



Integration of Profil Pelajar Pancasila in Islamic Religious Education Textbooks for Elementary School

Fadhilah Sukmawati Tanjung*,

*Islamic Religious Education, Faculty of Social Sciences Education, University of Education
Indonesia

fadhilahsukmawati@upi.edu

Saepul Anwar**,

**Islamic Religious Education, Faculty of Social Sciences Education, University of Education
Indonesia

saefull@upi.edu

Risris Hari Nugraha***,

***Islamic Religious Education, Faculty of Social Sciences Education, University of Education
Indonesia

risrisharinugraha@upi.edu

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ABSTRACT

The realization of students who have the Profil Pelajar Pancasila is the current government's ideal. The rampant three major sins of education, intolerance, and lack of discipline in the elementary school student environment pose a threat of disintegration of elementary education from within. The government is trying to present learning of the Profil Pelajar Pancasila through various learning media, one of which is through the open book of PAI and Character Education. The purpose of this study was to determine the discussion of the Profil Pelajar Pancasila in the student book of Islamic Religious Education and Character Education for the Independent Curriculum Classes 1-3, how the integration of Islamic Religious Education material with the Profil Pelajar Pancasila in the student book of Islamic Religious Education and Character Education for the Independent Curriculum Classes 1-3, and the urgency of the PAI student book in building the Pancasila Student Profile. This research is a qualitative research of Library Research with content analysis techniques. The results of the study indicate that the textbook of Islamic Religious Education and Character Education for Classes 1-3 of the Independent Curriculum Elementary School has been integrated with the Pancasila Student Profile. The dimensions of Faith, Devotion to God Almighty and Critical Thinking are the most frequently found dimensions. Meanwhile, the Global Diversity dimension is the least frequently found dimension in Islamic Religious Education and Character Education textbooks for grades 1-3 of Elementary School. The existence of the Profil Pelajar Pancasila in the Islamic Religious Education and Character Education textbooks for grades 1-3 is very important as a provision for students' lives in facing the future.

Keywords: Pancasila Student Profile; PAI Textbooks; Elementary School; Character Development

ABSTRAK

Terwujudnya peserta didik yang memiliki Profil Pelajar Pancasila merupakan cita-cita pemerintah saat ini. Maraknya tiga dosa besar pendidikan, tawuran, dan kurangnya disiplin peserta didik dalam

lingkungan sekolah dasar memunculkan ancaman disintegrasi pendidikan dasar dari dalam. Pemerintah berupaya menghadirkan pembelajaran Profil Pelajar Pancasila melalui berbagai media pembelajaran, salah satunya buku ajar PAI dan Budi Pekerti. Tujuan penelitian ini untuk mengetahui pembahasan Profil Pelajar Pancasila dalam buku siswa Pendidikan Agama Islam dan Budi Pekerti Kurikulum Merdeka Kelas 1-3, bagaimana integrasi materi Pendidikan Agama Islam dengan Profil Pelajar Pancasila dalam buku siswa Pendidikan Agama Islam dan Budi Pekerti Kurikulum Merdeka Kelas 1-3, serta urgensi buku siswa PAI dalam membangun Profil Pelajar Pancasila. Penelitian ini merupakan penelitian kualitatif Studi Pustaka dengan teknik analisis konten. Hasil penelitian menunjukkan bahwa buku ajar Pendidikan Agama Islam dan Budi Pekerti kelas 1-3 Sekolah Dasar Kurikulum Merdeka telah terintegrasi dengan Profil Pelajar Pancasila. Dimensi Beriman, Bertakwa kepada Tuhan Yang Maha Esa dan Bernalar Kritis menjadi dimensi yang paling sering ditemukan. Sedangkan dimensi Berkebinekaan Global menjadi dimensi paling sedikit ditemukan dalam buku PAI dan Budi Pekerti kelas 1-3 Sekolah Dasar. Keberadaan Profil Pelajar Pancasila dalam buku ajar Pendidikan Agama Islam dan Budi Pekerti Sekolah Dasar sangat penting menjadi bekal kehidupan peserta didik dalam menghadapi masa depan. Penelitian ini merekomendasikan penguatan integrasi Profil Pelajar Pancasila melalui model pembelajaran yang efektif untuk membangun karakter peserta didik.

Kata Kunci: Profil Pelajar Pancasila ; Buku Ajar PAI; Sekolah Dasar; Penanaman Karakter

INTRODUCTION

Pancasila is a philosophy of life that reflects noble values (Wartoyo, 2020) which must exist in the Indonesian nation. Indonesia has the potential to be awarded a demographic bonus in 2045 (Khairunnisah & Fitriyani, 2023), but as technology develops, this demographic bonus has the potential to be a challenge in terms of character quality. In facing this challenge, basic education is the key to creating a golden generation in 2045 (Hamdani et al., 2022), through the cultivation of religious character based on Pancasila values (Mawadha et al., 2024) which is studied in Islamic Religious Education (PAI).

PAI instills the values of faith, understanding, appreciation, and practice of students (Sapitri & Maryati, 2022) in the life of society and the state. Ideally, PAI functions to foster love for the homeland, take care of traditions, and form moderate students (Wahyudin, 2023). However, until now, various activities that are contrary to religious teachings and the noble values of the nation are still encountered among students. For example, Microsoft released the Digital Civilization Index that Indonesia ranks 29th out of 32 countries in social media civilization (Microsoft, 2020), which means that the level of civility of the Indonesian population in social media is considered very low. In addition, the Setara Institute (2023) revealed that active students who were found to be intolerant increased by 5.6% in five major cities in Indonesia (Wardah, 2023). Furthermore, three eight-year-old children molested and raped a kindergarten student (CNN Indonesia, 2023). The rise of this phenomenon, it is clear that there is a mismatch between the attitude and behavior of students with the teachings of Islam and the noble values of the nation that uphold the values of manners and tolerance. Therefore, this character problem needs to receive serious attention through education.

The Independent Curriculum is a curriculum that aims to create holistic and contextual learning to form lifelong learners with Pancasila characteristics. This concept of lifelong learning is realized through P3 (Wahyudin et al., 2024) as well as the government's vision and mission of education in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024

(Ministry of Education and Culture, Research and Technology, 2022) regarding the government's efforts to build students who have profiles that are in accordance with Pancasila values.

The Profil Pelajar Pancasila (P3) is a collection of characters and competencies that strengthen the noble values of Pancasila in students. P3 consists of six dimensions: Faith, fear of God Almighty, and noble character; global diversity; mutual cooperation; self-sufficient; critical reasoning; and creative (Anggraena et al., 2020). In particular, the P3 dimension is related to PAI's goal in forming a generation of knowledge and noble character (Mansir & Kian, 2021). The quality of character learning is closely related to the teaching materials used by teachers and students (Zulfida, 2020). Therefore, textbooks are very important in influencing students' understanding of PAI.

P3 in the Islamic Religious Education and Ethics (PAI & BP) textbook of the Independent Curriculum is very important to be studied more deeply, especially for elementary school students in grades 1-3 because this phase is a low-grade phase, which is a short-term but very important period of child development for their lives (Sabani, 2019). Therefore, all the potential that children have needs to be encouraged so that they will develop completely and balanced. P3 in the Islamic Religious Education and Ethics (PAI & BP) textbook of the Independent Curriculum is very important to be studied more deeply, especially for elementary school students in grades 1-3 because this phase is a low-grade phase, which is a short-term but very important period of child development for their lives (Sabani, 2019). Therefore, all the potential that children have needs to be encouraged so that they will develop completely and balanced.

Several researchers have studied similar things, some of which include: Research Sya'ban, et al (2024) entitled The Content of Pancasila Student Profiles in PAI Textbooks for Grades 4-6 Elementary School found that the Profil Pelajar Pancasila has been integrated in the PAI and BP textbooks for grades 4-6 of elementary schools. Nurul Hidayati, et al (2023) found that the PAI & BP class VII textbooks contain multicultural values that include the values of tolerance, democracy, humanism, equality, and justice that are relevant to P5. Research Choerunnisa (2023) found that there is an integration of P3 values in the PAI & BP Class VII textbook both in the content of the material, student assignments to a special section for students to reflect on themselves, namely I am a Pancasila Student. However, these three studies did not find an analysis of the P3 study in the PAI and BP books for grades 1-3 (Yonanda et al., 2023).

Unlike the previous study, this study focuses on the study of the P3 dimension in the PAI & BP Independent Curriculum textbook for grades 1-3 elementary school. This study supports previous research on P3 in the PAI & BP Textbook. The purpose of this study is to find out the content of P3 in the PAI & BP Independent Curriculum student book for Grades 1-3, how to integrate PAI materials with P3, and the urgency in building P3 for students in grades 1-3.

METHODS

Type and Design

This study uses qualitative research with the *Library Research*. The literature study in this study is to review the P3 presented in the PAI & BP Independent Curriculum textbook for grades 1-3. The study in this study covers the entire content of books related to P3. Broadly

speaking, this research consists of several steps as follows Mawadda et al. (2023)

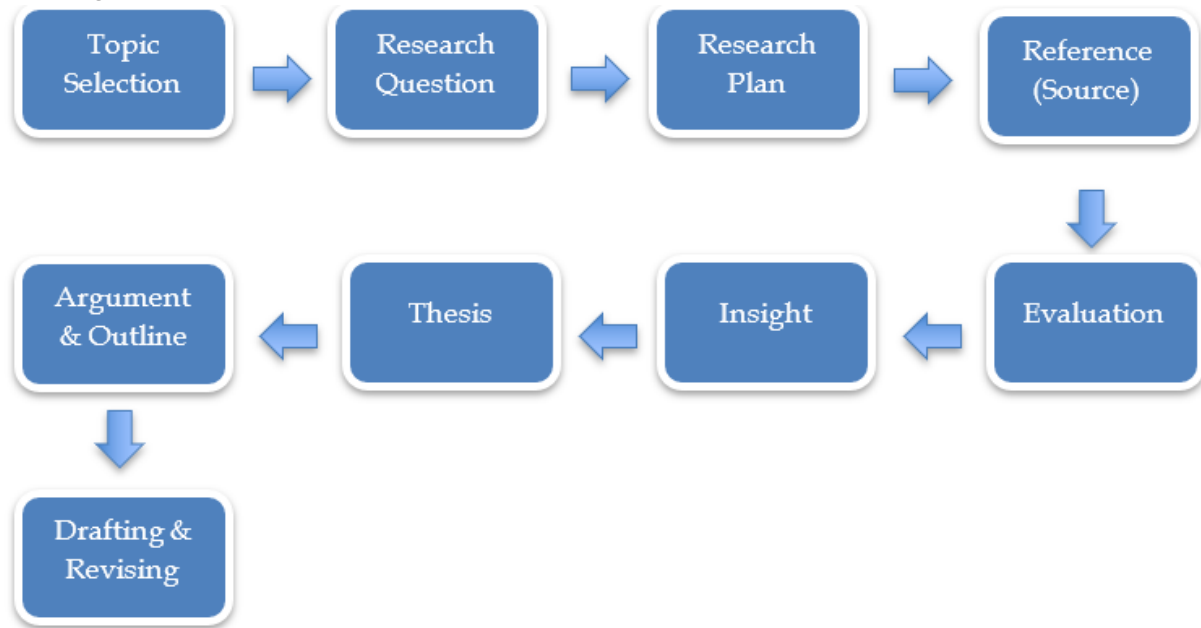


Figure 1. Research Steps

Data and Data Sources

This study uses primary and secondary data sources. The primary data sources used are the Student and Teacher Books of PAI & BP SD grades 1-3, as well as government policy documents on the Dimensions, Elements, and Subelements of P3 in the Independent Curriculum. Meanwhile, the collection of secondary data sources in this study was obtained from relevant journal articles and books.

Data collection technique

This study uses a documentation study data collection technique. Documentation is a method of collecting qualitative data by viewing or analyzing documents created by the subject himself or others about the subject (Zuchri Abdussamad, 2021). Thus, this research is very appropriate when using qualitative research with the literature method.

Data analysis

The data analysis technique in this study is content analysis using the Miles and Huberman model with three steps: 1) Data collection (*Data Collection*), 2) Data Reduction (*Data Reduction*), 3) Data Presentation (*Data Display*) (Zuchri Abdussamad, 2021). Data obtained from primary data sources are collected until the results are very varied. Then the data is analyzed through data reduction, which is the activity of summarizing, selecting, and focusing on the data needed (Sugiyono, 2020). After reducing the data, the researcher found a clearer picture so that it could display or display narrative data.

RESULTS AND DISCUSSION

Characteristics of PAI and Ethics Textbooks for Grades 1-3 of Independent Curriculum Elementary Schools

PAI & BP textbooks for grades 1-3 of the Independent Curriculum Elementary School have unique characteristics. Not only does it contain PAI material contained in the subchapters, the PAI & BP textbooks for grades 1-3 also contain rubrics that support PAI learning. Further explanations will be summarized in tables 1 and 2 below.

Table 1. Characteristics of PAI & BP Textbooks for Grades 1-3

PAI Class Book-	Chapter Title	Book Rubric
1	I. I Love the Qur'an II. Getting to Know the Pillars of Faith III. I Love Reading Basmalah and Hamdalah IV. Getting to Know the Pillars of Islam V. My Role Model Prophet and Apostle VI. The Qur'an Guidelines for My Life VII. Compassion for Others VIII. I Like to Be Grateful and Disciplined IX. Getting used to living a clean life X. Prophet Adam (as). Man First	1. Concept Map 2. Lighter Images 3. My attitude 4. Activities. 5. My Group Activities 6. I Test My Skills 7. My Determination 8. Come on, sing 9. I am a pious child 10. Islam is a Blessing for All 11. I am a Pancasila Student 12. Summary 13. Come on, do it 14. I want to know 15. Enrichment 16. Parents' Comments
2	I. Let's Study the Qur'an II. Let's Know Allah SWT III. Let's Behave Commendable IV. Alhamdulillah, I Can Pray V. The fun of learning the story of the Prophet Noah (as). VI. Happy to be able to read the Qur'an VII. Let's Get to Know the Angels of God VIII. I am happy to have commendable morals IX. Let's Dhikr and Prayer After Prayer X. The Fun of Learning the Story of the Fathers of the Prophets	1. Concept Map 2. Pearl Words 3. Let's Sing 4. My attitude 5. My Knowledge 6. My Skills 7. My Activity 8. Group Activities 9. Bismillah, I can definitely 10. Infographic 11. My Comics 12. I am a Muslim child 13. I am a pious child 14. I am a Pancasila Student 15. Summary 16. My Determination 17. Let's Practice 18. Fun Playing While Learning 19. I Should Know

3	I.	The Fun of Learning Surah Al-'Alaq	1.	Let's Guess	8.	Tadabbur
	II.	Let's Get to Know Our Lord	2.	My Activity	9.	Summary
	III.	Commendable behavior is my personality	3.	My Group Activities	10.	My Activities at Home
	IV.	I'm Proud to Be Able to Fast	4.	My attitude	11.	I Test My Skills
	V.	I Love Studying Islamic History	5.	My Determination	12.	Enrichment
	VI.	The Joy of Learning Hadith	6.	Exemplary Stories		
	VII.	Let's Believe in the Books of Allah SWT	7.	Let's Sing/Hum,		
	VIII.	I am happy to say the word tayyibah		Let's Clap, Let's Sing/Poetry,		
	IX.	The Joy of Rawatib Prayer		and Let's Play		
	X.	Prophet Muhammad PBUH My Messenger				

Based on Table 1, the PAI & BP student book for grades 1–3 elementary school consists of 10 chapters and various rubrics each. In the 1st grade book, there is a rubric "I am a Pancasila Student" which contains the nation's noble values according to the six dimensions of P3. In the 2nd grade book, there is a rubric I am a Pancasila Student with a focus on practicing Pancasila items to shape student skills. In the 3rd grade book, the Tadabbur rubric explicitly contains insights into religious moderation, instilling P3 values, and strengthening character education. These three books are integrally designed to form P3 in students by including character values and skills of the 21st century in each material and rubric. Thus, P3 is not only reflected in the material, but also spread across various book rubrics. The distribution of dimensions in P3 in each chapter, both explicitly and implicitly can be seen in the following table.

Table 2. Proportion of P3 Content in each Chapter in the PAI & BP Textbook for Grades 1-3

PAI Class Textbook-	Profil Pelajar Pancasila Dimensions					
	Faith, fear God Almighty, and have noble character	Global Diversity	Gotong Royong	Self-sufficient	Critical Reasoning	Creative
I	Chapter 1-10	Chapters 3 and 10	Chapter 1-10	Chapters 1, 2, 3, 4, 5, 6, 8, and 10	Chapter 1-10	Chapter 1-10
II	Chapter 1-10	Chapter 1	Chapter 1-10	Chapters 1, 3, 4, 5, 6, and 8	Chapter 1-10	Chapters 2, 3, 4, 8, 9
III	Chapter 1-10	Chapters 1, 3, 4, 8, and 9	Chapters 1, 2, 3, 4, 5, 7, and 8	Chapter 1 - 10	Chapter 1-10	Chapters 2, 3, and 10

Total	30 Chapters	8 Chapters	26 Chapters	Chapter 24	30 Chapters	Chapter 18
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Based on table 2, the Dimensions of Faith, Piety, and Noble Character and Creative Dimensions dominated the PAI & BP books in grades 1-3, while the Dimensions of Global Diversity were found the least. The lack of content of the Global Diversity Dimension is also highlighted by Sha'ban et al. (2024) in PAI and BP books for grades 4-6. This is quite unfortunate, considering that Indonesian society has characteristics as a multicultural society that needs more insight into ethnic and cultural diversity in the view of Islam. Instilling the dimension of Global Diversity from an early age can foster an attitude of respect and love for the homeland in students.

The dominance of the number of dimensions of faith, fear of God Almighty shows that there is a priority in building an understanding of Islamic religious teachings as well as the formation of religious character of students in grades 1-3 of elementary school. As Law No. 20 of 2003 Article 3 concerning National Education Objectives. Thus, P3 in the PAI and BP textbooks for grades 1-3 elementary school shows the priority of building students' religious character, but it needs to be strengthened in the dimension of global diversity to support students' multicultural insights.

Content of Profil Pelajar Pancasila in PAI and Ethics Books for Grades 1-3 of Independent Curriculum Elementary School

The Profil Pelajar Pancasila (P3) in the PAI & BP Book is presented both explicitly and implicitly through material subchapters and various rubrics in each chapter. Explicit spread refers to material that directly mentions the P3 dimension while implicit spread includes material that contains the P3 dimension implicitly. Please note, the images included are interesting images and represent an understanding of these dimensions.

1. Dimensions of Faith, Fear of God Almighty, and Noble Character



Gambar 2.6 Suka bersedekah

Figure 1.1 Giving alms



Gambar. 8.6 Boaz dan Fauzan belajar mencuci pakaian.

Figure 1.2 Learning to Wash Clothes



Gambar 8.4 Percakapan Dua Orang Sahabat

Figure 1.3 Implementation of the Use of *Tayyibah Masya Allah Sentences*

The dimension of faith, fear of God Almighty, and noble character is related to belief in the existence of God Almighty, the appreciation of God's existence through obedience to His commands and prohibitions, and the embodiment of faith and piety as well as the ultimate goal of education (Anggraena et al., 2020). The distribution of this dimension includes religious, personal, fellow humans, nature, and the state. Religious morals, for example, are shown in Figure 1.1 and Figure 1.3. Meanwhile, personal morals are shown in Figure 1.2.

In Figure 1.1 which is on page 24 of the 1st grade PAI & BP book, it discusses alms as a form of the teachings of the Prophet Muhammad SAW. A soul that loves to give alms will form a strong faith and a sense of empathy for the people around them (Nurjannah, 2018). Figure 1.3 of the 3rd grade PAI & BP book page 186 teaches the use of sentences *Masyaallah* that are relevant to daily life to instill religious values in the digital era (Fuaody et al., 2024). In addition, personal morals are shown by Figure 1.2 of the PAI and BP book grade 2 page 203. This subchapter teaches morals towards oneself, especially in terms of cleaning clothes from dirt and unclean independently. Independent activities can develop children's nature to explore their abilities. Based on these findings, it is clear that the dimensions of faith, fear of God Almighty, and noble character have been integrated with the PAI book material for grades 1-3.

2. Global Diversity Dimension



Figure 2.1 Ethnic Diversity

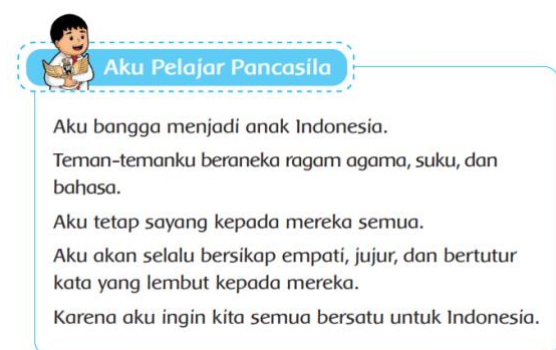


Figure 2.2 Attitudes of Diversity

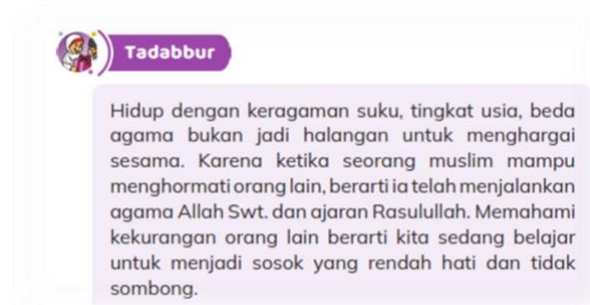


Figure 2.3 Appreciating Ethnic Diversity

The Global Diversity Dimension is related to knowledge and skills to encourage students to understand diversity, national identity, unity, and love for the homeland (Anggraena et al., 2020). This dimension is spread to various PAI materials including knowing and appreciating culture, communication and interaction between cultures, reflection and responsibility for diversity experiences, and social justice.

Explicitly, knowing and appreciating culture is shown by Figure 2.1 and Figure 2.3. In Figure 2.1 on page 181 of the PAI and BP 1st grade book teaches how to appreciate and respect the diversity of tribes in Indonesia. This learning aims to foster respect for cultural diversity, in line with tolerance as the basis of Islamic education brought by the Prophet Muhammad PBUH (Barella et al., 2023). Figure 2.3 which is on page 83 of the 3rd grade PAI & BP Book, invites students to explore the diversity of ethnicities, ages, and religions around them as a reflection of faith in Allah SWT.

Indonesia is a multi-religious country as well as a country that is vulnerable to cases of interreligious intolerance. Each religion has its own way of worship, but unfortunately these differences are often the subject of ridicule (Mawadda et al., 2023). In preventing this, it is necessary to have a multicultural education that is integrated with P3.

Multicultural education can prevent conflict by accustoming students not to discriminate, to know, and to understand others (Huda et al., 2023). This can be achieved through good communication and interaction between religious believers, as shown in Figure 2.2 on page 77 of the PAI and BP class 2 books. Rubric *I am a Pancasila Student* It teaches empathy, honesty, soft-spokenness, and mutual love in communication. Barriers to communication between cultures are like icebergs submerged in water (Anwar, 2018), so each individual should prioritize good character so as to create a respectable and characterful nation (Shabatini et al., 2023). These findings show that the Global Diversity dimension has been integrated with the PAI book material for grades 1-3, although its existence is still limited compared to other dimensions.

3. Dimension of Gotong Royong

Penguatan Pendidikan Karakter

Anak saleh senang berbagi,
Saling membantu, dan bergotong-royong.



Gambar 4.12 Siswa kelas satu sedang bergotong royong

Figure 3.1 Gotong Royong in Schools



Gambar 3.8 Karena sayang, Fauzan dan kawan-kawan menjenguk Gusti.

Figure 3.2 Caring for Friends

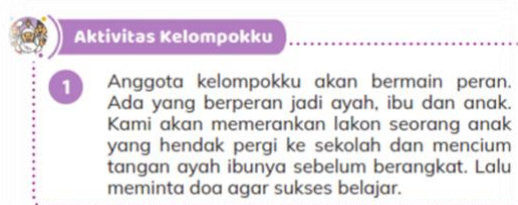


Figure 3.3 Cooperation Between Students

The Gotong Royong dimension is related to the ability to carry out joint activities voluntarily so that the activities run smoothly, easily, and lightly (Anggraena et al., 2020). The dimensions of Gotong Royong in PAI & BP textbooks for grades 1-3 include collaboration, care, and sharing. The elements of collaboration are in Figure 3.3 and Figure 3.1. In Figure 3.1, rubric *Strengthening Character Education* on page 67 of the 1st grade PAI and BP books display collaboration in cleaning the school environment which involves cooperation and the division of tasks between students. This rubric supports the achievement of *Sustainable Development Goals* (SDGs) in Goal 11 and Goal 13 (Fauziyah et al., 2024). This mutual cooperation is the identity of the Indonesian nation that must always be maintained and preserved (Habsy et al., 2024).

Figure 3.3 on page 71 of the 3rd grade PAI and BP book shows collaboration in role-playing that encourages 21st century skills (Nisa et al., 2023), namely teamwork and coordination skills, social skills, responsibility, creativity and innovation (Nugraha et al., 2023) in role-playing.

Meanwhile, Figure 3.2 on page 66 of the 2nd grade PAI and BP book teaches caring as a form of affection for friends by visiting them when they are sick. This is in accordance with the 2nd precept (Juniarti et al., 2021) and the teachings of the Prophet PBUH in the hadith, "He who visits the sick will be in the gardens of heaven until he returns." [HR Muslim, no. 2568]. This attitude of concern must always be preserved in order to create harmonious social relationships and be sensitive to the conditions of others. Based on these findings, it is clear that the dimension of Gotong Royong has been integrated with the PAI book material for grades 1-3.

4. Independent Dimensions



Aku suka menabung.
Uang saku tidak aku habiskan.
Sebagian aku masukkan ke dalam celengan.



Gambar 5.16

Figure 4.1 Financial Independence



Buatlah jadwal aktivitas kalian sehari-hari, mulai bangun tidur hingga malam hari!

Figure 4.2 Activity Planning



Aku Pelajar PANCASILA

Aku berusaha selalu tertib dan taat tata tertib sekolah dan peraturan yang berlaku di Indonesia.

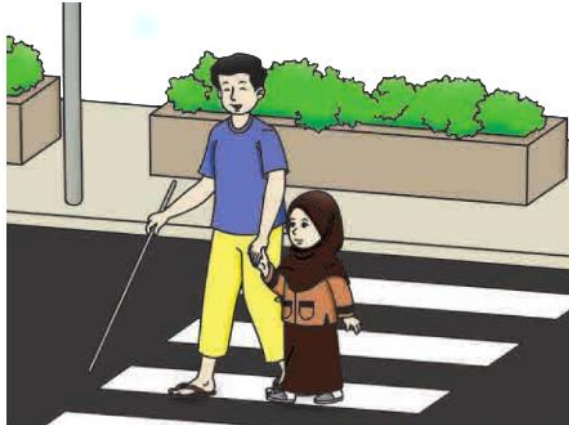
Figure 4.3 Disciplinary Behavior

The Independent Dimension is related to building students' independence through self-understanding and the situation they face, and self-regulation (Anggraena et al., 2020). The elements of self-understanding and the situation faced are shown in Figure 4.1 which is on page 89 of the 1st grade PAI and BP book. Rubric *I am a pious child* This invites students to be diligent in saving as a form of financial literacy (Aryanto et al., 2022). Saving is important to practice frugal living and prepare for the future (Darmansyah et al., 2023). Therefore, this material is important to be taught to students from an early age.

The elements of self-regulation are shown in Figure 4.2 and Figure 4.3. Figure 4.2 is on page 213 of the PAI and BP Class 2 book inviting students to learn time management through setting goals to improve performance, self-regulation skills (Rachmaningtyas & Widyana, 2024), increase motivation and improve student achievement (Sitanggang et al., 2018). Planning and setting clear objectives must be carried out with a disciplined attitude. In addition, Figure 4.3 on page 154 of the 3rd grade PAI and BP book shows the habituation of discipline by obeying school rules and applicable laws in Indonesia. This discipline attitude is important to be taught from an early age to prevent truancy, not doing homework, and being late for class (Sukma et al., 2022). Based on these findings, it is clear that the independent dimension has been integrated with the PAI book material for grades 1-3.

5. Critical Reasoning Dimension

Ayo, ceritakan gambar berikut!



Gambar 4.6 Fatimah meneladan perilaku Nabi Muhammad saw.

Figure 5.1 Students' Thinking Process

D. Jujur

Amati gambar berikut!



Gambar 5.13 Gusti menemukan dompet di tengah jalan.

Menurut kalian, apa yang harus dilakukan Gusti dalam gambar tersebut?

Figure 5.2 Students' Thinking Process

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ayo amati gambar berikut ini!



Gambar 2.1 Alam yang Indah

Apa yang kalian pikirkan setelah mengamati gambar tersebut?
Sampaikan kepada guru apa yang kalian pikirkan!

Figure 5.3 The Process of Reflecting and Evaluating His Own Thoughts

The Critical Reasoning Dimension is concerned with developing students' ability to face the challenges of the 21st century by obtaining and processing information and ideas, analyzing and evaluating their reasoning and procedures, reflection on thought and thought processes. The elements of obtaining and processing information and ideas are exemplified in Figure 5.1 and Figure 5.2

In Figure 5.1 on page 60 of the 1st grade PAI and BP book, students are invited to think original through image stimuli regarding the example of the Prophet Muhammad PBUH's behavior in helping people in need. As for Figure 5.2 on page 73, the trigger question is about honestly training students' reasoning in situations in everyday life, such as meeting a nobody's wallet. The formation of students' character shows the involvement of the thinking and behavior process (Sidik, 2016). The development of science in the 21st century requires students to be able to develop thinking skills to survive and compete in global competition.

Fogarty and McTighe in Syafitri, et al (2021) states that critical thinking is a sensible way of reflective thinking to determine actions and beliefs. As exemplified in Figure 5.3 on page 27 of the 3rd grade PAI and BP book about reflective thinking of beautiful nature. Based on these findings, it is clear that the critical reasoning dimension has been integrated with the PAI book material for grades 1-3.

6. Creative Dimension



Kegiatan Kelompok

Aku cinta Allah dan Rasul-Nya.
Aku bersama kelompokku.
Kami membuat pohon rukun iman.



Gambar 2.9 Fatimah dan teman kelompoknya bekerjasama membuat pohon rukun iman



Aktivitas Kelompok

Buatlah cerita pendek sederhana tentang sikap bertutur kata yang lembut!

Figure 6.1 The Work of the Tree of Pillars of Faith Figure 6.2 Simple Short Story Works



Aktivitas Kelompok

- 1 Bersama kelompokku merumuskan beberapa cara berbakti kepada guru.
- 2 Aku dan kelompokku menulis kaligrafi doa kepada guru di atas kertas karton, kemudian dicat warna agar tampak indah.

Figure 6.3 Prayer Calligraphy Work

The creative dimension is related to the development of students' ability to modify, creativity, and innovation to become creative learners by producing original ideas, producing original works and actions, and having flexibility to think in finding alternative solutions to problems (Anggraena et al., 2020).

Making a work of the tree of faith as shown in Figure 6.1 on page 27 of the 1st grade PAI and BP book and making a beautiful prayer calligraphy work as shown in Figure 6.3 on page 78 of the 3rd grade PAI and BP book including elements of producing original works and actions. Creative ability is an imaginative activity by realizing thinking intelligence that produces a product or solves problems with new methods (Ridwan & Nasrulloh, 2022).

In addition, the element of generating original ideas is exemplified in Figure 6.2 on page 72 of the 2nd grade PAI and BP book, which is to make a simple short story. Sidabutar (2021) stated that the creative thinking ability of each student has an impact on improving the ability to write descriptions, activeness and innovation of students in learning. Therefore, the ability to write original ideas must be possessed by each student in order to be able to express their ideas in a description essay.

Based on the explanation above, the six dimensions have been integrated in the PAI and BP book materials. Its existence is very important in shaping P3 in students. The dimensions of faith, fear of God Almighty, and noble character are the dominant dimensions in PAI and BP books for grades 1-3. Meanwhile, the Global Diversity dimension is the least found dimension in PAI and BP books for grades 1-3.

CONCLUSION

The Profil Pelajar Pancasila (P3) in the PAI and BP textbooks for grades 1-3 of the Independent Curriculum Elementary School includes six dimensions, namely Faith, Fear of God Almighty, and Noble Character; Global Diversity; Mutual Cooperation; Self-sufficient; Critical reasoning; and Creative. The P3 dimension has been integrated into the PAI & BP textbooks for grades 1-3 which are spread into the materials and various rubrics in the book. Materials related to the dimensions of Faith, Fear of God Almighty, and Noble Character and the Critical Reasoning dimension are the dimensions that dominate the book material. The characteristics of PAI material that are in line with the first dimension of P3, namely Faith, Fear of God Almighty, and noble character make the two have a very close relationship so that it means that PAI and BP strongly support P3 in learning. However, the dimension of global diversity is still rarely found, even though this dimension is important to foster students' tolerance of diversity in Indonesia.

The existence of P3 in PAI & BP textbooks for grades 1-3 is a provision for students in facing the future. Considering that the character of students is still in the category of concern, P3 learning must be an issue that is always studied and paid attention to by Indonesian education practitioners and researchers. Some alternative solutions to solve this problem, including teachers are encouraged to be able and willing to design learning with various models that have a positive impact on the character of students.

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