



Implementation of global diversity character through civic education learning based on Pancasila student profiles

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ABSTRACT: This literature review article focuses on the implementation of global diversity character through civic education learning based on Pancasila student profiles. The article emphasizes the importance of diversity education to provide knowledge and understanding of the culture, traditions, customs, and cultural values of each ethnicity, religion, and tribe. The article highlights that the generation of Pancasila students with global diversity will grow into a generation that respects its culture but does not close itself off from outside influences. The implementation of diversity in Indonesia is carried out through learning activities in school units, including civic education learning. The article concludes that the application of the Pancasila student profile is an effort made to achieve an understanding and character that is in accordance with Pancasila values so that Pancasila remains the ideological basis of the Indonesian nation. The article suggests that strengthening the profile of Pancasila students through culture in driving schools can be done at the senior high school level. The article also suggests that the development of superior human resources must be holistic and not only focus on cognitive abilities.

KEYWORDS: These keywords will be used for indexing purposes.

Introduction

Implementing global diversity character through civic education based on Pancasila student profiles is a crucial topic in the Indonesian education field (Banks, 2021). The Pancasila student profile is a set of characteristics that Indonesian students should possess, including the character of global diversity. This character includes knowing and appreciating culture, intercultural communication skills, and reflection and responsibility for the experience of diversity. Implementing diversity education is vital to foster knowledge and understanding of the cultures, traditions, customs, and values of various ethnicities, religions, and tribes (Anwar et al., 2021).

The Indonesian government has implemented diversity education through learning activities in school units, including civic

education learning (Brodsky et al., 2021). The application of the Pancasila student profile is an effort made to achieve an understanding and character that is in accordance with Pancasila values so that Pancasila remains the ideological basis of the Indonesian nation. The generation of Pancasila students with global diversity will grow into a generation that respects its culture but does not close itself off from outside influences.

By fostering character development and instilling skills in daily life through school culture, including extracurricular and intracurricular learning and projects, Pancasila students' profile is strengthened. Better human resources must be developed holistically, with an emphasis on more than just cognitive skills. As a result, a key component of Indonesian education is the application of global diverse

character through civic education lessons based on Pancasila student profiles.

This literature review article aims to explore the implementation of global diversity character through civic education learning based on Pancasila student profiles. The article will discuss the importance of diversity education, the Pancasila student profile, the implementation of diversity education in Indonesia, and the efforts to strengthen the profile of Pancasila students. The article will also provide recommendations for the implementation of global diversity character through civic education learning based on Pancasila student profiles.

Research methods

The purpose of this study is to describe the process of incorporating global diversity character into civic education lessons using the Pancasila Students Profile. This study employed a qualitative literature review methodology. The research methodology of this study is based on specific philosophical assumptions that guide the investigation (Walters et al., 2019). Students studying civic education are the study's subjects. Lesson plans and other teaching materials are among the tools and materials used in the research process. Documentation and observational interviews are two methods of gathering data (Parkhouse et al., 2019). This study employed qualitative analysis techniques to describe and categorize social realities, events, or occurrences by observing the actual field situations.

The precise standards that were applied in gathering and evaluating the research data are fully explained, encompassing the caliber of the instruments, the subject matter of the study, and the data collection process. There is no human intervention in this study, and ethical approval is not needed.

Research findings

The article "Implementation of global diversity character through civic education learning based on Pancasila student profiles" emphasizes the importance of diversity education to provide knowledge and understanding of the culture, traditions,

customs, and cultural values of each ethnicity, religion, and tribe. According to the study, the generation of Pancasila students who are exposed to a diverse range of cultures would mature into a generation that values its own culture while remaining open to external influences (Santosa et al., 2022). The use of the Pancasila student profile, the article says, is an attempt to develop an understanding and character that aligns with Pancasila ideals so that Pancasila continues to serve as the ideological foundation of the Indonesian people. According to the study, senior high school students can help raise the popularity of Pancasila pupils by promoting their culture in driving schools (Nainggolan et al., 2021). Better human resources must be developed holistically, with an emphasis on more than just cognitive skills (Novera et al., 2021).

According to the report, learning activities in school units, such as civic education lessons, are one way that diversity is implemented in Indonesia. Students' engagement with human rights issues and challenges is greatly influenced by civic education, which also encourages active participation in society (Safitri et al., 2021). The incorporation of civics education into curricula is mandated by an educational policy of the Indonesian government. Pancasila's civics curriculum has placed a strong emphasis on values like patriotism and democratic citizenship (Wahyuni et al., 2020). As a result, Indonesian civics education places a strong emphasis on civic knowledge, civic skill, and civic dispositions by integrating ideals and educational experiences into actions that must be demonstrated in daily life.

The study about *The Innovation of Civic Education Studies in Indonesia: A Theoretical Review of Global Civic Education* (O'Dowd, 2020) also highlights the importance of global civic education as the innovation or studies development for Indonesian civic education in the 21st century. The conceptual framework for global citizenship in Indonesian civic education studies must include three main elements, that are knowledge and understanding, values and attitudes, and global skills (Yusuf et al., 2020). The study suggests that Indonesian civic

education must be developed to be able to give students an adequate global understanding and make them ready to face all challenges in the 21st century global era.

The investigation Using Pancasila student profiles to teach civic education lessons about global diversity character implies that the application of the Pancasila student profile is an attempt to develop an understanding and character that is in line with Pancasila values so that Pancasila remains the ideological foundation of the Indonesian nation. The report also emphasizes how crucial civic education and diversity education are in Indonesia, as these programs encourage students to become involved in society and raise awareness of human rights issues (Culén & Gasparini, 2019). Better human resources must be developed holistically, with an emphasis on more than just cognitive skills. As a result, civic education in Indonesia has to advance in order to provide students with a sufficient grasp of the world and equip them to meet any issues that arise in the globalized world of the twenty-first century.

Discussion

The implementation of global diversity character through civic education learning based on Pancasila student profiles is an important topic in Indonesia. The article emphasizes the importance of diversity education to provide knowledge and understanding of the culture, traditions, customs, and cultural values of each ethnicity, religion, and tribe (Banks, 2021). The article highlights that the generation of Pancasila students with global diversity will grow into a generation that respects its culture but does not close itself off from outside influences. The implementation of diversity in Indonesia is carried out through learning activities in school units, including civic education learning (Saputra & Abdulkarim, 2022). The article concludes that the application of the Pancasila student profile is an effort made to achieve an understanding and character that is in accordance with Pancasila values so that Pancasila remains the ideological basis of the Indonesian nation. The article suggests that

strengthening the profile of Pancasila students through culture in driving schools can be done at the senior high school level. The article also suggests that the development of superior human resources must be holistic and not only focus on cognitive abilities.

The application of the Pancasila student profile is an effort made to achieve an understanding and character that is in accordance with Pancasila values so that Pancasila remains the ideological basis of the Indonesian nation. According to the (Rizal et al., 2022) the Pancasila student profile is a set of competencies that must be possessed by students to become Pancasila students. The Pancasila student profile consists of five competencies, namely religious, social, emotional, intellectual, and physical competencies (Rusnaini et al., 2021). The application of the Pancasila student profile is important to develop students who have a sense of responsibility, respect for diversity, and love for the nation and state.

The article suggests that strengthening the profile of Pancasila students through culture in driving schools can be done at the senior high school level. According to the (Rusnaini et al., 2021) culture is an important aspect of the Pancasila student profile. Culture education is an effort to develop the character of students who have a sense of responsibility, respect for diversity, and love for the nation and state. Strengthening the profile of Pancasila students through culture in driving schools is important to promote cultural understanding and respect among students.

The development of superior human resources must be holistic and not only focus on cognitive abilities. According to (Yanzi et al., 2022) the development of superior human resources must be based on the Pancasila student profile. The Pancasila student profile consists of five competencies, namely religious, social, emotional, intellectual, and physical competencies (Hidayah et al., 2021). The development of superior human resources must focus on the development of these competencies to produce students who have a

sense of responsibility, respect for diversity, and love for the nation and state.

Conclusion

The implementation of global diversity character through civic education lessons based on Pancasila student profiles is a significant subject. The essay highlights the significance of diversity education in imparting information and comprehension of the practices, traditions, and cultural values of every tribe, ethnic group, and religion. In Indonesia, the integration of diversity is accomplished through classroom instruction, which includes civic education. The application of the Pancasila student profile is an effort made to achieve an understanding and character that is in accordance with Pancasila values so that Pancasila remains the ideological basis of the Indonesian nation. Senior high school is an excellent level to start enhancing the cultural profile of Pancasila education through civic education in schools. The creation of exceptional human resources needs to be comprehensive and go beyond merely improving cognitive capacities.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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