

## Integrating Religion Moderation on *Pancasila* Student Profile in Elementary School

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### Abstract

This study is started with exists National Medium Term Development Plan at the Ministry of Religion that is strengthening moderation religion and plans Strategic at the Ministry of Education and Culture that is strengthening Profile Pancasila students, which of second matter this is very related. The aim of this research is to know integration mark moderation religion on profile student Pancasila in Elementary School. This research uses a literature review method which is carried out in various stages, namely determining themes, identifying keywords, identifying sources of information (database used) , determining inclusion and exclusion criteria, collecting related articles, make notes of important things found in the article, write literature review articles. Research result This *First*, on dimensions have faith and piety to God Almighty, and have good morals glorious integrated with mark humanity and tolerance. *Second*, on dimensions global diversity integrated with mark respect to tradition. *Third*, mutual cooperation is integrated with mark humanity and tolerance. *Fourth*, independence integrated with values of non- violence and balance. *Fifth*, be creative Can integrated with mark commitment nationality. *Sixth*, reason critical integrated with mark balanced and committed nationality.

**Keywords:** Elementary School, *Pancasila* Student Profile, Religion Moderation

### Abstrak

*Penelitian ini bermula dari adanya Rencana Pembangunan Jangka Menengah Nasional di Kementerian Agama yaitu penguatan moderasi beragama dan rencana Strategis di Kementerian Pendidikan dan Kebudayaan yaitu penguatan Profil Pancasila pelajar, yang mana hal kedua ini sangat berkaitan. Tujuan penelitian ini yaitu menganalisis integrasi moderasi beragama pada profil pelajar Pancasila di level sekolah dasar. Penelitian ini menggunakan metode literatur review yang dilakukan dengan berbagai tahap yaitu menentukan tema, mengidentifikasi kata kunci, mengidentifikasi sumber informasi (database yang digunakan), menentukan kriteria inklusi dan eksklusi, mengumpulkan artikel yang terkait, membuat catatan hal penting yang didapat dalam artikel, menulis artikel literatur review. Hasil penelitian ini pertama, pada dimensi beriman dan bertaqwa kepada Tuhan YME, dan berakhlak mulia diintegrasikan dengan nilai kemanusiaan dan toleransi. Kedua, pada dimensi berkebinekaan global diintegrasikan dengan nilai penghormatan kepada tradisi. Ketiga, gotong Royong diintegrasikan dengan nilai kemanusiaan dan toleransi. Keempat, kemmandirian diintegrasikan dengan nilai anti kekerasan dan berimbang. Kelima, kreatif bisa diintegrasikan dengan nilai komitmen kebangsaan. Keenam, bernalar kritis diintegrasikan dengan nilai berimbang dan komitmen kebangsaan.*

**Kata Kunci:** Moderasi Beragama, Profil Pelajar Pancasila, Sekolah Dasar

## INTRODUCTION

Religious moderation is one of the most important steps in building national culture and

character (Muhyiddin, 2022) Religious life in Indonesia is currently characterized by differences in religious beliefs which have led to the formation of community groups based on their understanding (HS, 2021). The diversity of ethnicity, race, religion and language in Indonesia often gives rise to various conflicts. The conflicts that arise show the vulnerability of feelings of concern between groups and a lack of knowledge (Helmy et al., 2021). Religion has two powers like two sides of the same coin (Hefni & Muna, 2022). One side of religion can emerge as a unifying (radial) force (Hefni & Muna, 2022), which can submerge more important boundaries such as kinship, ethnicity and nationality. But on the other hand, it can be a divisive (centrifugal) force, which can destroy harmony .

All religious teachings desire a peaceful and modest life, maintaining harmony and love . Religious moderation can be used as a middle way between diverse religious communities. It can be said that many people do not know about religious moderation. Therefore, the government began to enforce religious moderation through educational institutions (Gerrit Singgih, 2022). The Merdeka Curriculum that is currently being implemented is closely related to religious moderation. In the Merdeka Curriculum, the Pancasila Student Profile is used as the competency standard for graduates. By understanding religious moderation, it is hoped that we will be able to form characters that are in accordance with the Pancasila Student Profile as a strategy for thinking openly about diversity of ethnicity, race, religion, language and so on. (Dewi & Gunawan Hsb, 2023)

The Pancasila student profile is a form of elaboration of national education goals (Nurasiah et al., 2022). This profile is an important part of education policy, especially to help educators build the character and abilities of students. Because of their important role, all stakeholders must understand the profile of Pancasila students. This profile is very simple, easy to remember, and created by teachers and students so that it can be experienced in daily activities, its dimensions are as follows: 1) believer, devoted to God Almighty, and has noble character, 2) independent, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative (Irawati et al., 2022), faithful, devoted to God Almighty including ethics, morals, character, spirituality or understanding and experiencing religious values in everyday life. Independent day (Padjrin, 2016). includes understanding yourself and the conditions you are experiencing as well as self-regulation (Suryaningsih & Desstya, 2020). Global diversity maintains traditions, is tolerant of differences/diversity, has many points of view in looking at problems, and has a global outlook .

These six aspects are interdependent and mutually reinforcing, therefore efforts to achieve a complete Pancasila student profile require developing these six aspects simultaneously or not partially. The elements of each of these dimensions are very much in line with the values of religious moderation. Policies that support the realization of national education goals and the continuation of character strengthening programs including the Pancasila student profile. The process of creating a Pancasila Student Profile is a movement that involves society and the education system. To realize the Pancasila Student Profile successfully, parents, educators, students and all agencies in society must work together. (Jehan Juliani & Adolf Bastian, 2021)

The Pancasila student profile aims to ensure that Pancasila remains strong and becomes an ideology that is studied, understood and applied by students (Dewi Umi Qulsum, 2022). By implementing the Pancasila student profile, especially in elementary schools, it is hoped that students can develop their character values so that they can develop good and inherent behavior within themselves. The Pancasila Student Profile is the ideal destination for students who are aligned with Pancasila moderate. However, does the world of education know about the background of moderate students who adhere to Pancasila? By general , " moderate " means prioritize balance outlook , morality , and character Good in connection with individual nor institution or country (Rochmah & Marno, 2023). Based on the description of the problem context, the next researcher will examine the value of religious moderation in the Pancasila Student Profile in Elementary Schools.

The purpose of this article is to conceptually describe the value of religious moderation in the Pancasila Student Profile at the Elementary School level. The hope is that with this article, practitioners in the field of education can understand that the Pancasila student profile contains moderate values which are still needed today.

## RESEARCH METHOD

The research method used is a literature review, which means a summary of various scientific sources. A good literature review is a scientific work that can analyze, synthesize and evaluate critically to provide a clear picture and information about a topic. Some sources used in literature reviews include, but are not

limited to, textbooks, scientific journals, statistical references, research results in the form of theses, dissertations, etc.(Mahanum, 2021)

This research was carried out in various stages, namely 1) determining the theme; 2) identify keywords 3) identify sources of information (database used) 4) determine inclusion and exclusion criteria 5) collect related articles 6) make notes of important things found in the article 7) write a literature review article(Ahadi Pradana et al., 2021)



**Image 1:** Stages of literature review research

The Next is explanation research stage and the indicators:

**Table 1.** Research Stage and Activity

Stage study	Activity
Determination theme	Look for Medium literature Lots interested/needed And related with objective Education National
Identify say key	Moderation Religious, Profile student Pancasila
Identify source information (database Which used)	Writing article use a number of databasesAnd website search covers Google Scholar, PubMed, And semantics Scholar
Determine k criteria inclusion and exclusion	Criteria _ inclusion includes: article about moderation religious And profile student Pancasila, article in 6 year final (2016 - 2023). Temporary criteria The exclusions used were articles that did notSpecific related religious moderation and profile student Pancasila
Gather article Which related	Article Which obtained in accordance with theme
Make notes of important things you getin article	To compare similar and different results, conduct a peer review of the summary record results.
Write article literature review	Combine the results of each article discussed and organize them.

## RESULT AND DISCUSSION

Students who are still at elementary school age will receive information about religious knowledge from non-formal schools , they only learn to read the Koran and how to read it, not all religious knowledge. It is very easy for an educator to teach religious moderation to children because they do not yet have a view of life or social activities related to religion. An educator must ensure that children grow from within and support the activities and life of each subject (Prakasa et al., 2023). Pancasila values must be applied in life daily (Sulistiyaningsih & Sujarwo, 2023).

The Merdeka Curriculum is closely related to religious moderation and teaches students Pancasila (Rahmadayanti & Hartoyo, 2022). The aim of this curriculum is to make students which displays the profile of Pancasila students(Nafi'ah, 2023) and also highlight students moderate. The Pancasila Student Profile consists of six key dimensions that are interrelated and reinforcing . To realize a complete Pancasila Student Profile, these six dimensions must develop simultaneously, (Japar et al., 2023)not partially. These

dimensions are: 1) Faith, devotion to God Almighty, and noble character, 2) Global diversity, 3) Mutual cooperation, 4) independence, 5) creativity, and 6) critical reasoning. Students must grow simultaneously, therefore, teachers must not concentrate too much on one dimension or two dimensions (Chamidin & Muhdi, 2022). In this case, students show a student profile Pancasila and moderate. Here is the concept integration Religious moderation in the profile of Pancasila students in elementary schools:

1. Have faith, be devoted to God Almighty, and have noble character

As stipulated in the National Education System Law, Indonesian students must have faith, piety and noble character. In Strengthening Character Education, religious values have been developed. A person's relationship with the universe, others, and God is included in this dimension (Prasetya et al., 2021). Indonesian students believe in the existence of God. As a result, students Indonesia is aware of its relationship of love and responsibility to God Almighty. They continue to learn about religion and apply it in everyday life. Apart from that, Indonesian students have high morals; they stay honest and take care of themselves physically, mentally, and spiritually. They are fair towards others too. He respects differences and prioritizes similarities. Indonesian students are wise and compassionate towards diversity and differences. Learners' perceptions and actions show his faith and devotion to God Almighty (Rohman, 2018). Having faith, piety and noble character have important components, namely:

a. Religious morals.

Indonesian students understand the attributes of God and realize that love and compassion are the essence of His attributes. They also realize that, as creatures created by God as leaders on Earth, they have the responsibility to love and care for themselves, their fellow creatures, and the universe, and to follow what God commands and abandon what He forbids. In a religious context, extremism is a perspective, attitude and behavior that goes beyond the bounds of moderation. On the other hand, a moderate attitude is an attitude that is in the middle of the existing extreme choices (Masduki, 2021). Therefore, religious moderation can be defined as the way a person's views, attitudes and behavior always place justice and not extremes as the main priority in religion.

There definitely needs to be measures, limits and indicators to determine whether certain religious attitudes, views and behavior are moderate or extreme. In fact, religious moderation is very important to foster tolerance and harmony throughout the world, both at the local, national and international levels. People of all religions can treat others with respect, accept differences, and live together in peace and harmony by choosing moderation to maintain balance and maintain civilization and peace. In a multicultural society like Indonesia, religious moderation may be especially important (Nopiansah & Nuryanto, 2022).

Students are expected to be able to learn moderate religious morals by respecting differences, increasing understanding, applying religious values, building discussions, remaining calm, and not being easily provoked.

b. Personal morals.

The love and attention shown by students to themselves is the basis of noble morals (Rachmatdana et al., 2021). He realizes that maintaining his own well-being is as important as maintaining the well-being of other people and the environment. Indonesian students realize that all people are equal before God with a sense of affection, attention, respect and morals towards others (Irawati et al., 2022).

His compassion for himself and his nobility towards others are two examples of his noble character. Therefore, he prioritizes equality and humanity above differences, and he values differences with other people. When there is a debate or conflict, Indonesian students find similarities and use them to unite. Additionally, listen carefully to people with differing opinions, respect them, and consider the information without imposing their own beliefs.

Moderate Indonesian students avoid exclusive and extreme beliefs and religions (Faisal, 2020). Therefore, they oppose negative prejudice, discrimination, intolerance and violence against others because of differences in race, religion or belief. Religious moderation in personal morals is shown as follows: Always think rationally, Tawadhu', Always think that one's actions must be profitable (Prasetyawati, 2017).

c. Morals towards nature.

Indonesian students show their noble character in their responsibility, love and concern for their environment. Indonesian students are aware of the fact that they are one of many parts of the Earth's ecosystem that influence each other. They also realize that as humans, they have a

responsibility to protect nature, which was created by God. This made him realize how important it is to care for the surrounding environment to ensure that nature remains habitable for current and future generations. It does not damage or abuse the natural environment, and it is responsible for preventing actions that damage and abuse the environment (Irawati et al., 2022).

People often ignore the importance of maintaining natural balance. As a result, we often forget that every small action we take can affect the balance of nature as a whole. For example, littering, consuming products that are not environmentally friendly, and using excessive energy can have a negative impact on nature and its balance.

d. State morals.

Pancasila students understand and carry out their rights and obligations as good citizens and their roles. They can also place common interests, humanity, unity, and the safety of the nation and state above their own personal interests. His personal life drives the learner to empathize and help each other. Apart from that, based on personal morals and attitudes towards fellow people, in the decision-making process for the common good, deliberation takes priority. His faith and piety drove him to fight for social justice for all Indonesians to show his love for his country (Muhammad, 2019).

2. Global Diversity

The motto *Bhinneka Tunggal Ika*, which is the motto of our country Indonesia, is the basis of Global Diversity. Students' ability to appreciate differences is a real form. Differences that students must love include culture, religion, ethnicity, race and skin color. Tolerance cannot be defined and is very important for developing a country, especially because of the diversity of ethnic groups, traditions and customs, as well as religions and beliefs. This will definitely produce a successful generation. To apply it, you must be able to communicate well and interact with other cultures. An attitude of tolerance is very important in family, community and state life in interacting with other people throughout the world. And tolerance is essential for human survival (Warsah, 2018).

The global diversity dimension has a component of cultural immersion, understanding local and regional culture helps people respect the customs and traditions of other people, which facilitates social interactions and relationships. (Faizah et al., 2023). Fostering respect for cultural diversity and cultural identity will provide insight into regional potential and characteristics. This respect for culture is in line with the value of religious moderation as a sign of accommodation to culture or wisdom in communities and regions (Juwaini, 2023).

Accommodation in culture helps people understand how important it is to preserve and celebrate cultural traditions to build Indonesian social, personal and national identity. They also began trying to preserve culture in everyday life. Respect for culture in the context of tolerance among elementary school students involves developing an open attitude, respect for differences, and understanding of cultural diversity. Schools may hold cultural activities or performances where students are invited to present cultural aspects of their background. This provides an opportunity for learners to understand and respect diverse cultural heritage

3. Mutual cooperation

Mutual cooperation is the ability to carry out tasks as a team and work together to make work easy, fast and light. *Gotong royong* has popular characteristics, such as democracy, unity, openness, togetherness, and democracy itself. (Sari & Muthmainnah, 2023). So, mutual cooperation is in accordance with Indonesian society. Mutual cooperation must also foster empathy for each other. For mutual cooperation to be successful, an attitude of mutual sharing is also important. The value of mutual cooperation teaches students to respect other people. The purpose of empathy is to understand other people's feelings. We must maintain and continue the mutual cooperation system adopted by ants—creeping animals—to the present day. By applying the principles of collaboration from an early age, habits will emerge (Yuniar & Rohayati, 2023).

The mutual cooperation dimension has components that build an attitude of cooperation, caring and sharing. These elements will pay attention to and act proactively on the physical and social conditions in their environment. To improve things, he responds to environmental and societal conditions.

Students have good social perception, which allows them to understand why other people act or react in a certain way. He understands and respects his social environment and creates a social environment that allows the needs of various parties to be met and goals to be achieved. In terms of



indicators of tolerance and local accommodation, this item corresponds to the values of religious moderation. Tolerance can encourage other people to work together well and achieve common goals. It can also organize its own actions with the actions of others to carry out activities and achieve group goals in the surrounding environment (Septiani & Djuhan, 2021).

Mutual cooperation for the general benefit of elementary school students can be realized through various activities that involve active participation of students in helping and making positive contributions to the common good. (Cardinale et al., 2021). Students can participate in activities to clean the school environment, such as cleaning the classroom, yard or other public facilities. Holding tree planting activities together can be a good way to increase environmental awareness among students. This can create a sense of responsibility towards the natural environment

#### 4. Creative

Creativity is the ability of students to create something unique, meaningful, useful and impactful. The ability to create unique ideas, works and actions can help you gain this ability. Exploring creativity is important because it can help the future. Creativity is about connecting things. Thus, creativity is at the heart of putting things together. Creativity is work that requires intelligence and imagination to produce something new. Therefore, to be creative, a person must have creative abilities and the ability to imagine (Supriatna, 2019).

In the creative dimension, the development of creativity includes the creation of unique works and actions, such as images, designs, performances, complex representations, and digital output and virtual reality. He creates works and takes actions driven by his interest and liking for something, as well as the emotions he experiences by considering how it impacts the environment around him. In addition, creative students tend to dare to take risks to create their own works and actions. This aspect supports the national commitment to religious moderation. Original works will increase feelings of nationalism (Misrochah, 2021).

Elementary school students can show their creativity in national commitment through various activities that build a sense of love and responsibility for the country. Students can work on writing projects that explore local history or important figures in the history of their area. The results can be immortalized in book form or presented at school events as well as compiling and performing theater or drama performances that highlight national stories or national hero figures. This can be a creative way to teach history and inspire patriotism

#### 5. Critical Reasoning

The cognitive process of analyzing problems specifically and systematically, distinguishing problems carefully, and finding information to plan problem-solving strategies is known as critical reasoning skills (Ernawati & Rahmawati, 2022). How well students understand various problem solving concepts can be demonstrated by critical reasoning (Aprilianto & Sutarni, 2023). The ability to process data and solve problems is also known as critical reasoning. Students who reason critically actually process information before it can be processed by their thinking. A child who reasons critically will examine information before making a decision as to whether or not it meets their needs. Analysis was carried out on the problem-solving abilities of children who think critically. Basically, critical thinking, also known as critical reasoning, is an intellectual process using experience, reflection, thinking, observation, and communication to create ideas, apply, organize, and evaluate the information obtained as a basis for believing and taking action.

All data processing results obtained through observation or communication activities are the result of critical thinking. classifies human thinking into several categories: vertical, lateral, critical, analytical, strategic, creative, and results. Critical thinking means practicing or conducting careful research or judgment, such as assessing the quality of an idea or item (Ridwan, 2021).

The critical reasoning dimension aims to obtain and process ideas with quantitative and qualitative data. In this dimension, students are very curious, able to ask relevant questions, identify and clarify concepts and information, and process this information. They also want to collect data or facts that may change their personal opinions or beliefs. With this ability, students Pancasila can make the right decisions by collecting information from various relevant and accurate sources. National commitment is enhanced through early elections. By having a good understanding of accurate information, students are committed to doing their best, especially for the nation and state (Aprilianto & Sutarni, 2023).

Critical reasoning in elementary school students involves their ability to think logically,

analyze information, and ask critical questions related to national commitments, such as organizing debate activities or discussions in class about national values, giving students the opportunity to construct arguments and question their own understanding of nationality.

#### 6. Independence

Independence means being responsible for your own learning process and results. By using independence, students have the ability to regulate themselves, which means they can limit themselves to things they like. They are also aware of their needs and shortcomings, as well as the situation or circumstances in which they find themselves. Based on independence, learning is defined as learning activities that take place because they are driven by their own will, their own decisions and their own responsibility (Mulyadi & Syahid, 2020). So, independence grows from ourselves. Not from his parents, teachers, or friends, but from himself. Independent learning is active learning that is driven by the desire to master certain abilities to solve problems. Motives or intentions greatly influence learning outcomes.

The independent dimension has an important component, namely understanding oneself and the conditions one faces. It is hoped that students can think about themselves and their circumstances. Thinking about themselves, including their strengths and weaknesses, as well as about their developmental circumstances and demands, will help them understand their need for self-development appropriate to growth and change. (Yulianti, 2023).

Self-awareness will help him set self-development goals that suit his circumstances and circumstances, choose the right strategy, and anticipate problems and obstacles. The values of religious moderation, especially indicators of non-violence, are strengthened in this topic. To assess attitudes that conflict with social and religious values, students will organize themselves. Independence in non-violence in elementary school students involves understanding, attitudes and actions that encourage participants students to actively play a role in preventing violence and promoting a culture of peace in the school environment. Participant Students can practice communication skills to resolve conflicts with peers. This involves talking openly about problems, listening with empathy, and finding solutions together without using violence. Participant educate can be a pioneer of peace in the school community by building initiatives or projects that promote the values of harmony, tolerance and respect for each other.

## CONCLUSION

The integration of religious moderation allows students to internalize their religious values in balance with the values of Pancasila. This creates harmony between personal beliefs and national ideology, forming a strong moral foundation. Through religious moderation, students are taught to understand and respect the diversity of religious beliefs and practices. This stimulates a culture of tolerance, opens minds to differences, and reduces the potential for interreligious conflict. Religious moderation in the Pancasila student profile helps strengthen national identity. Participant students become more aware of the role of Pancasila as the basis of the state which underlies unity and integrity, without destroying the religious values they adhere to. Participant Students who have a well-integrated Pancasila profile can be better prepared to face global challenges. Understanding religious moderation allows them to interact with world society without falling into unproductive religious conflicts. Draft integration religion on profile Pancasila students, namely *First*, on dimensions have faith and piety to God Almighty, and have good morals glorious integrated with mark humanity and tolerance. *Second*, on dimensions global diversity integrated with mark respect to tradition. *Third*, mutual cooperation is integrated with mark humanity and tolerance. *Fourth*, independence integrated with values of non- violence and balance. *Fifth*, be creative Can integrated with mark commitment nationality. *Sixth*, reason critical integrated with mark balanced and committed nationality.

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