


The Philosophy of Progressivism as the Basis for Instilling the Pancasila Student Profile in Elementary Education

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Article Info	ABSTRACT
Keywords: Philosophy of Progressivism, Pancasila Student Profile, Elementary Education, Independent Curriculum, Character Education	Basic education is an important foundation in shaping the character and personality of students. In the context of the Merdeka Belajar curriculum, the Pancasila Student Profile is the direction of educational goals that emphasize the development of the values of diversity, mutual cooperation, independence, critical thinking, creativity, and faith and devotion to God Almighty. The philosophy of progressivism, with its emphasis on direct experience, active learning, and the development of individual potential, is in line with the spirit of the formation of the Pancasila Student Profile. This article aims to examine the role of the philosophy of progressivism as a basis for instilling the values of the Pancasila Student Profile in elementary schools. Through a qualitative approach and literature study, it was found that the application of the principles of progressivism in learning is able to create a participatory, democratic, and contextual educational environment, which supports the realization of students who are in accordance with the values of Pancasila. Thus, progressivism is not only relevant, but also strategic in supporting the transformation of education in Indonesia.
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INTRODUCTION

Basic education has a fundamental role in shaping the character and competence of students as the next generation of the nation. In the context of education in Indonesia, the Independent Curriculum implemented by the Ministry of Education, Culture, Research, and Technology emphasizes strengthening the Pancasila Student Profile. This profile includes six main dimensions: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. The main goal is to form students who are not only academically intelligent, but also have strong characters in accordance with the noble values of the nation.

To achieve these goals, a philosophical approach to education is essential. One relevant approach is the philosophy of progressivism, developed by John Dewey. Dewey emphasized the importance of direct experience, active learning, and the development of individual potential in the educational process. According to Dewey, education should be oriented towards the needs of students and the ever-evolving social reality, not merely the inheritance of knowledge.

The implementation of the principles of progressivism in the Independent Curriculum provides freedom for students and teachers to express their ideas and expressions. This curriculum emphasizes project-based learning, essential materials, and flexibility in the learning

process. This is in line with Dewey's view that education must be democratic and provide space for students to develop their potential to the maximum.

In the context of basic education, the application of the philosophy of progressivism is very strategic to instill values in the Pancasila Student Profile. Through this approach, it is hoped that students can develop characters that are in accordance with the values of Pancasila, such as mutual cooperation, independence, and critical thinking. Thus, the philosophy of progressivism is not only relevant, but also becomes a strong foundation in realizing the goals of national education.

METHODS

This study uses a descriptive qualitative approach with a literature study method (library research). This approach was chosen to gain a deep understanding of the relationship between the philosophy of progressivism and the instillation of Pancasila Student Profile values in the elementary education environment.

The data sources in this study were obtained from various relevant literature, such as educational philosophy books, scientific journal articles, government policies related to the Independent Curriculum, and official documents on the Pancasila Student Profile. Literature searches were conducted through academic databases such as Google Scholar, Garuda, and trusted national and international education journals.

The research steps are as follows:

1. Identification and data collection
Collecting references that discuss the concept of the philosophy of progressivism, the Pancasila Student Profile, and the practice of basic education in Indonesia.
2. Data classification and analysis
Analyzing the content of the collected literature with a thematic approach to find the common thread between the principles of progressivism and their implementation in character education in elementary schools.
3. Data interpretation
Interpreting the findings that have been analyzed to answer the problem formulation, namely how the philosophy of progressivism can be used as a basis for instilling the values of the Pancasila Student Profile.
4. Conclusion
Drawing conclusions based on the analysis that has been carried out and providing recommendations for the development of character education practices in elementary schools.

RESULTS AND DISCUSSION

Based on the results of the literature analysis conducted, it was found that there is a match between the principles in the philosophy of progressivism and the values in the Pancasila Student Profile. The main principles in progressivism that emphasize active learning, real experiences, and contextual problem solving, greatly support the formation of critical, independent, creative, and cooperative student characters.

The Compliance of Progressivism Values with the Profile of Pancasila Students

John Dewey, as the main figure of progressivism, stated that "education is not preparation for life; education is life itself" (Dewey, 1938). This statement emphasizes the importance of education that is oriented towards real life and active involvement of students in the learning process. This is in line with the critical and creative reasoning dimensions in the Pancasila Student Profile, which encourages students not only to receive information, but to evaluate,

reason, and develop solutions to various problems around them.

The dimensions of mutual cooperation and global diversity are also reflected in the collaborative learning practices that are characteristic of progressivism. Teachers are no longer the only center of knowledge, but rather facilitators who guide students to learn together, discuss, and appreciate differences.

Implementation in Elementary Schools

In the context of Elementary Schools, the principle of progressivism begins to be seen in the approach used in the Merdeka Curriculum, such as project-based learning, which encourages students to actively seek solutions to real problems in their environment. These projects often involve group work, field observations, and presentations, which foster critical reasoning, communication, and collaboration skills.

For example, in thematic learning in grade IV, students are invited to create a project about a clean school environment. Through this activity, they learn to plan, share tasks, work together, and convey their findings creatively. This process shows how Pancasila values can be instilled contextually and enjoyably, in accordance with the spirit of progressivism.

Teachers have an important role in ensuring that the progressivism approach is not just a slogan, but is actually implemented in practice. Teachers are required to create a learning environment that is inclusive, challenging, and supports active student participation. According to the Ministry of Education, Culture, Research and Technology (2023), one indicator of the success of the implementation of the Pancasila Student Profile is the teacher's ability to design learning that facilitates student exploration and reflection.

CONCLUSION

Based on the results of the study and analysis that have been conducted, it can be concluded that the philosophy of progressivism has a significant and relevant role in instilling the values of the Pancasila Student Profile at the elementary education level. The principles of progressivism, such as experience-based learning, active involvement of students, and contextual and democratic approaches, greatly support the development of critical, independent, creative, and noble student characters. The application of progressivism in learning in Elementary Schools, especially through approaches such as project-based learning and inquiry-based learning, has proven effective in integrating the dimensions of the Pancasila Student Profile into real and meaningful learning activities for students. This process not only forms cognitive competence, but also fosters moral, social, and spiritual values. Although there are challenges in implementation, such as limited teacher understanding and uneven supporting facilities, this can be overcome through training, strengthening teacher capacity, and support from schools and the community. Thus, the philosophy of progressivism can be a strong foundation in supporting the vision of national education that is oriented towards the formation of students with a complete and contextual Pancasila character.

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