

ABSTRAK

IMPLEMENTASI PENGUATAN PROFIL PELAJAR PANCASILA DIMENSI BERKEBHINEKAAN GLOBAL DI KELAS IV SD KANISIUS GAYAM 1

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Dimensi berkebhinekaan global perlu diterapkan di setiap sekolah yang menerapkan kurikulum merdeka. Penelitian ini bertujuan untuk mengetahui implementasi, kendala dan upaya pada profil pelajar Pancasila dimensi berkebhinekaan global di kelas IV SD Kanisius Gayam 1.

Penelitian ini merupakan Penelitian kualitatif dengan jenis fenomenologi. Subjek Penelitian ini adalah 1 guru kelas IV, 2 guru ekstrakurikuler, 1 kepala sekolah, 2 wali murid dan 3 peserta didik. Objek Penelitian ini yaitu implementasi profil pelajar Pancasila dimensi berkebhinekaan global pada kegiatan intrakurikuler, ekstrakurikuler, budaya sekolah dan P5. Teknik pengumpulan data melalui wawancara, observasi dan studi dokumen. Data yang diperoleh dianalisis menggunakan model Miles dan Huberman.

Hasil dari Penelitian ini berdasarkan buku panduan pengembangan proyek penguatan profil pelajar Pancasila (2021:4-5) yaitu implementasi penguatan profil pelajar Pancasila dimensi berkebhinekaan global di kelas IV SD Kanisius Gayam 1 telah terlaksana 3 dari 4 kegiatan yaitu dalam kegiatan intrakurikuler, ekstrakurikuler dan budaya sekolah. Setiap kegiatan tersebut telah mengintegrasikan elemen dari dimensi berkebhinekaan global dengan baik. Sedangkan dalam P5 sudah dilaksanakan pada semester sebelumnya sehingga penulis tidak melaksanakan observasi secara langsung. Implementasi berkebhinekaan global dalam kegiatan intrakurikuler yaitu guru kelas IV sudah melakukan pembelajaran dengan membentuk kelompok secara acak. Dalam ekstrakurikuler guru tidak membedakan peserta didik dalam memberikan ilmu. Dalam budaya sekolah guru, kepala sekolah dan peserta didik melaksanakan salam bhineka untuk meningkatkan rasa saling menghargai perbedaan. Namun dalam implementasi terdapat kendala dalam intrakurikuler dimana guru kelas kesulitan dalam memberikan pengalaman belajar yang nyata bagi peserta didik melalui narasumber, sedangkan pada budaya sekolah kepala sekolah, guru dan peserta didik lupa mengucapkan salam *sugeng enjang* sebagai salah satu budaya sekolah. Oleh karena itu upaya yang dilakukan adalah guru kelas IV berkolaborasi dengan rekan guru yang berasal dari daerah yang berbeda untuk memberikan pengalaman belajar yang lebih menarik sedangkan kepala sekolah, guru dan peserta didik saling mengingatkan dalam melakukan budaya sekolah.

Kata Kunci: Implementasi, Kendala, Upaya, Berkebhinekaan Global

ABSTRACT**THE IMPLEMENTATION OF STRENGTHENING THE PANCASILA LEARNER PROFILE WITH GLOBAL DIVERSITY DIMENSION IN CLASS IV KANISIUS GAYAM 1 ELEMENTARY**

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The global diversity dimension needs to be implemented in every school that implements the independent curriculum. This research aimed to find out the implementation, constraints and efforts on the Pancasila learner profile of the global diversity dimension in class IV of Kanisius Gayam 1 Elementary.

This research was conducted using qualitative research with phenomenology type. The subjects of this study were 1 fourth-grade teacher, 2 extracurricular teachers, 1 principal, 2 student guardians and 3 students. The object of this research was the implementation of the Pancasila learner profile in the dimensions of global diversity in intra-curricular, extracurricular, school culture, and P5 activities. Data collection techniques were done through interviews, observations and document studies. The data obtained were analyzed using the Miles and Huberman model.

The results of this study are based on the project development guidebook for strengthening the profile of Pancasila students (2021: 4-5), namely the implementation of strengthening the profile of Pancasila students in the dimension of global diversity in class IV of SD Kanisius Gayam 1, 3 out of 4 activities have been carried out, namely in intracurricular, extracurricular and school culture activities. Each of these activities has integrated elements of the global diversity dimension well. Meanwhile, P5 was implemented in the previous semester, so the author did not observe directly. The implementation of global diversity in intra-curricular activities was that class IV teachers conducted learning by forming groups randomly. In extracurricular activities, teachers did not differentiate students in providing knowledge. In school culture, teachers, principals, and learners implemented the bhineka greeting to increase mutual respect for differences. However, there were obstacles in the implementation of intra-curricular, where classroom teachers had difficulty in providing real learning experiences for students through resource persons. Meanwhile, in school culture, the principal, teachers and students forgot to say "Sugeng enjang" greetings as one of the school cultures. Therefore, the efforts made by class IV teachers were collaborating with fellow teachers who come from different regions in providing a more interesting learning experience. Then, principals, teachers, and students reminded each other to follow the school culture.

Keywords: *Implementation, Constraints, Efforts, Global Diversity*