minister Anthony Albanese said that limiting

the age of children using social media is done to maintain children's mental and physical health (CNN Indonesia, 2024). That way, it is hoped that children's social skills can develop.

In Indonesia, one of the attempt that have been made to help this child's development is the existence of a program from the Merdeka Curriculum, namely, the Pancasila Student Profile Strengthening Project commonly abbreviated as P5 in Indonesia (Fadillah & Yusuf, 2022; Ridwanulloh et al., 2024; Sari et al., 2022). This is based on Pancasila which has become an ideology originating from, run by, and aiming for the interests of the Indonesian nation and is a way of life that is used as a guide in the life of the nation and state (M. F. J. L. Putri et al., 2024). In this case, Pancasila as the moral and ethical values of the nation has an important role in shaping the character of the younger generation, including in early childhood. Planting the values of Pancasila from an early age is very important in shaping the child's personality based on the values of Pancasila.

The Pancasila student profile is an ideal profile that is expected to develop and be realized in students in Indonesia with the help of all parties through six competencies as key dimensions (Mery et al., 2022). The Pancasila student profile focuses on internal factors related to Indonesian, ideology, and ideals as well as external factors related to the context of Indonesian life and challenges in the 21st century (Satria et al., 2022). The Pancasila student profile is applied to interpret the objectives of national education and serves as the main reference in determining education policy, as well as a guide for educators in building children's character and competence (Dilfa et al., 2023).

The Pancasila student profile strengthening project is a program designed to integrate Pancasila values into daily learning activities and provide opportunities for children to experience knowledge as a character-strengthening process as well as opportunities to learn from the surrounding environment (Wibowo et al., 2023). The Pancasila student profile strengthening project aims to realize the values contained in the six dimensions of the Pancasila learner profile for children through project activities that are, interactive, and provide hands-on learning opportunities outside the classroom (Cahyaningrum & Diana, 2023). The 6 main dimensions of P5 are: faith, fear of God, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Maryani & Sayekti, 2023). The existence of P5 is expected not only for the development of children's academic knowledge but also for their social skills.

Child as a unique individual naturally possesses these social skills, social skills help the child establish relationships in the home, school, and surrounding environment. This phase is important as the child's brain and emotional development is underway (Saleha et al., 2022; Warmansyah, Faradila, et al., 2022). Social skills are the ability of an individual to respond positively to their environment, both in building, maintaining, and increasing the positive impacts of relationships with other individuals (Hasanah, 2019). Social skills are one of the skills that must be possessed by early childhood so that children's social lives can be well established. Social skills are the ability to communicate effectively with others verbally or nonverbally according to the conditions that are happening at that time (Rohartati et al., 2022). Lack of social skills can make children anti-social and difficult to interact with the surrounding environment.

The Pancasila student profile strengthening project can be one of the answers to developing character education, especially children's social skills. According to the research of (Farhana & Cholimah, 2024), which shows that the Pancasila student profile strengthening project can improve the character dimensions of the Pancasila student profile in students, especially faith, devotion to God Almighty and noble character, cooperation, and creativity. The research of (M. F. J. L. Putri et al., 2024), revealed that Pancasila education has an important role in shaping the character of students at school and needs to be done from an early age. In addition, there needs to be more attention to Pancasila education both in formal and non-formal education in integrating Pancasila values into the education curriculum. This is done to shape the nation's identity through education that emphasizes cultural diversity, morality, ethics, and mutual respect. Therefore, this research was conducted to see the implementation of the Pancasila learner profile in the Al Azhar 46 Samarinda Islamic Kindergarten and how the impact on early childhood social skills.

RESEARCH METHODOLOGY

This study employed a qualitative descriptive approach to explore the implementation of the Pancasila Student Profile in shaping early childhood social skills. The research was conducted inductively using data triangulation to enhance the credibility of the findings.

Research Design

A qualitative descriptive method was used to provide an in-depth understanding of how the Pancasila Student Profile is implemented in early childhood education. This approach is appropriate for describing social phenomena and interpreting participants' experiences without manipulation.

Research Site and Participants

The research was conducted at an Islamic kindergarten in Samarinda. Participants included one curriculum coordinator and one classroom teacher, selected through purposive sampling based on their direct involvement in curriculum implementation and classroom activities.

Data Collection Techniques

Data were collected using the following techniques; 1) Semi-structured interviews were conducted with both participants. All interviews were audio-recorded, transcribed verbatim, and coded thematically; 2) Non-participant observation was carried out in the B2 Al Mulk class over a period of five weeks; 3) Document analysis was used to complement the interview and observation data, including lesson plans, activity schedules, and relevant school documents.

Data Analysis

The collected data were analyzed using an inductive thematic approach. Triangulation of interviews, observations, and documents ensured the validity of interpretations. Patterns of behavior, teacher strategies, and student responses were identified and categorized to draw meaningful conclusions.

Ethical Considerations

Ethical approval was obtained from the school management prior to data collection. Informed consent was also obtained from the teachers involved, and all data were treated confidentially to protect participants' identities.

RESULTS AND DISCUSSION

Implementation of the Pancasila Student Profile Strengthening Project at Al Azhar 46 Islamic Kindergarten in Samarinda

The Pancasila student profile strengthening project is a program designed to integrate Pancasila values into daily learning activities and provide opportunities for students to experience knowledge as a process of strengthening character as well as opportunities to learn from the surrounding environment (Wibowo et al., 2023). The following are the results of interviews that have been obtained regarding P5 at Al Azhar 46 Samarinda Islamic Kindergarten.

"In the office, it is usually called P5, while we usually call it P3MA (Project to Strengthen Al Azhar Student Profile). Actually, there is no difference, just a difference in language. So that the character of Al Azhar remains visible. If from the office it is general, Pancasila students. If in P5 there are 6 dimensions, but in Al Azhar it is only changed, namely, scholar, love for the country, there is also a warrior character which is actually also included in the independent dimension." (Interview notes / Mr. S / December 2024)

Based on the results of interviews that have been conducted, it is found that the application of P5 at KB-TK Islam Al Azhar 46 Samarinda is called the Project Strengthening the Al Azhar Student Profile (P3MA), which is a derivative of P5 but has been adapted to the learning values and characteristics of Al Azhar foundation. In general, the main dimensions taught in P5 are six, namely: the dimension of faith, the dimension of global diversity, the dimension of mutual cooperation, the dimension of independence, the dimension of critical reasoning, and the creative dimension (Shofia Rohmah et al., 2023). Meanwhile, at the Al Azhar 46 Samarinda Islamic Kindergarten, it is further broken down into: the dimensions of civilized, warrior-minded, intellectual, skilled, love for the country, physically and mentally healthy, and leadership.

The following interview data shows how the process of implementing the Pancasila learner profile strengthening project at Al Azhar 46 Islamic Kindergarten in Samarinda.

"For the programs at the beginning we have conveyed to the parents of students, that in Al Azhar we have P5. So in this P5 we will involve everyone. So parents, students, and teachers will be involved here. In terms of assistance, in terms of for children to participate in activities. We will fully convey that later. Or for example, if we need equipment or activities at home. Later we will tell the parents at the beginning of the parents' meeting. So later when we have activities later, God willing, if there is nothing in this school, we can ask for help from parents." (Interview notes / Mrs. DH / December 2024)

"For the implementation, so we have determined. At the beginning, we want to take about, for example, I love my homeland, or working together, or so on. Now later, what determines the sub-topics in it is that we will work with students. So later we will discuss with the students, "What do we want to learn about Indonesia?" for example. The students then make their own concept maps." (Interview notes / Mrs. DH / December 2024)



Figure 1. Interview with the principal and a cutout of Module P5

Based on the results of the data above, it shows that the P5 planning process is carried out first by holding a meeting with the Jamiyyah or parents' association, followed by a meeting with the teacher which discusses when the activities will begin and what activities will be carried out, then discussing activities with students. This is done to first introduce the children to the activities that will be carried out, before proceeding to a more in-depth discussion and becoming feedback to the teacher in carrying out P5 activities later. Apart from that, this is done to see how children respond to the activities to be carried out and to measure the extent of children's knowledge about the activities to be carried out.

The implementation of P5 is held at a certain moment by setting a schedule for one month to focus on P5 activities. At this time, Al Azhar 46 Islamic Kindergarten held P5 with the theme "I Love Indonesia" which focused on the project of introducing Indonesian culture. In Al Mulk's B2 class, the activities in the first week included watching a video about "Samarinda City", making a map of Samarinda city, making the Mahakam bridge with blocks, and thickening the words "Samarinda City of the Edge" as part of the *loosepart*.



Figure 2. Children make Mahakam bridge with blocks and create a concept map of Samarinda.

In the second week, the activities carried out were getting to know Samarinda's culture by watching videos about typical Samarinda traditional dances and trying on Dayak clothes directly. Followed by core activities, namely making ethnic Dayak headdresses, making hornbill feather decorations, and counting the number of Pesut in the picture and writing the number symbols. After the core activities, the teacher gave information about the division of performances for the theme culmination later and continued with the rehearsal for the performance at the *Assembly*.



Figure 3. Children counting the number of Pesut and trying on Dayak clothes

In the third week, opening activities were carried out by introducing children to batik and ethnic Dayak Kalimantan. The core activities continued with making Kalimantan ethnic decorative jars that will later be sold on market day, then getting to know Samarinda's specialty food "Amplang" and how to make it in a video show, making decorations for the drama art performance and rehearsing for the *Assembly* show. The jars are decorated with Dayak batik motifs that have been colored by the children and then attached to the jars.



Figure 4. Children's decorative jars and children practicing dancing

In the fourth week, activities were still carried out to make decorations for playing drama art performances which were carried out by wrapping cardboard boxes and arranging the stage. This was followed by dance rehearsals for the "Mini Concert" drama performance, packing amplang and other typical snacks that will be sold at market day, and rehearsals for the *Assembly* performance. The performance was done by creating a small stage in the classroom, with children performing the roles of performers, audience, food sellers, and ticket sellers. This is done so that children have an idea of how and what to do in the big show later.



Figure 5. Children's Mini Concert and children practicing drama

The fifth week was the culmination of the theme and the implementation of the last week of P5. The activities carried out continued one of the activities last week, namely, packing amplang and other typical snacks that will be sold at *market day*, arranging the goods to be sold at *market day* at the bazaar booth according to the child's class, selling goods at *market day* activities, and the culminating activity which was the *Assembly* show that B2 Al Mulk children had prepared since the second week, namely Balinese dance and children's drama performance entitled "Samarindaku".



Figure 6. *Assembly* and child offering their wares to parents

Implementation of P5 on Children's Social Skills in Interacting with Peers at Al Azhar 46 Islamic Kindergarten Samarinda

In its implementation, P5 activities are very important in strengthening and encouraging the formation of children's social skills. According to Hurlock, social skills are the ability to behave socially to become people who are able to socialize (Huda, 2016). Supporting this opinion, citing Masooreh & Mollazadeh in (Darmiany, 2021), social skills are skills used to interact and communicate with others according to roles in existing social structures. Gresham & Elliott in (Takahashi et al., 2015) , social skills are defined as socially acceptable social behavior in which the behavior is learned in order to interact effectively with others and to avoid socially unacceptable behavior. It can be concluded that, social skills play an important role because it becomes the child's initial foundation in his social life. If social skills are not stimulated properly, then children will experience difficulties in social life which can later affect the child's psychology. The following are the results of interviews regarding the implementation of P5 on children's social skills.

"For social skills, the difference between the beginning and the current position is really visible. For the difference at the beginning, the children had high egocentricity. Here automatically with different backgrounds, this must be extraordinary that happens in the classroom. If it has been implemented, it means that we hope it will continue to run to the children. So socially, it's cooperation, socially we have mutual creativity with friends, cooperation with friends, coordinating with each other, communicating with each other, deliberating with each other in solving this problem" (Interview notes / Mrs. DH / December 2024).

"Very different. P5 is really needed for social skills, because children need socialization with other people, with teachers. Now with this P5, first they can work together with friends. Because of course the performances that are done and the market day must work together. Secondly, social skills include self-confidence, so it really affects their social development." (Interview notes / Mrs. TJ / December 2024)

Based on the results of the interviews above, there are differences between before and after the implementation of P5 on children's social skills. The activities that have been carried out by children at Al Azhar 46 Samarinda Islamic Kindergarten provide opportunities for children to be directly involved in activities that involve cooperation, communication, and problem-solving together. So that children can gradually interact closely with their peers. This can be seen when children do one of the core activities when children build the Mahakam bridge using blocks, they work together in building the bridge and the buildings around it.

Another example is when children sell the food they have prepared for market day, children directly offer the food to parents who come on *Assembly* day and work together on strategize in selling food at the market day. Apart from that, children also work together in organizing and arranging food at the bazaar booth that has been prepared. The behavior of children's social skills has been reflected by research (Kurniati, 2016), regarding indicators of children's social skills, namely, cooperation skills, skills in adjusting, children's skills in interacting, skills in self-control, ability to empathize, skills in obeying rules, skills in respecting others.

"There are certain moments like yesterday, Assembly. For more than a month, it was devoted to projects. Actually, in ordinary activities there must also be projects, it's just that the goal is differentiated again, which is no longer the academic development of children, but rather the pursuit of these characters. Whether the child wants to perform or not, it turns out that the child wants to go to the end, even if the child is sick, the child still goes down because the child knows they want to perform. So they have to finish from the beginning of the training then, the preparations too, such as clothes and so on until they finally perform. Even yesterday was also Market Day." (Interview notes / Mr. Sy / December 2024)

The results of the interview above state, that the P5 project that has been carried out influences the development of children's character. This is supported by research by (Ilmaa et al., 2024) which says that the application of performing arts activities is effective to introduce Pancasila values in early childhood by its dimensions. Through exercises that have been

carried out for several weeks before, children learn to adjust to working together in groups and foster an attitude of respect for others. This is reflected in the children's attitude when praising and appreciating the performances of their friends. Apart from that, the rehearsal for this Assembly performance trains children to obey the rules. Because children are asked by the teacher to focus on the limited training time and be orderly when watching the performance of their friends.

CONCLUSION

The Pancasila Student Profile serves as a promising framework for character development in early childhood. Its implementation at an Islamic kindergarten has proven effective in enhancing young children's social skills, as evidenced by observed behavioral improvements and teacher interviews conducted over a five-week period. This study suggests that the Pancasila Student Profile can be a valuable reference for strengthening character education and optimizing child development efforts in other early childhood education settings.

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