

## The Role of Philosophy of Science in Creating a Profile of Pancasila Students in Indonesia

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### ABSTRACT

**Keywords:**

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Pancasila values

This research aims to identify the role of philosophy of science in implementing the Pancasila student profile in Indonesia. This research uses a qualitative method approach with a library study design. The results of this research conclude that in realizing the Pancasila student profile in the curriculum, which is a plan and structure that includes objectives, content, materials and teaching methods that must be highlighted, it can have a good impact on the implementation of Pancasila values, focusing on the role of the philosophy of science as a strengthening of the inner self. students. In applying and implementing Pancasila values into the learning process. The philosophy of science is something that opposes negative things as a threat to disintegrate a society. Philosophy also for students can be one of the things that oppose the danger that causes separation because students have well explored the noble values of Pancasila that are art.



### Introduction

Knowledge is a thought process carried out by humans. Thinking is used as a separating man from other creatures. Human progress today is none other than the knowledge he has. When an issue is raised it doesn't become simple anymore. That problem will go from something easy to something difficult, from something simple to something complicated. As the matter was brought into scientific dissection, it became a matter of dispute and debate. So that human knowledge produced through the thought process is always used to answer ignorance and find solutions to life's problems. In the dictionary of philosophy, it is explained that knowledge (knowledge) is a life process that is known to man directly from his own consciousness. In this event the knower (subject) has the known (object) within himself so active that the knower composes the known composes himself in active unity. That knowledge must be true, otherwise true is a contradiction (Situmeang, 2021).

Various definitions of knowledge that have been put forward by some experts can be concluded that knowledge is the process of human effort to know, so that with knowledge humans can give true and definite decisions or truth and certainty to live the life of each individual. To gain knowledge both knowledge about right and wrong,

knowledge about errors and how to correct them or knowledge about life and science one of them is obtained from learning.

Learning is a foundation formed from interactions between teachers and students to achieve certain goals where one of the goals is to change student behavior for the better in terms of all aspects of life besides that learning objectives also shape and are able to develop the fuel and material taught by the teacher to students in the learning process itself. The existence of education in Indonesia has been recognized and has strong legality as stated in the 1945 Constitution article 31 paragraph 1 which contains "every Indonesian citizen has the right to education" and then paragraph 3 explains that "The government seeks and holds a national education system, which increases faith and devotion as well as noble morals in order to educate the nation's life in accordance with laws and regulations. Therefore, education in Indonesia is very important and very much needed in society so that the government regulates everything and the government also gives educators to include elements that exist in the state ideology, one of which is Pancasila.

Pancasila is the basis of Indonesian education, the learning carried out by teachers guided by Pancasila is art. The values contained in Pancasila are very important to be conveyed to students and implemented in daily activities (Agustinwati, 2022). These values include behavior related to God Almighty, human behavior related to oneself, fellow humans, the environment, and with the state, so that it cannot be separated or replaced by anything. Education is very basic and required for all Indonesian citizens to obtain it, where the value of Pancasila contained in it is very important for us to implement in everyday life, especially in the school environment, therefore researchers refer to one of the precepts in Pancasila for an implementation in learning (Asmaroini, 2016).

Pancasila values are the source of national character, education, and culture that are manifested in society without exception, especially for students who are the generation of the Indonesian nation (Nur'Inayah, 2021). The system of applying Pancasila values is indirectly in the form of habits, but moral development needs to be carried out by training students mentally to be more confident (Rachmawati, Marini, Nafiah, & Nurasih, 2022). So that at this time the government in the independent curriculum applies the profile of Pancasila students to apply the noble values in Pancasila.

The Pancasila student profile according to (Ernawati & Rahmawati, 2022), is designed to answer one big question, namely how to produce students with the profile (competence) desired by the education system by paying attention to internal factors related to national identity, ideology, and ideals. External factors of Pancasila student profile where Pancasila is the life and challenges faced by the Indonesian nation in the 21st century such as the 4.0 revolution period. The profile of Pancasila students according to (Lestari, Sunarto, & Cahyono, 2020) consists of 6 competencies (dimensions), namely faith, fear of God Almighty and noble morals, Global Diversity, mutual assistance, creativity, critical thinking, and independence. In the school environment, school employees / staff are also very important in implementing the values of Pancasila where teachers in implementing this must be better because teachers are the core of learning activities, which will definitely be assessed by students, therefore teachers must have 5 characters, namely religious, nationalism, independence, integrity, and mutual assistance (Rusnaini, Raharjo, Suryaningsih, & Noventari, 2021). This paper discusses the role of philosophy in creating student profiles in Indonesia.

## LITERATURE REVIEW

### Philosophy of Science

Philosophy of Science In terms of words, philosophy of science can be interpreted as philosophy related to or about science. Philosophy of science is part of the philosophy of knowledge in general, this is because science itself is a form of knowledge with special characteristics, however, to understand more specifically what is meant by philosophy of science, restrictions are needed that can describe and give special meaning to the term. Many experts have expressed the definition / understanding of the philosophy of science with their own points of view, and each of these points of view is very important for a comprehensive understanding of the meaning of the philosophy of science (Tarigan, Yasmin, Rifai, Yusriani, & Azmi, 2022).

Benefits of Studying the Philosophy of Science The philosophy of science seeks to study this in order to explain the nature of science which has many limitations, so that a solid understanding can be obtained about various natural phenomena that have become the object of science itself, and which tend to be fragmented. For this reason, the philosophy of science is useful for:

1. Train radical thinking about the nature of science
2. Train reflective thinking within the scope of science
3. Abstain from absolutizing scientific truth, and regard science as the only means of obtaining truth
4. Avoid scientific egoism, that is, do not respect other points of view outside the field of science. In this connection, the philosophy of science will open up insights into how the substance of science really is.

This is because the philosophy of science is a further study and reflection on science, thus it is an absolute requirement to oppose the dangers that lead to the state of disintegration of knowledge. In addition, to maintain the balance of growth of existing sciences, through an understanding of the principles, backgrounds and relationships that are owned / implemented by a scientific activity.

Philosophy of Science as a Foundation for the Development of Educational Science The scope of the field of study of philosophy of science has developed continuously, this is inseparable from the increasingly intense interaction between philosophy and science. The field of study that is the study of the philosophy of science is also developing and among experts there are differences in determining the scope of the study of the philosophy of science, although the parent field of study tends to be the same. The difference is more noticeable in the details of the topic of study. Here are some expert opinions about the scope of the study of the philosophy of science:

Edward Madden stated that the scope / field of study of philosophy of science is: Probability, Induction and Hypothesis (Ulrich et al., 2019). From these three opinions it appears that all of them are more of an added nature to the scope of the study of philosophy of science.

Jujun S. Suriasumantri stated that philosophy of science is part of epistemology which specifically examines the nature of science. In education, philosophy of science occupies a position analogous to other sciences by asking problems in the form of questions (Taber, 2013).

Basically, the philosophy of science is related to what objects are studied by science (ontology), how the process of acquiring knowledge (epistemology), and how the benefits of science (axiology), therefore the main scope of study of philosophy of science is: 1. Ontology 2. Epistemology 3. Axiology Using the philosophy of science as a starting point

allows us to explore various other philosophies of knowledge including the philosophy of education. Philosophy here is the knowledge of nature. The substance of nature is the basic paradigm of knowledge. Paradigm is defined as a way of looking at something. In science it is interpreted as a model, pattern, ideal. From these models the phenomenon viewed is described. It is also interpreted as a basis for selecting problems and patterns to solve research problems (Karimi-Mamaghan, Mohammadi, Meyer, Karimi-Mamaghan, & Talbi, 2022).

### **Pancasila Student Profile**

**Pancasila Student Profile** The Pancasila Student Profile is one of the efforts to improve the quality of education in Indonesia which prioritizes character building (Susilawati, Sarifudin, & Muslim, 2021). According to (Rusnaini et al., 2021) explained that strengthening the profile of Pancasila students focuses on instilling character as well as abilities in daily life instilled in individual students through school culture, intracurricular and extracurricular learning. The project of strengthening the profile of Pancasila students is also a work culture. Strengthening the Pancasila student profile project is currently being implemented in educator units through the driving school program (PSP) at the Elementary, Junior High School, and also High School/Vocational High School levels (Rachmawati et al., 2022).

According to (Rahayuningsih, 2021), the application of the Pancasila student profile can be carried out through school culture, intracurricular learning, co-curricular and extracurricular activities in which the focus is on building character and abilities that are built in daily life and brought to life in each individual through the implementation of the Pancasila student profile, it is hoped that students, especially in elementary schools, will be able to develop their character values so that good behavior is formed and attached to self-learners. There are six competencies in the key dimensions, namely faith, devotion to God Almighty and noble character, mutual cooperation, independence, critical and creative reasoning (Sari & Puspita, 2019).

### **Research Methods**

This research uses a qualitative method approach with a literature study design. According to (Sugiyono, 2016), literature study is a research process that takes from literature, books, scientific journals and the internet then conducts review activities from studies relevant to the discussion. Research activities in discussing research results related to literature, books, and the internet, and the last is to make conclusions about the results that are in accordance with how the implementation of Pancasila values in Pancasila learning. The data analysis used is critical analysis. Critical analysis, as explained by (Creswell & Poth, 2016), is the interpretation of the text and addressing the meaning behind an event scientifically, then for the source of data in this study comes from literature related to the subject and object under study which is used as a secondary source.

### **Results and Discussion**

Indonesian society which is known to be very polite and virtuous has been recognized by anyone because of the success of people before our generation in educating children even in the limited facilities and knowledge available. Education based on civility and morals has been taught by the Indonesian people for a long time so that the success of education does not only depend on insight and technical competence (hard skills), but also on character skills (soft skills), so that improving the quality of student

character education is very important (Arifin, Habsyi, & Irwan, 2023). Indonesia has a very perfect state ideology contained in Pancasila which can be instilled in children's character education.

The policy of the Ministry of Education and Culture contained in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education for 2020-2024 states that 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 True Source, and noble character, Global diversity, mutual cooperation, independence, critical reasoning, and creativity. Teachers can implement the values of Pancasila in the learning process of students at school by maximizing socialization, cooperation, and collaboration with fellow students and / or teachers who are full of attitude / character cultivation (Jumadi, Gummah, Ahzan, & Prasetya, 2020). Moreover, in this independent curriculum, teachers are freed to create a learning atmosphere and teaching methods that can adjust to the wishes of children and also the material taught is not limited because they can use several references to get material and also knowledge that will be given to students.

According to (Sabri, 2017) explained that in the era of globalization, the implementation of Pancasila values is by fostering nationalism in students. The manifestation of this nationalism attitude is to commemorate Youth Pledge Day, Independence Day, Heroes' Day, and other holidays. In learning activities teachers must be able to teach sincerely and sincerely to improve student achievement, besides that teachers are able to foster a sense of nationalism by loving domestic products, such as wearing batik clothes when there are certain events at school, then students will understand related to Indonesian batik, the second is love for the nation's culture, such as introducing the culture that exists in each region, which basically the attitude of nationalism is one of the points in defending the country, for teacher learning activities can shape the character of students through this nationalism attitude (Suwartini, 2017).

The teacher in the learning process which will provide knowledge to students that he has designed must be in accordance with what is in the values of Pancasila and also in accordance with applicable rules so as not to be misguided and accompanied by effective teaching methods to students. This Pancasila student profile is a forum for teachers to implement Pancasila values in every learning process so that there are limits that teachers have to teach various sciences in conducting learning to students. All subjects will use philosophy in the learning process because philosophy can be said to be the mother of various sciences. The birth of science that exists today because of the existence of philosophy so that it gave birth to various sciences today.

Discussion of the direction and orientation of Philosophy of Science in Indonesia in studies and research that the position and position of Philosophy of Science as a paradigm developed in Indonesia in academic activities, especially the development of science in Indonesia, puts Philosophy of Science as a formal object meaning that Philosophy of Science becomes the basis for seeing and analyzing the nature of science that develops in a particular discipline or certain thoughts in Indonesia according to. (Hastangka & Santoso, 2021) From the research carried out, the position of philosophy in science, especially in Indonesia, is one of the fundamental things in education in Indonesia, where the role of philosophy of science in education in Indonesia is very important. Being a basis for various sciences taught to students, especially at this time the curriculum used is an independent curriculum where currently the teacher becomes a

facilitator who will direct students to become ap and in accordance with student wishes. So that in its application students must be instilled with the basis of philosophical science which there are several according to (Widyawati, 2013) said the philosophy of science is an advanced study and reflection on science thus it is an absolute requirement to oppose the dangers that lead to the state of divorce of knowledge. In addition, to maintain the balance of growth of existing sciences, through an understanding of the principles, backgrounds and relationships that are owned / implemented by a scientific activity.

So that this philosophy plays an important role in education or the learning process of students because so that students can explore a science in depth and also to oppose the dangers that lead to one negative thing that can scatter Indonesian society. Moreover, in this saait curriculum, one of the programs is the Pancasila student profile. Yangfmana in all aspects of learning is based on the values of Pancasila and with the philosophy of science students can learn more about Pancasila itself both in exploring its science and carrying out in everyday life and can also in opposing dangers that will damage the value of Pancasila itself.

## **Conclusion**

The role of philosophy of science in implementing the profile of Pancasila students in Indonesia is very important. Where the philosophy of science in Indonesia becomes a fundamental thing in carrying out the learning process in schools. The values in Pancasila are implemented into a lesson that teachers do to their students. Implementing the noble values of Pancasila based on the philosophy of science will make Shiva able to understand deeply about Pancasila itself so that teachers can easily carry out the learning process based on the noble values of Pancasila. Philosophy also for students can be one of the things that oppose the danger that causes separation because students have well explored the noble values of Pancasila that are art.

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