



ANALYZING THE STUDENTS' CREATIVE CHARACTER IN ELEMENTARY SCHOOL

Dhita Fransisca¹, Aswadi Jaya², Mega Prasrihamni³

^{1,2,3}University of PGRI Palembang

E-mail: 1dhitafransisca1224@gmail.com, 2aswadijaya4@gmail.com, 3megaprasrihamni@gmail.com

Accepted :

March 10, 2024

Published :

June 10, 2024

Corresponding Author:

Dhita Fransisca

Email Corresponding:

dhitafransisca1224@gmail.com

ABSTRACT

The aim of this research is to find out how the Pancasila student profile is implemented in forming the creative character of class IV students at SDN 54 Prabumulih. The method used in this research is qualitative method. The instruments used in this research were a list of interview questions and observations. Based on the results of the analysis, it can be concluded that the implementation of the Pancasila student profile in forming the creative character of class IV students at SDN 54 Prabumulih is categorized as very good, it can be seen that the students in the class have very good creative character when learning takes place, students are able to express many ideas such as when working on something. project by making a product and producing a work in the form of a piggy bank, where the students proposed their idea by only putting a hole in the bottom of the piggy bank so that the piggy bank doesn't look like a piggy bank when displayed, then the students also asked a lot about things that were new or that hadn't been done yet. they understand, and students are able to come up with new expressions or solve a problem in a way that the teacher had not thought of.

Keywords: *Pancasila Student Profile, Creative Character*

1. INTRODUCTION

One of the modules in the autonomous curriculum that is being developed is the Pancasila student profile. The Merdeka Curriculum maximizes the subject matter to give students ample opportunity to explore concepts and develop abilities through a variety of extracurricular learning experiences (Maulana, Mortini, & Jaya, 2024). One of the many features of the Pancasila student profile that is part of the autonomous curricular program is its creative component. The ability to create or grow new things is a creative quality (Marliani, 2019, p. 228).

Creative character is an important character that contributes to individuals and society, and is one of the traits that students must develop in the 21st century. The development of the times is accompanied by technological developments, which have an impact on all aspects of life, including education (Prasrihamni, 2022).

The creative aspect has several elements, one of which is the creation of original works and actions, where students develop their own interests, students can express thoughts and feelings according to their preferences and express the resulting works and

Vol 7, No 2 (2024): ESTEEM

actions. Characteristics of students with creative character include openness to new experiences, flexible attitude, courage to express ideas, appreciation of imagination, strong interest in creative activities, and high self-confidence as well as having a high level of initiative and courage to make decisions (Ministry of Education and Culture, 2020).

Astuti, cited by Jaya, Hartono, Syafri, and Puji (2023), states that the primary objectives of education in the twenty-first century are to cultivate creativity, respect individual difference, and produce innovators in addition to preparing people for a dynamic and unpredictable environment. Students who are creative by nature grow into responsible citizens who are conscious of their surroundings. Students with creativity have the ability to transform and produce something unique, significant, practical, and lasting (Bullard & Bahar, 2023, p. 33).

When compared to other nations, Indonesia's inventiveness is still quite poor (Perdana & Sugara, 2020, p. 107). This indicates that schools must provide students with creative character education. Students need to be allowed the room to grow in their creativity if they are to become creative learners. Essentially, all students possess creative abilities.

To create creative character for students in this independent curriculum, this can be done through project activities to strengthen the profile of Pancasila students. The preparation of the Pancasila profile project with an interdisciplinary learning initiative called the project for strengthening the Pancasila student profile examines environmental problems and suggests solutions. The guidelines for the Pancasila student profile project are holistic, student-centered, contextual and exploratory (Lidiawati, 2023, p. 19).

Researchers conducted observations at SDN 54 Prabumulih which is located on Jl. Muara Dua, East Prabumulih District, Prabumulih City,

South Sumatra, namely at SDN 54 Prabumulih, that in the learning process, teachers focus more on the value of students' knowledge compared to the value of their skills, where students should also need creativity which makes students more productive. The observations carried out in this research aimed to find out whether the implementation of the Pancasila student profile could shape the creative character of class IV students.

According to Irawati (2022, p. 38) the Pancasila Student Profile is the answer to the question what are the characteristics of Indonesian students. And the answer is that Indonesian students are lifelong students who are competent, have character and behave in accordance with the values of Pancasila.

Based on the explanation above and supported by relevant research such as research by Dwiputri and Dinie (2021, p. 1268) shows that the application of Pancasila values can develop children's characters who are creative, intelligent and have noble character through integration with learning and accompanied by familiarization with teacher direction. Character education which originates from Pancasila should continue to be implemented in the world of education, especially for the initial level of education, namely elementary school, because with this the quality of the Indonesian nation will be better in the future.

The next research was conducted by Susilawati and Sariffudin (2021, p. 155). This research shows that: 1) the Pancasila student profile is essentially an effort to internalize Pancasila values in learning, 2) the Merdeka Belajar Platform has a significant role in implementing the Pancasila student profile in new paradigm learning, 3) internalization of Pancasila values in the application of the Pancasila student profile in the new normal period with the help of the independent teaching platform by

Vol 7, No 2 (2024): ESTEEM

applying it in daily character which is built and brought to life in each individual student through school culture, intracurricular, co-curricular and extra-curricular learning. at school.

From the results of several researchers' opinions above, it can be concluded that the application of Pancasila values is an effort to internalize Pancasila values in learning to form children's characters who are creative, intelligent and have noble character through integration with learning and accompanied by habituation according to the teacher's direction.

Based on the description above, it is necessary to research the implementation of the Pancasila student profile in forming students' creative character, so researchers are interested in raising the title "Analysis of the Implementation of the Pancasila Student Profile in Forming the Creative Character of Class IV Students at SDN 54 Prabumulih".

2. LITERATURE REVIEW

Independent Curriculum

Apart from being a learning resource, teachers act as learning facilitators who are supported in learning which is supported by professional, pedagogical, personal and social competencies. Through these skills, the goals of implementing the independent curriculum can be achieved (Pramusinta & Rifanah, 2021).

The difference between the 2013 curriculum and the independent learning curriculum lies in the approach. In the 2013 curriculum, it brings a science-based approach or scientific approach. Meanwhile, the independent curriculum carries the mandate of a project-based approach (Saleh, 2020). The independent curriculum is a curriculum with diverse intracurricular learning where the content will be optimized so that students learn

independently to explore concepts and strengthen competencies. The independent curriculum makes students enthusiastic about learning to develop their interests and talents (Khotimah, 2022).

From several expert opinions above, it can be concluded that the independent curriculum focuses on achieving real learning outcomes, namely by achieving behavioral knowledge, abilities and results. This curriculum is flexible and flexible.

Pancasila Student Profile

Pancasila learners realize Indonesian students as lifelong learners who act in accordance with the values contained in Pancasila. It connects the values of Pancasila which are very important in the formation of the nation's character. This Pancasila Learner Profile is a tangible manifestation of these ideals and ideas that can be implemented in elementary schools (Mave & Satria, 2023, p. 776).

According to Kemendikbudristek (2022), the Pancasila learner profile is a form of translation of national education goals. The Pancasila learner profile acts as the main reference that directs educational policies including being a reference for educators in building the character and competence of students. The Pancasila Learner Profile must be understood by all stakeholders because of its important role. This profile needs to be simple and easy to remember and carry out both by educators and by students so that it can be brought to life in daily activities. Based on these considerations, the Pancasila learner profile consists of six dimensions, namely: 1) Faithful, devoted to God Almighty, and noble, 2) Independent, 3) Mutual cooperation, 4) Global diversity, 5) Critical reasoning, and 6) Creative.

Furthermore, Rusnaini (2021, p. 67613), believes that the Pancasila

Vol 7, No 2 (2024): ESTEEM

Student Profile contains character which refers to Pancasila values, which can influence students' personal resilience, namely through the Pancasila Student Profile so that it can produce students who have personal character according to Pancasila.

From the opinions of several experts, it can be concluded that the Pancasila student profile is to shape students into lifelong learners who are competent, have character and behave in accordance with Pancasila values.

Project for Strengthening Pancasila Student Profiles (P5)

In its implementation, the teacher plays an important role, namely as a facilitator. P5 activities can be said to be an application of differentiated learning because in these P5 activities students can improve their skills as an effort to build student interest. P5 activities also make students more active because students have discussions with their friends about the projects they will show. Objective P5 is implemented as an effort to improve students' skills in producing projects that are tailored to the Pancasila Student Profile (Diah Ayu Saraswati, 2022, p. 186).

P5 is a superior program in the Independent Curriculum. P5 is here to realize the strengthening of the Pancasila Student Profile character for each student through project-based learning. P5 emerged when practitioners and educators realized that the educational process must be closely related to everyday life. P5 is a forum for students to learn, observe and think about solutions to problems in the surrounding environment (Sukma Ulandari, 2023).

In the independent curriculum, students are required to be able to create a project. The project will enable students to develop their potential and skills in

various fields. The Project for Strengthening the Profile of Pancasila Students (P5) is part of the implementation of the independent curriculum. Project activities are one form of P5 activity. In these activities, students have freedom in learning, the structure of learning activities becomes flexible, schools can divide their time according to their needs so that they become more effective and active because they can really experience the surrounding conditions (Arifudin, 2022).

From several expert opinions above, it can be concluded that the Pancasila Student Profile Strengthening Project (P5) can grow students' level of confidence in their work, can increase students' personal potential and can determine students' talents and interests in a field.

Problem Based Learning Learning Method

Problem-based learning (PBL) is a learning model that prioritizes solving common problems that commonly occur in everyday life. As stated by Shoimin (2017, p. 129) problem-based learning means creating a learning atmosphere that leads to everyday problems (Shoimin, 2017, p. 129).

Learning methods are defined as a method used by educators to carry out their duties or functions and as a tool that leads to achieving learning goals. Finkle and Torp (in Shoimin, 2017, p. 130) reveal that problem based learning is the development of a curriculum and teaching system that simultaneously develops problem solving strategies, basic knowledge and skills by placing students in an active role as daily problem solvers. -a day that is not well structured.

From the results of several expert opinions above, it can be concluded that, Problem based learning is a learning method that requires students to actively utilize various intelligences and skills in solving a problem.

Character

The existence of a country is primarily determined by its character. Only a nation with a strong character can develop into a nation that is dignified and respected by other nations. That's why we all want to be dignified citizens. The desire to become a nation of character has long been rooted in the Indonesian people. Personal values imbued with the Pancasila Principles (Muchtari & Suryani, 2019, p. 142).

In line with this, Ningsih (2019, p. 9811) argues that one of the reasons why character education is important for the nation is because the most obvious deficiencies in children are moral values. One of the main reasons why schools currently feel the need to pay attention to education of moral values and character is the lack of attention from parents. Good character means living a life in which one acts with integrity both toward others and toward oneself.

Character education should start from elementary school. This is because if a person's personality is not formed early on, it is difficult to change that person's personality. In elementary schools, character education must be given more attention so that a strong foundation of noble morals can be embedded in students. This is done so that students deepen their awareness of the importance of good values and strive to always do good in learning and daily life. This has a positive impact on ensuring that future generations are not easily influenced by foreign cultures and

unfavorable environmental conditions. This implementation is expected to give birth to a superior generation of Golden Indonesia in 2045 and transform Indonesia into an advanced and dignified country (Mustoip, 2018, p. 123).

From several expert opinions above, it can be concluded that character education is important for the nation in order to form good character. With good character, a person is able to live a life where a person acts with integrity both towards others and towards himself and this must start from school. principles and character must be based on the values of Pancasila.

Character Education Function

In general, the function of character education is to shape and develop a student's character so that they become individuals who are moral, have noble character, are tolerant and have good behavior. In line with this, Fahdin (2021), character education has the basic function of developing a person's potential so that they can live their life with a good attitude. In the scope of formal education, character education in schools functions to shape students' character so that they become individuals with noble, moral, tough, good behavior and tolerant character.

This character education is to shape the character of a student so that he becomes a person who is moral, has noble character, is tolerant, tough and has good behavior. What this means is that character education is expected to produce humans who are able to actualize themselves with the abilities they have and can change and shape human life independently, intelligently and with complete character (Annur, 2021, p. 333).

Furthermore, regarding other functions of character education,

Vol 7, No 2 (2024): ESTEEM

Sukadari is of the opinion, "character education functions to develop basic potential to be good-hearted, strengthen and build the behavior of a multicultural nation, and make and improve the civilization of a competitive nation in the era of globalization" (Sukadari, 2018, p. 66).

From the opinions of several experts above, it can be concluded that character education functions to shape and develop a student's character so that they become individuals who are moral, have noble character, are tolerant and have good behavior and can build the behavior of a multicultural nation.

Creative Character

According to the Ministry of Education and Culture (2022), creative character is also related to one of the dimensions of the Pancasila Student Profile. The Pancasila Student Profile is defined as a description of the character abilities of students in Indonesia (Kahfi, 2022, p. 139). Creative students are able to modify and produce something original, meaningful, useful and impactful. The key elements of creativity consist of generating original ideas and producing original work and actions as well as having flexibility in thinking in finding alternative solutions to problems. Pancasila students are the embodiment of Indonesian students as lifelong learners who behave in accordance with the values stated in Pancasila. Linking Pancasila values which are so important in the formation of national character, the key creative elements are:

1) Generate original ideas

These ideas range from the simplest expressions of thoughts and/or feelings to complex ideas. The development of these ideas is closely related to feelings and emotions, as

well as the experiences and knowledge gained by the learner throughout his or her life. Creative learners have the ability to think creatively and come up with alternative solutions.

2) Produce original work and actions

A creative learner produces original works and actions in the form of complex representations, drawings, designs, performances, digital output, virtual reality, and so on. He/she produces works and performs actions driven by his/her interest and liking for something, the emotions he/she feels, to consider the impact on the surrounding environment.

With this Pancasila student profile program, students can develop an increasingly positive mindset and improve and develop creativity in students.

3. RESEARCH METHODOLOGY

The research method used in this research is a qualitative descriptive method. According to Hendryadi (2019, p. 218), qualitative research is a naturalistic investigation process that seeks a deep understanding of natural social phenomena.

The reason the researcher used this qualitative method was intended to describe and reveal facts about everything related to the implementation of the Pancasila student profile in the formation of creative character for class IV SDN 54 Prabumulih.

The data analysis carried out is inductive based on facts found in the field and then constructed into a hypothesis or theory. Qualitative methods are also used by researchers to obtain in-depth data, data that contains true meanings.

Data collection technique

Collection techniques are the most important step in research to collect data. Data collection techniques include observation and interviews according to (Hanisah & Noordiyana, 2022, p. 131). In this research, the analysis of the implementation of the Pancasila student profile in forming the creative character of class IV students at SD N 54 Prabumulih is observation, interviews and documents.

1) Observation

Observation is a method of collecting data by making direct observations of an object in a certain period by systematically recording certain things that are observed. Observation is a data collection technique that has specific characteristics when compared with other techniques (Sugiyono, 2018, p. 546).

This observation was carried out on class IV students at SDN 54 Prabumulih to obtain information developed by the class teacher in the implementation of the Pancasila Student Profile in the formation of creative character education.

3.1 Observation Instrument Grid Table

Sumber Data	Indikator	Aspek Yang Diamati	Perilaku Yang Diamati	Ya	Tidak
Siswa Kelas IV	Karakter kreatif	Kelancaran berpikir/ Kefasihan (Fluency)	Peserta didik selalu berfikir positif sehingga mampu menuangkan ide-ide kreatifnya dan saling bertukar saran dengan teman-temannya untuk membuat jenis karya seni baru		
		Kelenturan/ Fleksibilitas (Flexibility)	Peserta didik mampu menghasilkan gagasan serta banyak bertanya tentang hal-hal baru		
		Elaborasi/ Elaboration	Peserta didik mampu menciptakan produk yang dapat bermanfaat bagi dirinya maupun bagi orang lain		
		Keaslian/ Originality	Peserta didik mampu mengemukakan ungkapan baru dan unik.		

2) Interview

Interviews are used as a data collection technique to conduct

preliminary studies to find problems that must be researched, but also to find out things from respondents in more depth (Sarosa, 2017, p. 215).

Interview on penethis research was carried outright toon the guardian towelding and peserta didik IV SDN 54 Prabuyourcf.

Table 3.2 Educator Interview Instrument Grid

Narasumber	Sub Fokus Penelitian	Indikator	Aspek Pertanyaan	Jawaban
Guru Kelas IV	Pembentukan Karakter Kreatif	Kelancaran Berpikir/ Kefasihan (Fluency)	1. Bagaimana proses pembentukan ide kreatif pada siswa ?	
			2. Bagaimana cara membentuk siswa agar mampu memecahkan permasalahannya?	
			3. Bagaimana siswa dapat mencetuskan banyak ide ?	
		Kelenturan/ Fleksibilitas	4. Bagaimana cara pendekatan agar siswa menjadi lebih aktif sehingga bertanya tentang hal-hal baru yang bervariasi?	
			5. Apa yang membuat siswa sulit untuk menghasilkan pertanyaan yang bervariasi ?	
			6. Bagaimana strategi yang dilakukan agar siswa dapat menciptakan suatu produk yang bermanfaat bagi siswa dan orang lain ?	
		Elaborasi / Elaboration	7. Bagaimana siswa dapat berkarya dan dapat mengembangkan produknya?	
			8. Apa saja hambatan sehingga siswa tidak dapat mengembangkan suatu gagasan / produk?	
			9. Bagaimana cara meningkatkan kekreatifan siswa agar mampu mengungkapkan ungkapan unik?	
			10. Apa yang menjadi hambatan dalam mengungkapkan ungkapan unik?	
		Keaslian/ Originality		

3) Documentation

Documentation is a record of past events. Documentation can take the form of writing, drawings, or monumental works from someone, it can take the form of photos, works of art, diaries and so on. To strengthen data and evidence, researchers need documentation in this research in the form of photos or writing (Sugiyono, 2019, p. 229).

Data Validity Techniques

Data validity is a form of limitation related to a decision. The validity of this data can also be achieved by an appropriate data collection process, one way is by triangulation, namely a technique for checking the validity of data that is used by another person for other purposes or as a comparison with

Vol 7, No 2 (2024): ESTEEM

existing data. Measuring the validity of the data in this research uses triangulation (Siregar et al., 2022, p. 83).

Triangulation

In credibility testing, this is defined as checking data from many sources in various ways and at various times. Triangulation consists of source triangulation, technical triangulation, and time triangulation (Sugiyono, 2021).

1) Triangulasi sumber

Source triangulation is carried out to test the credibility of the data by checking the data against the same source with different techniques. In this research, researchers obtained primary data sources, namely students, teachers and secondary data sources, namely documents or other data archives. After obtaining the data, it is then analyzed to produce a conclusion from various data sources (Jibrán et al., 2022, p. 921). In this research, entitled research analysis of the implementation of the Pancasila student profile in the formation of creative character for students in class IV, researchers used data in the form of observation, interviews and documentation to obtain valid data to test the credibility of existing data.

2) Triangulasi teknik

Technical triangulation is carried out to test the credibility of the data by checking the data against the same source with different techniques. In this qualitative research, researchers use interview, observation and document methods to obtain certain information. The reason researchers use interview, observation and document methods is none other than to obtain the truth (Jibrán et al., 2022, p. 921).

3) Triangulasi waktu

Technical triangulation was carried out with data collected using

interview techniques in the morning, so that it would provide more valid data.

Data analysis technique

Data analysis is an important part of research because findings will be obtained, both substantive and formal findings. This is in accordance with the conclusion that data analysis in qualitative research aims to organize the data that has been obtained by the researcher, then the data is grouped, arranged, given a code, and categorized as a basis for further analysis.

The data analysis techniques carried out by researchers are data analysis techniques after being at the research location, namely:

1) Data Reduction (Data Reduction)

Data reduction is a form of analysis carried out by sorting, concentrating, simplifying and focusing data found in the field based on notes made by researchers from interviews with data sources (informants). (Zulfirman, 2022, p. 3). In this research, data reduction focused on implementing the Pancasila student profile in forming the creative character of class IV students at SDN 54 Prabumulih.

2) Data Presentation (Data Display)

The next step after data reduction is data presentation. Data can be presented in the form of diagrams, tables, graphs, and so on. In the process of presenting data, researchers can receive input from other researchers, so that the data can be arranged clearly and easier to understand (Zulfirman, 2022, p. 3). Researchers present data regarding the implementation of the Pancasila student profile in forming the creative character of class IV students at SDN 54 Prabumulih.

3) Conclusion Drawing (Conclusion)

The final step is drawing

conclusions (Conclusion). The conclusions made by researchers are still temporary, where researchers can still accept suggestions from other researchers. The conclusions made by researchers can change if researchers find new evidence when conducting research in the field (Zulfirman, 2022, p. 3). In this research, data about the profile of Pancasila students in forming the creative character of class IV students at SDN 54 Prabumulih was written in the data presentation and then analyzed to obtain a conclusion.

4. RESULTS AND DISCUSSION

Research result

This research discusses the results of data analysis taken in the form of qualitative data. This research was conducted by researchers at SDN 54 Prabumulih which is located on JL. Muara Dua, East Prabumulih District, Prabumulih City, South Sumatra. The data in this research were obtained from observations, interviews with Class IV teachers and documentation at SDN 54 Prabumulih. After conducting this research, the researcher carried out data collection, therefore the data obtained by the researcher will then be analyzed to determine the implementation of the Pancasila student profile in forming the creative character of class IV students.

Observation Data

Based on the results of observations, during the learning process it can be seen from the first aspect, namely the indicator of fluency/fluency (Fluency), there were 18 students who were able to express their creative ideas and students also exchanged suggestions with their friends during the learning

process. In the first aspect, it can be seen that the observed behavior is very good, namely where the students have been creative by expressing their creative ideas and exchanging suggestions with their friends, while the other 4 students still do not appear to be active in expressing their ideas, but the teacher is still trying to encourage the students. This is done by providing stimulus during learning.

In the flexibility indicator (Flexibility), there are 20 students who are able to generate ideas and students also become more active by asking lots of questions about new things that they don't understand during the learning process, students have created flexible thinking abilities that are able to create answers and The questions were varied, while there were 2 students who did not appear active because they did not ask about new things that they did not understand during the lesson.

In the elaboration indicator, the independent curriculum has a good influence on students, where students become more creative, in this aspect there are 22 students who are able to create a project to create products that are useful for themselves and others. For example, students create a work together in the form of a piggy bank from various materials according to their respective creative ideas, some make sausage jars to be used as piggy banks.

Regarding the authenticity indicator, in the independent curriculum regarding the implementation of one of the dimensions of the Pancasila student profile, namely the creative dimension, one of the most appropriate strategies to use is problem based learning where students are divided into several groups and then the teacher explains a problem and the students will be asked to find a solution to resolve the problem. In this aspect, it can be seen that there are 16 students who are able to think original, which means that students are able to express new and unique expressions such

Vol 7, No 2 (2024): ESTEEM

as the ability to express ideas or solve problems in ways that other people have never thought of, while the other 6 students are not seen to think original.

Interview Data

An interview is a question and answer activity carried out by two or more people and then carried out systematically. This interview was conducted by the researcher together with the class IV teacher, Mrs. Sherly Daniarti S.Pd, with the aim of finding out responses regarding the implementation of the Pancasila student profile in forming creative character in class IV.

Table 4.1 Results of Educator Interview Sheet

Aspek Pertanyaan	Jawaban
1. Bagaimana proses pembentukan ide kreatif pada siswa ?	Dapat dilakukan dengan diberikan suatu permasalahan yang ada di sekitar siswa.
2. Bagaimana cara membentuk siswa agar mampu memecahkan permasalahannya?	Dengan membentuk kelompok kecil untuk berdiskusi didalam kelompok serta menggunakan metode PBL.
3. Bagaimana siswa dapat mencetuskan banyak ide ?	Siswa dapat mencetuskan banyak ide dengan guru menampilkan banyak media yang digunakan atau menstimulus siswa dari video, gambar dan lainnya.
4. Bagaimana cara pendekatan agar siswa menjadi lebih aktif sehingga bertanya tentang hal-hal baru yang bervariasi?	Pendekatan yang dilakukan agar siswa lebih aktif sehingga banyak bertanya hal-hal baru yang bervariasi adalah dengan apersepsi mengaitkan hal-hal yang akan dipelajari dengan apa yang ada di sekitar kita serta adanya pertanyaan pemantik.
5. Apa yang membuat siswa sulit untuk menghasilkan pertanyaan yang bervariasi ?	Hal yang membuat siswa sulit menghasilkan pertanyaan yang bervariasi ada dua kemungkinan yang pertama adalah kurangnya kepercayaan diri pada siswa tersebut dan yang kedua siswa tersebut memang tidak paham
6. Bagaimana strategi yang dilakukan agar siswa dapat menciptakan suatu produk yang bermanfaat bagi siswa dan orang lain?	strategi yang dilakukan guru agar siswa dapat menciptakan suatu produk yang bermanfaat adalah dengan menyesuaikan tema pembelajaran yang ada dengan melihat kondisi lingkungannya untuk menciptakan suatu produk yang bermanfaat
7. Bagaimana siswa dapat berkarya dan dapat mengembangkan produknya?	Siswa dapat berkarya dan dapat mengembangkan produknya
8. Apa saja hambatan sehingga siswa tidak dapat mengembangkan suatu gagasan / produk?	adalah dengan memberikan suatu kebebasan sesuai dengan keinginan siswa tersebut untuk berkreasi sendiri

Based on the results of the interviews conducted by the researcher from the class IV SDN 54 Prabumulih, on the table above can be concluded that the class IV teacher is applying it to form a creative character in the learning process. Each student can come up with ideas and be creative because of your advice just with friends, generate ideas

and lots of things she asked, to create something original and new. As a teacher, you use the strategy that is used by the class IV teacher, namely the use of Problem Based Learning to push students to be creative and active in students.

Discussion

Based on the results of data analysis carried out by researchers regarding the implementation of the Pancasila student profile in forming the creative character of class IV students at SDN 54 Prabumulih, according to the conditions in the field, the researchers saw that the activities of teachers and students at school in the learning process were going well. The teacher's efforts to apply creative character to class IV students can also be said to be going well, with the following stages:

a. Planning

Pereimplementation

Planning to form the Pancasila student profile in forming the creative character of class IV students, the teacher will check the values in the syllabus and model lesson.

b. Implementation

Implementation of the process in the learning process in the class is carried out according to the plan. The teacher will ask questions to learn this lesson to encourage students to be more active. She asked about new things to understand, student too. You weren't

trainedntuk menucome up with ideas-ideacreative and mutualrtufor advicerta meencourage students untuk bethink original. Model pembeProblem lessonm *Based Learning*where is the model pembemy lessonngedepan torja equal ortogroup untuk memegive it a goorpeexisting problemsThis is all I can doencourage my studentsncreate suorproductk sehow to bertogether.

Adapun characterr creative that can be implementedmemention it on your PE profilelearn Pancasila at keIV welding includes 1) Tosmooth sailingrthink / Tofluency (Fluency); 2) Tolenturan / Fleflexibility (Flexibility) ; 3) Elaboratory / Elaboratory ; 4) Tooriginality / Originality.

c. Evaluation

Berbased on peneresearch in the field mengenai implementation pe profileLearn Pancasila in PEbentunot a characterr creative of students that can be instilled in meTheni three things namely(1) guru, (2) Teman, and (3) CircumstanceNgan, From the results observation in the imple fieldmetation pe profileLearn Pancasila in PEbentunot a characterr creative students towelding IV tesee student suI've done itmpunyai characterr cregood ative that ma'amtype dejust lots of ideas-ideathat exists within the student and meMsat sema'amah productk who bebenefit.

5. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of descriptive qualitative research, it can be concluded that the creative character of class IV

students at SDN 54 Prabumulih in implementing the Pancasila student profile is included in the very good category. Where one form of implementation of creative character in the Pancasila student profile is a student who can produce original ideas, works and actions. And it can be seen that the students in the class have very good creative characters when learning is taking place, students are able to express many ideas, such as when working on a project by making a product and producing a work in the form of a piggy bank, where students propose their ideas by just putting a hole in the bottom of the piggy bank. because so that the piggy bank doesn't look like a piggy bank when displayed, then students also ask a lot of questions about things that are new or that they don't understand, and students are able to come up with new expressions or solve a problem in a way that the teacher didn't think of.

Suggestion

Based on the results of the research conducted by the researcher, the researcher will provide several suggestions as follows:

1. For teachers, teachers should pay attention to creative aspects. Students who already have a fairly high level of creative character should always be guided so that the creativity of students who are already good remains good, then for students who have less creative character, the teacher must guide these students even better so that the student's creative character continues to improve.
2. For students, students are of course expected to continue to develop and maintain the creative character they already have. For

Vol 7, No 2 (2024): ESTEEM

students who still lack the confidence to show their creativity, they are expected to continue to improve.

3. For schools, this research should be used as input to improve students' creative character.
4. For researchers, this research can increase knowledge and experience in conducting research on the implementation of the Pancasila student profile in forming students' creative character.

6. REFERENCES

- Annur, YF (2021). Pecharacter educationr And Etika In Peeducation. 333.
- Arifudin, O. (2022). Optimization ToE activitiesMy kstraRikuler in Mebuild characterr Peserta Didik. *JIP-Jurnal Scientific SciencePeeducation*, 5(3), 829.
- Dini Irawati. (2022, Marcht). Pe Profilelearn Pancasila Selike UPaya Mewowjuand Characterr Nation. *Jurnal Peeducation*, 38.
- Diah AyuSaraswati. (2022, Juni). Analysis ToP5 activities at SMA Negeri 4 Selike PeneRapan PembeTe lessonrdiferentiation to MeRikuyoum Merdeka. *Jurnal PeMipa's education*, 186.
- Fahdin, AM (2021). Urgensi Pecharacter educationr in MeOvercoming the Moral Crisis Among Students. 5.
- Fira AyuDwiputri & DinieAnggraehere. (2021). PeneRapan Pancasila Values in MenuMseven Characterr Student SeYang Ce Elementary Schoolrds Kreative And Beyour moralsLia. *Jurnal PeTambu's educationsai*, 5, 1268.
- Hanisah & Noordiyana. (2022). Teknik PeNgumpuand My Dataallitative. 131
- Heyndryadi. (2019). *MetodePeneMy litianallitative*, 218.
- Jaya, A., Hartono, R., Syafri, F., & PuJi, R.H. (2023). Tu Analysisntutan KuRikuyoum Merdeka in Konteks Penerapan Kete21st Century look at MateRi PembeEnglish lessons. *Proceedings SeNational Postgraduate Minar*, 6(1), 142-147.
- Jibran, MI, Pati, AB, WaworuNdeng, W., Pascasarjan, M., Stuin, P., Sumberdaya, P., Queensky. (2022). *Kinerja Apparatusr Civil Nebecause of In MembeRikan Peservices at the agency's officepegadget And Pengembangan Sumber Manupowersia Manado City ThePerfomanceof StateCivil Servants in Providing Seservices at theOfficeof thePersonnel and Human Resources Developm*.18(Septptember), 917-926.
- Tomendikbudristek. (2022). Guidean PengeProject developmentk PeNguAttention and Personnel Profilestudy Pancasila. *TomenteRian Peeducation And Kema'ampower*.
- Khotimah. (2022). PeneMy rapRikuyoum MerdeKa Bestudy

Vol 7, No 2 (2024): ESTEEM

- Lidiawati. (2023). *MyRikuyoum MerdeKa Bestudy*. Bojongsari science in elementary school. *Jurnal Cakrawala Pendas*, 8.
- Marliani. (nd). Peincrement Tocapablean BeKre thoughttative. *Jurnal Peeducation*, 2019.
- MaseLinda Mave& Aditya Pringga Satria. (2023, Juli). Character Valuer Creative Peserta Educate In P5 On Peserta Educate Kewelding IV. *Jurnal Peeducation and scienceSocial*, 2, 776.
- Want toLana, I., Mortini, AV, & Jaya, A. (2024). MerdeKa Belearn Curiccuyoum And Its Implementation In Junior High School Level. *Journal of eEnglish study programme*, 7.
- YourStoip, S. (2018). *Implementation Pecharacter education*. (B. Daz, Ed.) CV. Jakad Publish Surabaya.
- Olivia Yana. AD, Prasena Ariyanto, Choirul Huyes. (2022). Pe AnalysisNguatan Dimensi Kreative Pe Profilelearn Pancasila PadaPhaseB in SDNegeri 02 Tobondalem. *urnal Peeducation and ConseLing*, 4, 12861.
- Perdana, TI, & Sugara, H. (2020, Octoberr). Tomapuan BeKre thoughttative Vocational School Students Negeri 1 Kedawung Dejust mewartput on Model Problem Based Learning. *Jurnal Liteconstellation*, 4(2), 107-113.
- PramuSinta & Rifanah. (2021). *MyRikuyoum Merdeka*. *Jurnal Peeducation*
- Prasrihamni, M. (2022). Pengeyour thoughtsltimehe Berbase ToLocal wisdom for youAtan Materi