

DEVELOPING THE CHARACTER PROFILE OF PANCASILA-BASED STUDENTS THROUGH PARENTING ACTIVITIES AT EARLY CHILDHOOD EDUCATION

Sholehah Yuliati¹, Ichsan Anshory², Erna Yayuk³

¹Universitas Muhammadiyah Malang, Indonesia

¹sholehahyuliati75@gmail.com ²ichsan@umm.ac.id ³ernayayuk17@gmail.com

ABSTRACT

Character education is a crucial foundation for developing a competitive and integrated generation. The Pancasila Student Profile (P3) offers an alternative approach to instilling character values from an early age, encompassing six main dimensions (Kadir, 2023). Ki Hadjar Dewantara (1962) emphasised that family, school, and community, as the three centres of education, play a strategic role in shaping children's character, including through parenting activities. This study examines: (1) designing parenting activities to foster the character of the Pancasila Student Profile, (2) creative ideas in parenting programs to strengthen character values, and (3) internal and external obstacles in their implementation. The method used was a descriptive qualitative approach, involving informants from the principal, teachers, and parents. Data were obtained through observation, interviews, and documentation, then analysed using the Miles & Huberman model. The results show that the parenting program at KB Al Hidayah Pacul Permai incorporates structured planning, positive habit formation methods, role models, and parental involvement, along with creative initiatives such as Family Gatherings, Market Days, and Home Activities. Despite these obstacles, collaboration between schools and parents is key to the program's success.

Keywords: Parenting, Character, Pancasila Student Profile

INTRODUCTION

Character education is a vital foundation for forming a competitive generation that has integrity and excels. In Indonesian national education, the Pancasila Student Profile (P3) is an alternative approach to cultivating intellectually intelligent students with personalities that align with the values of Pancasila. (Kadir 2023). The Pancasila Student Profile encompasses six primary dimensions: faith and devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity. (Shofia Rohmah et al. 2023). One way to develop the character of the Pancasila Student Profile is through collaboration among various educational elements, including family, school, and community, collectively referred to as the three centres of education. (Fanny 2022).

Ki Hadjar Dewantara (1962), the Father of Indonesian National Education, stated that education is an effort to advance character, mind, and body. Its implementation must involve three main environments: family (informal education), school (formal education), and society (non-formal education). These three educational centres have complementary roles in shaping a child's personality. Within this framework, parenting activities play a significant role, especially in the family, as it is the first and primary environment for shaping a child's character (Bariyah).

The character education referred to in this study focuses on the character of the Pancasila Student Profile, which includes six dimensions: critical thinking, creativity, independence, faith in God Almighty, noble character, cooperation, and global diversity. (Shofia Rohmah et al. 2023). Another definition of the Pancasila Student Profile is its implementation of the vision of Indonesian education, which aims to realise an advanced and sovereign Indonesia, independent and with a distinct personality, through the creation of Pancasila students. (Hamzah et al. 2022).

It is essential to prepare a generation of the nation with character, and these ideals and hopes will be realised through an educational process that involves good cooperation between parents and schools. (Abdussalam, Hasanah, and Arifin 2024). Building synergy between both parties will be the foundation for developing children's character holistically. (Syam, Nova, et al. 2024) So that children are not only intellectually intelligent, but also possess strong character values that will be beneficial in their social lives. Therefore, the findings of this study in the context of novelty are that the form of childcare activities functions as a strategic guide to strengthen the bond between parents and children in creating an environment that supports the formation of children's character holistically in accordance with the values of the Pancasila Student Profile carried out at KB Al Hidayah Bojonegoro.

The research findings of Syam et al. (2024) Emphasise the importance of continuous collaboration between educators and parents as a primary prerequisite for effective and targeted character formation. This view is reinforced by Meilinda Nikmatut Taqiya et al. (2024) It shows that the Pancasila Student Profile cannot be realised solely through school, but requires the active involvement of parents in instilling values at home. Thus, previous research provides a strong foundation that school and family synergy are key factors in developing children's character holistically, which also supports the novelty of this research in developing a parenting activity model as a strategy for strengthening the values of the Pancasila Student Profile at KB Al Hidayah Bojonegoro.

Based on the results of initial observations related to the habits carried out by students and interviews with educators, it is necessary to collaborate between schools and parents in the form of parenting activities to support the optimal formation of children's character, especially the character values of the Pancasila Student Profile in the Al Hidayah Pacul Permai Bojonegoro Playgroup (KB), where parental involvement in instilling the character values of the Pancasila Student Profile through habits will be able to become a solid foundation for children's holistic development.

LITERATURE REVIEW

1. Concept of Character Education

Character education is a comprehensive process that involves the school, home, and community environments in a continuous and integrated manner. (Sinta, Malaikosa, and Supriyanto 2022). Success cannot be achieved overnight; it requires continuous practice, integrated into the curriculum and daily life. Character is understood as an individual's distinctive traits, shaped by knowledge, awareness, and values, which promote positive behaviour for both the individual and the social environment. Thus, character education plays a role in the formation of civilised individuals and encourages the creation of a harmonious community.

2. The Goals and Values of Character Education

The goal of character education is to instil universal values , such as honesty, respect, justice, responsibility, and caring, as the foundation for good behaviour. (Ilmi et al. 2023). These values are expected to be not only understood but also internalised through habituation, thus forming consistent positive attitudes. Thus, character education plays a crucial role in developing ethical individuals while contributing to the realisation of a civilised society. (Hakim 2023).

According to Fitri, Widiani, and Atikah (2023)The goal of character education is to guide children to develop positive character through hierarchical objectives, ranging from national education goals to specific learning objectives. In the context of the Independent Curriculum, character education values are focused on the six dimensions of the Pancasila Student Profile: faith and noble character, global diversity, cooperation, independence, critical thinking, and creativity. (Ardy Wiyani 2022). This dimension serves as the main framework for developing students who are not only intelligent but also possess character and are prepared to face life's challenges.

3. Character Profile of Pancasila Students

The Pancasila Student Profile is a national education goal that serves as a reference for developing children's character and competencies. Its six dimensions include faith and noble morals, independence, cooperation, global diversity, critical thinking, and creativity. (Profil Pelajar Pancasila 2021). These dimensions form a unity that must be integrated into children's daily lives to develop individuals who are intelligent, adaptable to future challenges, and have character.

4. Early Childhood Education (PAUD) Parenting Program

Character building requires consistent habits both at school and at home. The family plays a crucial role in reinforcing the values instilled in school. A harmonious relationship between teachers and parents will optimise character development (Afifah, Maulidi, and Faza 2021).

Therefore, a relevant program plan is needed that can be implemented simultaneously by schools and families to foster sustainable habits of character values that can be fully internalised in children's daily lives.

5. The Importance of Parents in Early Childhood Education (PAUD)

The family is a child's primary educational environment. Through parenting, interaction, and communication, parents shape the foundation of their child's personality, moral values, and social norms. The personality of a child raised in a harmonious family will differ from that of a child raised in a strict or inattentive manner. Therefore, the role of parents is crucial to the success of character development. (Fahimah 2019).

6. Barriers and Constraints

According to Ningsih, Sofiana, and Hamidaturrohmah (2023), the implementation of the Pancasila Student Profile values faces several challenges, including a lack of understanding from parents and teachers, a lack of supporting facilities, approaches that are not yet appropriate to children's developmental stages, adverse environmental and digital media influences, limited time for parental interaction, and a lack of positive role models for children. A good education in the family can shape a child's personality. (Rahmatullah Rahmatullah, Merri Silvia Basri, and Martiana Bella 2023).

7. The Role of Parents in Developing the Character Profile of Pancasila Students

Building a child's character requires consistent practice, both at school and at home. The family plays a crucial role in reinforcing the values in (Afifah, Maulidi, and Faza 2021) They are still in school, so they do not fade easily. A harmonious relationship between teachers and parents will optimise character development, as both complement each other in supporting the child's development (Afifah, 2021). Therefore, it is necessary to design relevant programs that can be implemented simultaneously between schools and families, so that character values can be fully internalised in children's daily lives.

One concrete effort that can be undertaken is a parenting program designed to strengthen the role of parents. These activities include parenting gatherings, foundation classes, consultation days, field trips, home activities, cooking classes, bazaar days, mini zoos, and home education videos. These activities aim to support parents in their parenting

role, provide enjoyable learning experiences, and strengthen the bond between parents, children, and the school. (La Jeti et al. 2022).

8. Parenting Activities: Develop the Character of the Pancasila Student Profile (PPP) in Early Childhood

Active parental involvement in school programs impacts children's learning motivation. Parents, children, and schools are inseparable components of the educational process. Parental participation in school programs not only demonstrates concern for their children's growth and development but also offers an opportunity to maximise stimulation related to character values. (Anggraini and Nurhasanah 2024).

Parental involvement in supporting school programs can positively impact parents' self-concept, children's motivation to learn, and their academic achievements. This demonstrates that parental participation plays a significant role in supporting children's growth and development. (Mulia and Kurniati 2023).

METHODOLOGY

This study employs a qualitative descriptive approach to describe all existing conditions, whether natural phenomena or artificial events. These conditions can include forms, activities, characteristics, relationships, changes, differences, and similarities. This aligns with Syahrizal's statement that descriptive research is intended to classify existing phenomena and describe the variables related to the problem under study (Syahrizal & Jailani, 2023).

This study uses a qualitative approach to analyse parenting activities in developing the Pancasila Student Profile (PPP) character at the Al Hidayah Pacul Playgroup in Bojonegoro. The analysis technique refers to the opinion (Spradley & Huberman, 2024) that analysis consists of three simultaneous activity flows: data collection, data reduction, data presentation, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Research conducted at Al Hidayah Pacul Bojonegoro Kindergarten (October 2024-February 2025) showed that parenting programs play a significant role in developing the Pancasila Student Profile (PPP) character of early childhood. This program was designed through a coordination meeting between the principal and teachers, then incorporated into the educational calendar, and implemented every month. The following is an excerpt from an interview with the principal:

The parenting concept implemented is holistic and contextual, involving parents through seminars, discussions, hands-on practice, and digital media. Teachers and parents explained in interviews as follows:

“At the beginning of each new school year, the teachers and I hold a coordination meeting to formulate the school's program for the year. During this meeting, we determine the frequency of the parenting program, the invited speakers, and the funding sources for the activities. The parenting program is designed as part of the principal's program, incorporated into the educational calendar, and implemented regularly once a month.” (W/KS/10012025)

Creative activities include Family Gathering, an activity designed by KB Al Hidayah that involves parents and children. This activity is designed to be fun and interactive. It takes place outdoors, featuring educational activities designed to instil independence, cooperation, and creativity. Market Day is an annual parenting activity held during the first semester, in accordance with the academic calendar established at the beginning of the year. Market Day is designed as an opportunity for parents and children to cultivate the character of Faith and Devotion to God Almighty, Critical Thinking, Independence, Mutual Cooperation, Creativity, and Global Diversity. Home Activities is a continuation of the stimulation process at school, which parents then continue at home. Parents provide support by reinforcing the character values of the Pancasila Student Profile through daily activities. Home Education Videos are a form of media that inspires children during the learning process at school, enabling them to understand the material in a fun and engaging way. The results of the educational video streaming are reported to parents through the WhatsApp group, so that they can be informed and provide feedback on the learning process their children receive at school. The Parenting Seminar is a parenting activity designed to provide parents with knowledge that can be applied in their home environment. Parenting seminars are held regularly, once a month, with materials relevant to the character values outlined in the Pancasila Student Profile. The Foundation Class is a program that involves parents in sharing experiences about their professions, and this program is adjusted to the theme of work for Semester 1. The learning process, by inviting children to play roles about their parents' professions, directly demonstrates what their parents' jobs are. Consultation Day is a direct gathering event between parents and teachers. In this activity, parents can directly ask teachers about their children's development and discuss areas of character that are not yet optimal and require consistent parental guidance.

Parental participation was recorded as relatively high, at 70%, although not all consistently attended, citing work or busy schedules. The process of developing the Pancasila Student Profile character values at Al Hidayah Pacul Kindergarten is not without obstacles, both

internal and external. Internal obstacles arise from the children themselves, as their developmental characteristics vary due to differing parenting styles. These internal factors include natural traits such as tantrums, egocentrism, and language delays. One teacher shared her experience of stimulating children during the character development process:

"Some children still find it difficult to share with their friends, and some even cry when asked to take turns. There are also children who, when they have a tantrum, take a long time to calm down, often delaying learning or group activities." Another teacher added, "Differences in parenting styles at home cause children to bring their own habits to school. For example, some children are always given their way at home, but when they have to follow shared rules at school, they tend to resist or refuse to comply."

External barriers stem from parents' limited time, inconsistent attendance, and the influence of the surrounding environment and digital media. The principal explained:

"...inviting parents to participate in parenting activities is both easy and difficult. Sometimes the obstacles arise from parents, sometimes from teachers, or even from the resource persons we invite. The ones that arise from parents are usually because the time coincides with a weekday, so many do not attend. We invite 50 people, but only 20 attend. Another obstacle arises from the resource persons. For example, we had invited a resource person on January 15, but they were unable to attend. They can usually be invited on January 16, but January 16 is the effective day. As a result, many parents cannot attend. Another obstacle is that not all parents consistently attend and implement the school's program. Parents who are often absent from parenting activities impact their children's character, for example, parents still demand that their children master reading, writing, and arithmetic before their time." (W/KS/10012025).



Picture 1. Photo of Parenting document from consultation day with homeroom teacher

CONCLUSION

Cultivating the character values of the Pancasila Student Profile through parenting activities is a collaborative effort between schools and parents in optimising character education from an early age. The parenting program encompasses positive habits, role models, parental involvement, storytelling methods, appreciation, and innovative initiatives such as Family Gatherings, Market Days, Parenting Seminars, and Home Activities. Active parental participation is key to strengthening children's values despite obstacles, both internal—such as differences in child development, children's egocentrism, and parenting styles—and external—such as limited time, parental understanding, environmental influences, and social media. With

adaptive and innovative strategies, the synergy between schools and parents can be continuously strengthened to instil the values of the Pancasila Student Profile Character in early childhood.

REFERENCE

- Abdussalam, Agus, Aan Hasanah, and Bambang Samsul Arifin. 2024. "Development of a Character Education Model in Schools." *Edumaspul: Jurnal Pendidikan* 8(1): 471–78. doi:10.33487/edumaspul.v8i1.7581.
- Afifah, Muruatul, Achmad Maulidi, and Najmi Faza. 2021. "Pembentukan Karakter Anak Usia Dini Melalui Pendidikan Parenting Di Sekolah." *Irfani* 17(1): 104–11. doi:10.30603/ir.v17i1.2149.
- Anggraini, Febiyana, and Nurhasanah Nurhasanah. 2024. "Hubungan Sekolah, Orang Tua, Dan Masyarakat Di Sekolah Dasar Untuk Meningkatkan Kualitas Sekolah." *Tsaqofah* 4(1): 855–71. doi:10.58578/tsaqofah.v4i1.2615.
- Ardy Wiyani, Novan. (2022). "Merdeka Belajar Untuk Menumbuhkan Kearifan Lokal Berbasis Nilai Pancasila Pada Lembaga PAUD." *Antroposen: Journal of Social Studies and Humaniora* 1(2): 63–74. doi:10.33830/antroposen.v1i2.3782.
- Bariyah, Siti Khusnul. 2019. "Peran Tripusat Pendidikan Dalam Membentuk Kepribadian Anak." *Jurnal Kependidikan* 7(2): 228–39. doi:10.24090/jk.v7i2.3043.
- Fahimah, I. (2019). "Kewajiban Orang Tua Terhadap Anak Dalam Perspektif Islam." *HAWA* 1(1). doi:10.29300/hawapsga.v1i1.2228.
- Fanny, Arif Mahya. 2022. "Sinergitas Tripusat Pendidikan Pada Program Penguatan Pendidikan Karakter (PPK) Di SD Dalam Pandangan Ki Hajar Dewantara." *EduStream: Jurnal Pendidikan Dasar* 4(2): 176–83. doi:10.26740/eds.v4n2.p176-183.
- Fitri, Anni Saumi, Wika Widiana, and Cucu Atikah. 2023. "Peran Orang Tua Dalam Pendidikan Karakter Anak Usia Dini." *Zuriyah : Jurnal Pendidikan Anak Usia Dini* 4(2): 111. doi:10.29240/zuriyah.v4i2.8506.
- Hakim, A. R. (2023). "Konsep Landasan Dasar Pendidikan Karakter Di Indonesia." *Journal on Education* 6(1): 2361–73. doi:10.31004/joe.v6i1.3258.
- Hamzah, Mohamad Rifqi, Yuniar Mujiwati, Intan Mazidha Khamdi, M. Ibnu Usman, and M. Zainal Abidin. 2022. "Proyek Profil Pelajar Pancasila Sebagai Penguatan Pendidikan Karakter Pada Peserta Didik." *Jurnal Jendela Pendidikan* 2(04): 553–59. doi:10.57008/jjp.v2i04.309.
- Ilmi, Irpan, Sri Wanayati, Aan Hasanah, and Bambang Samsul Arifin. 2023. "Islamic Educational Values as the Core of Character Education." *EDUTECH : Journal of Education And Technology* 7(2): 406–71. doi:10.29062/edu.v7i2.633.
- La Jeta, Edison, Amsaifil, Ida Mayasari, and Laila Lamadi. 2022. "PROGRAM EDU PARENTING DALAM MEWUJUDKAN KETERLIBATAN KELUARGA DALAM PENYELENGGARAAN PENDIDIKAN." *J-ABDI: Jurnal Pengabdian kepada Masyarakat* 2(3): 4475–84. doi:10.53625/jabdi.v2i3.2996.
- Kadir, H. Abdul. (2023). "Application of the Pancasila Student Profile." *Indonesian Journal of Contemporary Multidisciplinary Research* 2(3): 349–54. doi:10.55927/modern.v2i3.4116.
- Meilinda Nikmatut Taqiya, Khoirotus Silfiah, Usman Roin, & M. Jauharul Ma'arif. (2024). "Urgensi Keterlibatan Orang Tua Dalam Mewujudkan Profil Pelajar Pancasila Di SMPN 1 Sumberrejo." *Journal Innovation In Education* 1(4): 281–91. doi:10.59841/inoved.v1i4.944.
- Mulia, Pupun Suci, and Euis Kurniati. 2023. "Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini Di Wilayah Pedesaan Indonesia." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7(3): 3663–74. doi:10.31004/obsesi.v7i3.4628.
- Profil Pelajar Pancasila. 2021. "Profil Pelajar Pancasila." *Kementerian Pendidikan dan Kebudayaan*: 1–108.
- Rahmatullah Rahmatullah, Merri Silvia Basri, and Martiana Bella. 2023. "Peningkatan

- Pengetahuan Orang Tua Dalam Pola Didik Anak Yang Benar Melalui Sosialisasi Pola Asuh Di Desa Ranah Sungkai Kec. XIII Koto Kampar Kabupaten Kampar.” *Pandawa : Pusat Publikasi Hasil Pengabdian Masyarakat* 1(4): 138–46. doi:10.61132/pandawa.v1i4.193.
- Shofia Rohmah, Nafiah Nur, Markhamah, Sabar Narimo, & Choiriyah Widyasari. (2023). “Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar.” *Jurnal Elementaria Edukasia* 6(3): 1254–69. doi:10.31949/jee.v6i3.6124.
- Sinta, Laras, Yes Matheos Lasarus Malaikosa, and Djoko Hari Supriyanto. 2022. “Implementasi Penguatan Pendidikan Karakter Pada Siswa Kelas Rendah Di Sekolah Dasar.” *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6(4): 3193–3202. doi:10.31004/obsesi.v6i4.2326.
- Syam, Putri, Mirza Adia Nova, Ismu Ridha, Risnawati Matsam, and Muhibbul Subhi. 2024. “Kolaborasi Pendidik Dan Orang Tua: Kunci Sukses Membangun Karakter Peserta Didik.” *Indonesian Journal of Teaching and Teacher Education*: 58–67. doi:10.58835/ijtte.v4i2.374.
- Syam, Putri, Mirza Adia Nova, Ismu Ridha, Risnawati Matsam, and Muhibbul Subhi. 2024. “Kolaborasi Pendidik Dan Orang Tua : Kunci Sukses Membangun Karakter Peserta Didik.” 2.