INTEGRATION OF SOCIAL SCIENCES IN STUDENT CHARACTER EDUCATION BASED ON THE PANCASILA PROFILE

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Abstract
This study aims to analyze the integration of social sciences in student character education based on the Pancasila Student Profile. A qualitative approach with a case study method was used to collect data through observation, in-depth interviews, and document analysis in several secondary schools in Indonesia. The results of the study show that the integration of social sciences is effective in instilling character values such as mutual cooperation, tolerance, diversity, independence, and critical thinking in students. Teachers play a central role as facilitators, linking social science materials with Pancasila values contextually. However, the challenges in the implementation of this program include limited resources, time, and teacher competence. These findings suggest that systemic support, including ongoing teacher training and the provision of adequate resources, is indispensable to improve the effectiveness of this integration. In conclusion, the integration of social sciences in character education based on the Pancasila Student Profile is a relevant and potential strategy in shaping the character of students who have noble character, have social awareness, and are ready to face global challenges. This study provides recommendations for the development of more flexible education policies and supports innovation in character learning in schools.

Keywords: Social Sciences, Character Education, Pancasila Student Profile, Pancasila Values, Learning, Integration.

1. INTRODUCTION

Indonesia, as a country rich in culture, religion, and ethnicity, faces a major challenge in uniting these differences into a strong national identity (Brata 2016). In this context, education plays a very important role, especially in instilling character values that are in accordance with the nation's culture and philosophy. One approach that can be applied is through the integration of social sciences in student character education, based on the Pancasila Student Profile, as a form of concretization of the Pancasila values that are the basis of the state of Indonesia. Pancasila as the ideology of the Indonesia nation has five precepts that contain universal moral and ethical values. These values reflect the spirit of unity, social justice, humanity, populism, and divinity (Ridwan 2017). Therefore, character education based on the Pancasila Student Profile is an effort to form a generation that is not only intellectually intelligent, but also has a personality with noble character, responsibility, and a high sense of nationality.

The social sciences, which include the study of human interaction in society, culture, economics, and politics, offer a rich perspective for character education. Through social science, students can learn to understand the complexity of social interactions, group dynamics, and the values and norms that apply in society. This is important to shape students' character so that they are able to adapt, empathize, and contribute positively in a diverse society. The integration of social sciences in character education also provides opportunities for students to learn about the history and development of the Indonesia nation. By understanding history, students can appreciate the struggle of the nation's founders and appreciate the values contained in Pancasila. This will build a sense of pride and love for the homeland, as well as increase awareness of the importance of maintaining the unity and unity of the nation (Sofiyana et al. 2021). The application of the Pancasila Student Profile in character education is not only cognitive knowledge, but also involves affective and psychomotor aspects (Nurfalah 2016). This means that character education not only emphasizes the understanding of values, but also the application of these values in daily life. In this

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case, social science can serve as a vehicle to explore, explore, and internalize the values of Pancasila. Character education based on the Pancasila Student Profile emphasizes the development of six main characteristics: faith and fear of God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity. Each of these characteristics reflects the values that exist in Pancasila and can be developed through various subjects, including social sciences.

Social sciences can contribute to the development of global diverse values. Through learning about different cultures, religions, and ethnicities, students can understand the importance of tolerance, respect differences, and build awareness that diversity is a strength, not a weakness (Windayani et al. 2024). This will form students who are able to live in harmony in a plural society. Mutual cooperation as one of the main values in the Pancasila Student Profile can also be internalized through social sciences (Susilawati, Sarifudin, and Muslim 2021). By learning about social structures and group dynamics, students can understand the importance of working together and helping each other to achieve common goals. This will develop mutual respect, help, and social solidarity among students.

In the context of character education, independence is an attitude that must be formed from an early age. Social sciences can help students understand how individuals play a role in society and how individuals can make positive contributions (Kamila 2023). Learning about social responsibility, obligations, and individual rights will help students become independent and responsible individuals. Critical reasoning is one of the competencies that wants to be developed through the Pancasila Student Profile. In social science learning, students are invited to think critically about various social, economic, and political phenomena (Endayani 2017). Thus, they will get used to not taking information for granted, but analyzing, evaluating, and concluding objectively.

Creativity is also one of the values carried out in the Pancasila Student Profile. Social sciences can stimulate students' creativity by providing space for them to explore new ideas, innovative solutions, and different approaches to solving social problems (Disvia 2024). This is important to form a generation that not only passively accepts the situation, but also actively creates change. In integrating social sciences with character education, teachers have a very important role. Teachers are not only teachers, but also facilitators and role models for students. Teachers must be able to integrate Pancasila values into each subject, provide real examples, and create a learning environment that is conducive to the development of students' character.

In addition, project-based learning involving social sciences can be one of the strategies to integrate character education. Through the project, students can learn first-hand about various social issues, work together in groups, and develop communication, negotiation, and leadership skills. This will strengthen the values of mutual cooperation and independence in students. The role of parents is also no less important in shaping the character of students. Schools and families must work together in instilling Pancasila values. Parents as the first educators at home must provide a real example in applying these values, so that there is a synergy between education at school and at home.

The challenge in the integration of social sciences in character education is how to make learning interesting and relevant for students. Teachers must be creative in designing learning methods and media that can arouse students' interest. For example, using information technology, simulations, role-playing games, or field trips to enrich the student learning experience. Evaluation in character education is also an aspect that needs to be considered. Measurement of student character development is not only based on academic grades, but also on changes in attitudes and behaviors. Evaluation can be done through observation, portfolio, or authentic assessments involving student participation.

By integrating social sciences in character education based on the Pancasila Student Profile, it is hoped that it can form a generation that is not only academically intelligent, but also has a strong character, high nationalism, and is able to face global challenges while still holding fast to Pancasila values. This approach will also create a more inclusive and holistic learning environment, where students can grow into individuals who are balanced between intellectual,

emotional, and spiritual intelligence. This is in line with the goal of national education to educate the nation's life and develop Indonesia as a whole.

In the end, the integration of social sciences in character education based on the Pancasila Student Profile is a strategic step to build a better future for the nation. Through this effort, it is hoped that students will grow into individuals who not only excel academically, but also have integrity, noble personalities, and are able to contribute positively to society. Thus, character education based on the Pancasila Student Profile will be a solid foundation for the development of Indonesia's human beings with strong characters and Pancasila personalities. This will be a real contribution in building a sovereign, just, and prosperous nation in the future.

2. IMPLEMENTATION METHOD

1. Research Approach

    This research uses a qualitative approach with the aim of deeply understanding how the integration of social sciences is applied in student character education and how its application is based on the Pancasila Student Profile. The qualitative approach was chosen because the focus of this research is the exploration, understanding, and interpretation of social phenomena, especially in the context of education.

2. Research Design

    This study uses a case study design. Case studies allow researchers to conduct in-depth analysis of one or more specific cases relevant to the research topic (Assyakurrohim et al. 2023). In this case, the research will focus on certain schools that have implemented the integration of social sciences in character education based on the Pancasila Student Profile. With a case study approach, it is hoped that a comprehensive understanding of the implementation, challenges, and success of the program can be obtained.

3. Location and Subject of Research

    This research will be carried out in several junior and senior high schools that have implemented the integration of social sciences in character education based on the Pancasila Student Profile. These schools will be selected purposively by considering certain criteria, such as:

    - Schools that have a character education program that has been running for more than one year.
    - Schools that have teachers and staff who are committed to the implementation of Pancasila values.
    - Schools with diverse cultural, social, and economic backgrounds to see the implementation of programs in a variety of contexts.

4. Research Subject

    The subjects of this research are:

    - Teachers: Teachers who teach social science subjects (such as social studies) and teachers who are directly involved in character education programs.
    - Students: Students involved in character education programs based on the Pancasila Student Profile. The selection of students is done randomly which covers various classes and backgrounds.
    - Administrative Staff and Principals: Individuals involved in the design and supervision of character education programs.

5. Data Collection Techniques

    Data collection in this study will be carried out through various techniques to obtain rich and comprehensive information (Jogiyanto Hartono 2018):

    - In-Depth Interviews: Conducted with teachers, principals, and administrative staff to obtain information on the planning, implementation, and evaluation of character education programs. Interviews will also be conducted with students to get their perspective on the learning experience and the impact the program has on their character.

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- Participatory Observation: Researchers will make direct observations in the classroom and school environment during the character education program. This observation will focus on the interaction between teachers and students, the application of social science materials related to Pancasila values, and student behavior in daily activities.
- Documentation: Collection of documents such as curriculum, lesson plans, teaching materials, activity reports, and program evaluations. This documentation will provide an overview of how the program is designed and implemented.
- Focus Group Discussion (FGD): A focus group discussion with a group of students and teachers to delve deeper into their experiences, perceptions, and views regarding the integration of social sciences in character education.

6. Research Instruments

The research instruments used in this study are (Jogiyanto Hartono 2018):

- Interview Guide: Contains a list of open-ended questions designed to dig into in-depth information related to the research topic. Questions will be focused on aspects such as teaching methods, challenges faced, results achieved, and perceptions of Pancasila values.
- Observation Guide: Contains items to be observed, such as teacher-student interactions, learning activities, and student behavior in the context of applying Pancasila values.
- Field Notes: Used to record the results of observations, interviews, and FGDs in detail. These notes will help in data analysis later.

7. Data Analysis Techniques

The data analysis in this study will be carried out qualitatively with the following steps (Jogiyanto Hartono 2018):

- Data Reduction: Data obtained from interviews, observations, and documentation will be reduced to select data that is relevant to the focus of the research. Irrelevant data will be eliminated to facilitate the analysis process.
- Categorization: The data that has been reduced will be categorized based on certain themes, such as teaching methods, Pancasila values, challenges, and impacts on students.
- Drawing Conclusions: From the data that has been categorized, the researcher will draw conclusions by associating the data obtained with related theories and concepts. This conclusion will describe how the integration of social sciences in character education is applied and how it has an impact on the formation of students' character.
- Data Triangulation: The validity of the data will be tested through triangulation, which is comparing and confirming data from various sources (interviews, observations, documentation) to ensure consistency and accuracy of the findings.

3. RESULTS AND DISCUSSION
3.1 Integration of Social Sciences and Character Education

From the results of observations and interviews in schools where the research was conducted, it was found that the integration of social sciences in character education based on the Pancasila Student Profile has been implemented in various ways. In most of the schools studied, the program has lasted more than a year with varying levels of depth and approach. Social science teachers play an important role as facilitators in associating subject matter with character values that are in accordance with the Pancasila Student Profile. Social science learning is used as a vehicle to introduce values such as mutual cooperation, tolerance, nationalism, and social justice. For example, when discussing the history of Indonesia's independence, teachers not only explain historical facts, but also explore national values and the spirit of unity that students can take from

these events. Similarly, lessons on social and political systems are used to teach students about the importance of democracy and justice.

The results of the study show that the integration of social sciences in character education helps students understand and internalize the values of Pancasila. This is in line with the theory of character education put forward by (Lickona 1991), which states that character education must include aspects of moral knowledge, moral feelings, and moral actions. In this context, social science functions as a medium to provide moral knowledge (understanding of Pancasila values), foster moral feelings (a sense of empathy and tolerance), and motivate moral actions (mutual cooperation and independence). Social science as a subject does have a strategic role in character education because of its holistic and contextual nature. This is supported by Howard Gardner's opinion on Multiple Intelligences, which shows that character development can be done through a variety of domains, including social sciences that emphasize interpersonal intelligence (the ability to interact with others) and intrapersonal intelligence (the ability to understand oneself) (White 2005). Thus, the integration of social sciences in character education based on the Pancasila Student Profile is a relevant and effective effort.

3.2 Effectiveness of Pancasila Values in Character Education

- Faith and Fear of God Almighty: This value is integrated in the context of social science learning through discussions about the role of religion in society and the importance of tolerance between religious communities. Teachers often begin lessons with reflection on how the value of spirituality can strengthen the character of individuals and communities.
- Global Diversity: Teachers use examples of globalization and cultures from different countries to teach the importance of respecting differences. Students are invited to compare local cultures with other cultures, so that they can develop an open attitude and respect for diversity. This is supported by project activities that involve research on different cultures in the world.
- Gotong Royong: Through group projects and joint assignments, students are taught the importance of cooperation and helping each other. The teacher emphasized that the success of the group depends on the contribution of each member, and this is linked to the value of mutual cooperation as part of the Pancasila Student Profile.
- Independence: Social science is used to teach independence in thinking and acting. Students are given individual assignments that require them to conduct research, make decisions, and account for their own choices, both in the form of written assignments and presentations.
- Critical Reasoning: In every topic taught, teachers encourage students to question information, analyze various points of view, and not take for granted what is conveyed. For example, when discussing social issues, students are invited to discuss the causes and impacts of a problem, as well as find possible solutions.
- Creative: Students are given the freedom to express their thoughts and ideas through a variety of media, such as posters, essays, or video presentations. It encourages students to think outside traditional boundaries and find new ways to understand and solve problems.

The findings of the study show that the values of the Pancasila Student Profile such as mutual cooperation, faith and fear of God Almighty, and global diversity have been effectively integrated in social science learning. This is in accordance with the findings of the research from (Daniah 2016), which states that Pancasila values are a solid foundation for character education in Indonesia, because these values reflect local wisdom and the nation's culture. This research also confirms Kohlberg's theory of moral development, which states that character education needs to focus on moral development from the conventional level to the post-conventional level (Nurhayati 2006). In this case, the teaching of Pancasila values through social science encourages students to not only understand social norms, but also to

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develop critical thinking and a sense of responsibility towards universal values and the principles of justice.

3.3 Challenges in the Integration of Social Sciences and Character Education

Although many schools have tried to integrate social sciences in character education, there are several challenges faced, including:

- Limited Resources: Some schools complain of limited resources, both in terms of relevant teaching materials and supporting facilities such as technology and books. This makes it difficult for teachers to develop creative and effective learning methods.
- Time Constraints: Dense curriculum often makes it difficult for teachers to cover all the necessary materials while also inserting character education. Some teachers feel forced to choose between meeting curriculum targets or exploring character education.
- Teacher Competence: Not all teachers feel they have adequate skills to integrate character education into their lessons. Special training is needed so that teachers are able to relate social science materials with Pancasila character values effectively.
- Differences in Interpretation of Values: Pancasila values are sometimes interpreted differently by teachers, depending on their personal background and views. This can lead to inconsistencies in the delivery and implementation of these values in the classroom.

The obstacles faced in this integration, such as limited resources, time, and teacher competence, show that there is a gap between theory and practice. This is consistent with the findings of research conducted by (Fullan 2007) in the study of educational change, which emphasizes the importance of systemic support in the implementation of new educational programs. Fullan underlined that successful educational change requires commitment from all stakeholders, including the provision of adequate resources and ongoing training for teachers. This challenge also reflects the opinion of the (Sahlberg and Boce 2010) about the importance of "equity" in education, which refers to the fair and equitable distribution of educational resources. When teachers do not have sufficient resources or training, they tend to have difficulty in implementing effective character education programs. Therefore, there is a need for an education policy that ensures every school, regardless of location and economic status, has equal access to the resources needed.

3.4 The Impact of Social Science Integration on Student Character Formation

Based on interviews with students and observations in the classroom, the integration of social sciences in character education has a real positive impact on students' character development:

- Increased Social Awareness: Students demonstrate a better understanding of the social issues around them, including environmental issues, injustice, and poverty. They are also more aware of their role as part of the community and the importance of contributing to the common good.
- Development of Tolerance and Empathy: Students become more open and accepting of differences, both in terms of religion, culture, and political views. They learn to listen to and appreciate the perspectives of others, as well as show empathy in everyday interactions.
- Independence and Responsibility: Students involved in the program show improvements in terms of independence and a sense of responsibility, both in terms of academic tasks and social behavior. They are more courageous to take the initiative and make decisions.
- Critical Reasoning Skills: Students demonstrate better abilities in analyzing information, asking critical questions, and building arguments. They are also more

skeptical of information that is not supported by facts and are more cautious in drawing conclusions.

The results showed that students involved in this program showed increased social awareness, tolerance attitudes, and independence. This is in accordance with the concept of social learning theory from Albert Bandura, which emphasizes that individuals learn from their social environment through observation, imitation, and modeling (Bandura 1969). In this case, through interaction and learning in the classroom, students learn to internalize the values exemplified by their teachers and peers. Research from (Khalid et al. 2018) It also supports these findings, stating that a structured and consistent character education program has a significant positive impact on student attitudes and behaviors. They found that character education approaches that actively involve students in group discussions and projects are more effective in forming positive social attitudes than passive approaches such as lectures.

4. CONCLUSION

The integration of social sciences in character education based on the Pancasila Student Profile is a very relevant and effective effort in shaping the character of students who are strong and have noble character. Through social science learning, students are not only equipped with knowledge about society and culture, but also invited to internalize the noble values that are the basis of the life of the nation and state. Values such as mutual cooperation, tolerance, diversity, independence, and critical and creative reasoning are the main focus in this learning, which is conveyed through various interactive and contextual approaches. The results of the study show that the implementation of this integration has a real positive impact on the development of students' character. Students become more aware of social issues, show a higher attitude of tolerance, have a strong sense of empathy, and are able to think critically and creatively in dealing with problems. This proves that character education integrated with social sciences is able to build students' moral and social awareness, in accordance with what is stated by the theories of character education. However, there are several challenges that need to be overcome to improve the effectiveness of this program, such as limited resources, time, and teacher competence. For this reason, support from various parties, including the government, educational institutions, and the community, is needed in providing adequate resources, providing continuous training for teachers, and creating policies that support flexibility in the curriculum.

By overcoming these challenges, the integration of social sciences in character education can be a more effective strategy in shaping Indonesia's young generation who are not only intellectually intelligent but also have a strong character and integrity. The resulting generation is expected to be able to face global challenges by sticking to the values of Pancasila, so that they can contribute positively to building a just, prosperous, and socially just society. In conclusion, the integration of social sciences in character education based on the Pancasila Student Profile is a strategic step that is not only relevant to today's educational needs but also essential to create the nation's next generation that is ready to lead Indonesia to a better future. With the shared commitment of all elements of education, this program has the potential to become a major pillar in character education in Indonesia, forming students who are not only knowledgeable but also have noble personalities, reflecting the noble values of Pancasila in every action and decision they take.

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