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PROFILE OF PANCASILA STUDENTS DURING THE COVID-19 PANDEMIC THROUGH PJJ (Case Study of SDI Al Ma'ruf Cibubur, Jakarta) Fara Diba Catur Putri1, Arita Marini2, Maratun Nafiah3 Apriyanti Widiansyah4, Hafizah5 1,2,3,4,5University of Bhayangkara Jakara Raya, Indonesia 1 fara.diba@dsn.ubharajaya.ac.id, faradibacaturputri_9919921006@mhs.unj.ac.id, 2aritamarini@unj.ac.id, 3mnafiah@unj.ac.id, 4 apriyanti.widiansyah@dsn.ubharajaya.ac.id, 5hafizah@ubharajaya.ac.id Corresponding author: fara.diba@dsn.ubharajaya.ac.id, faradibacaturputri_9919921006@mhs.unj.ac.id

ABSTRACT : The research is motivated by Education as a system consisting of a number of components.

These systems consist of instrumental input, raw input, input, process, output, environmental, and outcomes. The purpose of this research is innovation during the pandemic for elementary school students, especially the subject of Citizenship Education. Citizenship education is a compulsory subject and must be studied by children starting from elementary school.

With the cultivation of character in order to give birth to Pancasila students from an early age. This study uses a qualitative descriptive method of case study research. Data was collected using interviews, observation and documentation. The results showed that the implementation of the Pancasila student profile was very important from an early age, the development of materials, and the use of learning models. Where student learning outcomes during the pandemic can be observed through several programs that

build the profile of Pancasila students.

Therefore, mind mapping learning models can provide innovation. Keywords : Pancasila student profile, civic education, elementary school. I.INTRODUCTION Citizenship education is a compulsory subject and must be studied by children starting from elementary school. Why is that? Because it is very important for them to know and understand about the Indonesian nation and state.

So that they are educated from childhood to have a high sense of love for the homeland and have a high awareness to maintain the independence of Indonesia which has been fought for by the nation's heroes who succeeded in expelling the invaders. If he has planted a good foundation since childhood, he will grow well in the future.

We as part of the Indonesian nation also have the same role to maintain and defend the basis of our country, Indonesia. But what has happened recently is that the subject of citizenship is often underestimated by many parties. In fact, Citizenship Education or what is often called PKN is a subject that must be given properly so that children understand.

There are also many, today's children who do not memorize Pancasila, it's really sad. This should not happen, if civic education is delivered properly. Therefore, educational institutions, especially teaching staff, are required to be able to convey every civic education material as clearly as possible. Therefore, citizenship education is very important to be conveyed from an early age to our children.

Not only schools and educational institutions, the family is also influential in educating children's character and awareness of national and state education. That way, we can produce good future generations of the nation and who can make Indonesia a better country. Profile of Pancasila Students according to the Vision and Mission of the Ministry of Education and Culture as stated 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: Pancasila students are the embodiment of American Journal of Humanities and Social Sciences Research (AJHSSR) 2022 A J H S S R J o u r n a l P a g e | 202 Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity However, what the Indonesian Minister of Education still has to do is invite existing schools to maximize quality teaching staff to be able to convey every Citizenship material well to students and high awareness from educational institutions to prioritize civic education for a

better Indonesia. good.

The phenomenon of moral degradation and violence against students and even brawls is an urgency that must be handled specifically. With the readiness of the Pancasila student profile, it should become a moral paradigm and need awareness from various parties to be able to change this situation. Therefore, let's help create a good future generation of young people in order to create a better Indonesia.

Although the pandemic will make its own attraction to carry out active learning through PJJ. Based on the explanation above, researchers will conduct research on elementary school students applying online learning, especially civic education subjects with the title "Profile of Pancasila Students During the Period Through PJJ (Case Study of SDI Al Ma'ruf Cibubur, Jakarta)".

Citizenship The Education Indonesian National Education System, which is rooted in the culture of the Indonesian nation and based on Pancasila and the 1945 Constitution, functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. Based on Law no.

20 of 2003, National Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, indepen dent, and become democratic and respon sible citizens. In addition, National Education must also cultivate a patriotic spirit and strengthen the sense of love for the homeland.

For this reason, the education curriculum must include Pancasila educa tion, religious education, and citizen ship education. Pancasila and Citizenship Education (PKn) in elementary schools is intended to instill a sense of love for the homeland, increase the spirit of nationalism, and shape the nation's personality in accordance with the philosophy, view of life, ideology, and the state foundation, namely Pancasila.

Civics is education about values whose target is not merely the transfer of knowledge but rather emphasizes the formation of attitudes. Thus, this subject covers the cognitive, affective, and psychomotor domains with an emphasis on the affective domain. The task of carrying out the mission is not an easy thing and requires proper learning so that the mission it carries can be achieved.

To instill these desired values, of course, through a learning process that is truly appropriate for value education learning so that the formation of students' personalities can be achieved. In order to achieve the objectives of this field of study, teachers should

have applied values education methods to classroom teaching activities.

But in reality, Civics learning in elementary schools has not implemented value education learning properly. As a result, learning values and personality formation in accordance with the moral values of Pancasila is only verbal, meaning that students are only given knowledge about Pancasila, not to be practiced.

Based on observations and the results of discussions with teachers in elementary schools, teachers have not implemented proper value education learning in Civics learning. Meanwhile, the lecture and question-and- answer methods are still used very dominantly in delivering lesson materials, teachers have not utilized moral- value educational learning models.

Whereas in reality there are many models of teaching moral values that can be applied by teachers in instilling the moral values of Pancasila in the context of forming the nation's personality. Pancasila and Citizenship subjects are subjects to develop morals and improve the quality of life and dignity of Indonesian people who have Indonesian personalities in accordance with the goals of national education, as mandated in the Act. RI No.

20 of 2003 concerning the National Education System, that National Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens. and be responsible. To realize the goals of National Education, teachers must be able and ready to instill moral values in students as the next generation, so that they have personalities that are in accordance with the goals of national education and have the spirit of Pancasila.

The existence of the relationship between the three elements in the education system can be explained, among others; 1) Education business inputs, are students with various characteristics (talents, interests, physical conditions, etc.), processes and results. 2) In the educational process related to several things, among others; Educators, curriculum, methods and so on.

3) While the results are in the form of knowledge, attitudes, skills and results in the form of graduates. (Koerniantono, 2019). Profile of Pancasila Students Each political regime in Indonesia has a strong determination to actualize Pancasila in all life of the nation and state, with its various policies. Pancasila is vulnerable to being interpreted in the interests of each regime period.

General anxiety about the "limited" study of Pancasila in the curricular program since the reform era. Each political regime in Indonesia has a strong determination to actualize Pancasila in all the life of the nation and state, with various policies.

Pancasila is vulnerable to be interpreted for the benefit of each regime period. General anxiety about the "limited" study of Pancasila in the curricular program since the reform era. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila.

Table. 1. Profile of Pancasila Students Source: Ministry of Education and Culture Strategic Plan 2020-2024, p. 33 In line with research from Asarina, et al (2021) Character Education as an Effort to Realize Pancasila Students said that long life learners who have global abilities and act based on Pancasila values.

The embodiment of the six characteristics of Pancasila Students is to cultivate Indonesian cultural values and Pancasila, which is the foundation of national development. The effort to create a Pancasila Student Profile is not only a movement in the education system, but also a community movement. Success in realizing the Pancasila Student Profile will be achieved if parents, educators, students, and all institutions in the community collaborate and work together to achieve it.

The Minister of Education and Culture in the 2020 National Virtual Seminar for Friends of Character stated that in order to realize the profile of Pancasila students, it is necessary to always ask questions, always try and always work. Elementary Schools Education in elementary schools is an institution that is managed and regulated by the government which is engaged in formally organized education which lasts for 6 years from grade 1 to grade 6 for children or students throughout Indonesia of course with the same aims and objectives.

none other than so that Indonesian children become individuals who have been mandated or who have aspired to in the 1945 Constitution. In its implementation, education in elementary schools is given to students with a number of materials or subjects that must be mastered. These subjects include religious education (given according to the religion and beliefs of each student, namely Islam, Christianity, Catholicism, Hinduism, and Buddhism), civic education, Indonesian language, natural sciences, social sciences, mathematics, physical education and sports, arts, culture and crafts, plus elective local content subjects adapted to their respective regions, such as English subjects, regional languages (according to their respective regions), and reading

and writing the Koran.

The provision of local materials is intended so that the culture and traditions in their area (students) are not eroded by the development of foreign cultures or new cultures that are present in the student environment. Thus, the cultivation of local culture in every region throughout Indonesia remains sustainable and its authenticity is maintained as a national asset as a nation rich in cultural diversity.

With the cultural diversity that the Indonesian people have, the educational background in Indonesian elementary schools refers to the cultural roots of the nation, where it can be confirmed based on Law No. 20 of 2003 article 31 paragraph 3 and paragraph 5 which will be described by the author in the next section. . In addition to teaching, elementary school teachers are also educators who are obliged to always instill in their students or students to become souls and people who uphold the nation's culture as stated in the mandate of the law mentioned above.

Alhamdulillah, this is clearly embedded in the students' souls when students meet the teacher on the street and greet the teacher while kissing the teacher's hand. Another example of the background that education in elementary schools refers to the nation's culture is the reading of prayers before the lesson begins, respecting teachers as their own biological parents, mutual assistance among friends in the form of Main Characteristics Key Elements (1) Faith, fear of God Almighty, and noble character (a) religious character; (b) personal character; (c) morality to humans; (d) morality to nature; and (e) state morality.

(2) Global diversity Recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity. (3) Mutual cooperation Collaboration, caring, and sharing. (4) Independent Self-awareness of oneself and the situation at hand and self-regulation. (5) Critical reasoning Obtain and process information and ideas, analyze and evaluate reasoning, reflect on thoughts and thought processes, and make decisions.

(6) Creative Generating original ideas and producing original works and actions. American Journal of Humanities and Social Sciences Research (AJHSSR) 2022 A J H S S R J o u r n a l P a g e | 204 cooperation, and many other examples of cases such as the provision of language subject matter. area, dress neatly and politely and so on.

From the description above, education in elementary schools as formal education for the children of the next generation of the nation is packaged based on the character and culture of the nation which is then determined through the curriculum. then from

this curriculum the wheels of education are driven and carried out. At the elementary school level, students are students who need to be directed, developed, and bridged towards complex developments.

Therefore, education in elementary schools is essentially an education that is more direct and motivates students to learn more. This is because elementary school students are unique children and need attention. The background of their uniqueness can be seen in the changes in various aspects of their attitudes, movements, and intelligence that affect their development.

Adapu Dini's explanation (2018) that elementary school education is basically education that prioritizes the process of self formation. Every aspect that is carried out in the elementary school education process is always related to self formation. Education strives for students to experience significant changes in their abilities, both cognitive, affective, and psychomotor.

Children who take part in the education process in elementary schools come from families in the community with diverse life patterns. This diversity causes friction between children in the education and learning environment. As a result, there are frequent clashes between children's personalities. If this is not based on good character, then negative things will definitely happen among children.

Education in elementary schools provides education so that the basic attitudes of children can be processed in such a way that they do not clash with the basic attitudes of other children. As we know, the basic attitude of children is a high level of egoism. Children feel that they are the most important among their friends and this shows their personal character.

This is what in the elementary school education process, efforts are made to be directed to conditions that are flexible and full of responsibility for a better future. Distance Learning The current COVID-19 pandemic has brought changes to distance learning (PJJ) methods. Based on the data obtained, as of June 18, 2020, the number of people exposed to Covid-19 in Indonesia reached 42,762, an increase of 1,331 (Covid-19 Handling Task Force, 2020). Meanwhile, in North Sumatra alone, 993 cases of COVID-19 have been exposed (Covid-19 Handling Task Force, 2020).

The increase in the number exposed to Covid-19 is a concern for all parties, including the various ministries in charge of universities in Indonesia. Various elementary schools located in the red, orange and yellow zones are no longer allowed to conduct face- to-face lectures (official announcement from the Ministry of Education and Culture of the

Republic of Indonesia: 94% of students study from home, 6% in the Green Zone face-to-face, nd).

Elementary schools that used to fully use the face-to-face method during lectures as well as thesis guidance and other academic activities now need to change it to the PJJ method. In foreign terms it is called distance learning. In various other studies it is also known as online learning, as well as online (in a network). Now it is a challenge for teachers, students who like it or not have to be ready to face existing online learning (Tîrziu & Vrabie, 2015).

Differences inface- to-facelearning with PJJ have different effects on the quality of student learning (Karwati, 2014). Based on the description of the background above, the research focus can be formulated, namely "Implementation of the Pancasila Student Profile in the Covid-19 Pandemic Period Through PJJ (Case Study of SDI Al Ma'ruf Cibubur, Jakarta)", in detail the formulation of the sub-focus of the research is formulated as following: What is the profile of the Pancasila student at SDI Al Ma'ruf Cibubur? What is the profile of Pancasila students through PJJ during the pandemic? II.

METHOD Research is qualitative, namely descriptive qualitative research. Descriptive qualitative research is in the form of research with a case study method or approach (case study). Research focuses intensively on one particular object which is studied as a case.

Case study data were obtained from all parties involved in the study, collected and collected from various sources. The case study research will lack depth, if it only focuses on certain phases or aspects, before obtaining an overview of the case. On the other hand, a case study will lose its meaning, if it is only intended to get an overview, but without finding something or some specific aspects that need to be studied intensively and in depth. A good case study should be done directly in real life.

However, case study data can be obtained not only from the cases studied, but also from all parties who know and know the case well. In other words, data in case studies can be obtained from various sources, but it is limited in the cases to be studied. (M. Nawawi, 2003) The place used as research is Al Ma'ruf Islamic Elementary School Cibubur, Jakarta, Academic Year 2021/2022.

While the time of the research took place from May to August 2021. The subjects of the action are teachers and students who are the sub focus of the research, as research subjects who assist in data collection. American Journal of Humanities and Social Sciences Research (AJHSSR) 2022 A J H S S R J o u r n a l P a g e | 205 Instruments

qualitative research instru ments are the researchers themselves, assisted by other instruments, namely interview, observation and documentation guidelines.

Researchers as the main instrument, because only researchers can act as a tool as well. Responsive to reality because it is complex. In the provision of initial information, researchers conducted in-depth observations through interviews with teachers, as well as conducting observation and documentation activities. (H. and MM Nawawi, 2005). Researchers act as planners, data collection, analysis, data interpreters, researchers become reporting research results.

Understanding the research instrument or tool is appropriate, because it becomes the whole research process. The research instrument is intended as a data collection tool. (Cresswell, 2015). Interview technique used in qualitative research isin-depth interview, which is the process of obtaining information for research purposes by means of question and answer while face to face between the interviewer and the information with or without using anguideinterview.

Researchers can conduct two types of interviews, namely autoanamnesis (interviews conducted with the subject or respondent) and alloanamnesis (interviews with the respondent's family). It's better to start the interview with easy questions, start with factual information, avoidquestions multiple, don't ask personal questions before building report cards, repeat answers for clarification, give a positive impression, and control negative emotions.

Technique as a researcher's effort to present a realistic picture of behavior or events, answer questions, help understand human behavior, and evaluate. As for Creswell's (2015) assumption, several forms of observation in qualitative research, namely participation observation, unstructured observation, and unstructured group observations.

Participation observation (participant observation) is a method of collecting research data through observation and sensing where the researcher is really involved in the daily life of the respondent. Unstructured observations are observations made without using an observation guide so that it requires researchers to be able to develop their powers of observation in observing an object. Group observations are observations made in groups of one or several objects at once.

Documents conducted with the aim of knowing the facts and data stored in the form of documentation in the form of letters, diaries, souvenirs, reports, artifacts, photos, and so on. The main nature of this data is not limited to space and time so that it gives

researchers the opportunity to find out things that have happened in the past.

Data collection techniques are generally carried out in qualitative research with the aim of finding the meaning of a theme according to the understanding of a group. This technique is used to reveal the meaning of a group and avoid the wrong meaning of a researcher to the focus of the problem being studied. Analysis in case study research by Creswell (2015) is divided into several research steps, including: The researcher begins to organize all the data or a comprehensive picture of the case studies that have been collected.

Read the data as a whole and make marginal notes about the data that are considered important and then encode the data. Finding and classifying the meaning of the statement felt by the respondent by doing horizontaliting, that is, each statement is initially treated as having the same value.

Furthermore, statements that are not relevant to the topic and questions as well as statements that are repetitive or overlapping are removed, so that what remains are only horizons (textural meanings and constituent elements of the phenomenon that do not experience deviations). The statement is then collected into a unit of meaning and a description of how the experience occurred is written.

Next, the researcher develops an overall description of the case study so as to find the essence. Then develop a textural description (about the case study that happened to the respondent) and a structural description (which explains how the case study happened). The researcher then provides a narrative explanation of the essence of the case study being studied and gets the meaning of the respondent's experience regarding the case study. Make a report on the experience of each participant. After that, the composite of the images is written.

Regarding the validity and reliability of qualitative research data, research data which will later become the basis for research findings and their interpretation should be taken from various sources. Data also needs to be researched and re- examined by referring to various relevant data sources. The activity of re- examining data, data sources, and data collection procedures in research is called triangulation.

Triangulation is not to explore the truth about phenomena, but to broaden the researcher's knowledge of the observed phenomena. In addition, the author also involved 3 research members in data collection, especially in the text collection and observation stages. The author can compare the results of the author's observations with the observations of the members of the researcher.

Next, the author dialogues all the data that has been collected and analyzes it comprehensively to produce a meeting point between the data. (June Wati Sri Rizki, 2016) III. RESULT AND DISSCUSSION 1. RESULTS 1. Profile of Pancasila Students at SDI Al Ma'ruf Cibubur Implementation of Pancasila values is carried out through learning Pancasila education, namely by implementing the 2013 curriculum. This decrease is seen in the implementation of each material which still uses theory and minimal practice.

The professionalism of teachers also has an impact on the declining dynamics of the curriculum at this time. As educators, teachers must also be able to keep up with the times by applying and American Journal of Humanities and Social Sciences Research (AJHSSR) 2022 A J H S S R J o u r n a l P a g e | 206 utilizing technology to support the learning process.

The impact of the declining dynamics of the curriculum affects the character of the students. Especially for students who are still in the realm of elementary school. Because at this level is a place where the forerunner of character education is implanted. The application of declining character education causes various problems in the character values of students.

One of the problems that can be found in the field is being picky about friends. The above problems can occur because they are caused by the weakening of the practice of Pancasila educational values and citizenship in the realm of elementary schools. The practice of Pancasila in question is direct application in the school environment to be used as personal habits that can be applied in everyday life.

One of the media in problem solving is through the educational revolution. The revolution in question is revolution 5.0 with the application of independent learning. Freedom to learn according to Tohir is freedom in thinking, it can also be interpreted as students are given independence according to their interests and according to their interests. This freedom can be in the form of freedom to express opinions and learning through various literatures.

In the learning process, the teacher only acts as a facilitator for the students. Where the teacher only prepares and assists the learning process. Here students are required to play an active role in the learning process. The purpose of Merdeka learning is to create independent and cultured human beings. Implementation of Pancasila student profile at SDI Al Ma'ruf Cibubur It contains 6 profiles, namely critical, independent, creative, mutual cooperation, global diversity and noble character. After seeing the statement above, it shows that the curriculum on Pancasila and character education requires

revision.

For this reason, the role of educators as the frontline is very necessary. One of the problems why it needs to be revised is because the current character is starting to fade and they rarely practice Pancasila values. The two problems above are also accompanied by the role of educators who do not implement character education and Pancasila in the teaching and learning process.

The revised form of this curriculum is in the form of implementing the values contained in the Pancasila precepts into learning at school or self-accustoming. So that students can apply and implement in their home environment. This implementation is called the Pancasila student profile. Profile is a general view that is first seen to be identified and assessed.

The profile that will be explained here is the profile of Pancasila students which is a view of students who practice Pancasila values in their daily lives. The purpose of the Pancasila student profile itself is a picture or form / action of students who apply or practice Pancasila values in their daily lives both at school and in their home environment.

One form of implementation of the Pancasila student profile is students who always practice Pancasila values such as piety to God Almighty by doing worship according to their religion. The example of the implementation of the Pancasila student profile above must be accompanied by the fulfillment of facilities and infrastructure for places of worship and the role of the teacher in controlling worship times by holding absences and sanctions for violators.

So that it makes students accustomed to being orderly in their work and building a person who is devoted to God Almighty. As it should be, the application requires a conceptual or picture that has been structured and its success is guaranteed. Conceptual to the implementation of the Pancasila student profile is very influential if it is applied from elementary school.

It should be noted that students who are still in elementary school have a high level of curiosity and have a strong grasping power. So it is very easy to indoctrinate or instill Pancasila values in the teaching and learning process to be applied in everyday life and for their survival later. As for the interviews and filling out questionnaires conducted at SDI Al Ma'ruf Cibubur, conceptually, they will be able to give birth to a generation that is spiritually, socially and intellectually intelligent. Spiritual intelligence in the form of faith and piety to God Almighty.

This intelligence will be a buffer for the identity of Indonesian students that distinguishes them from students of other nations. "Do you know and respect other people who have different beliefs?" "You know, that's tolerance. Yesterday, I just saw a video about religious tolerance" (TA: grade 5).

This reflects that social intelligence is the ability of our students to be open to differences, be independent, work together and be responsible. This intelligence will give birth to a profile of our students who are adaptive and humanist and have a concern for their social environment. This intelligence will make them expected to be a collaborative person (not individualist).

The results of the interview above explain that one of the profiles of Pancasila Students is the character of global diversity. In this case, students who have a Pancasila profile with global diversity have the spirit to maintain a noble culture, locality and identity and keep an open mind in interacting with other cultures, thereby fostering mutual respect and the possibility of forming a new culture that is positive and does not conflict with noble culture. nation.

There are 3 key elements that make up the profile of Pancasila students with global diversity, namely: knowing and appreciating culture, inter-cultural communication skills in interacting with others, reflection and responsibility for the experience of diversity. Diversity means diverse, diverse, many, varied, and so on, which leads to the many differences that exist in each life, diversity is more focused on national values, namely diversity. there are ethnic groups, races, religions, cultures, languages, etc.

that exist in the Indonesian American Journal of Humanities and Social Sciences Research (AJHSSR) 2022 A J H S S R J o u r n a l P a g e | 207 state (where unity and unity are the link of the diversity). Global diversity is a feeling of respect for diversity. Global diversity is tolerance for differences. Intellectual intelligence in the form of critical and creative thinking skills.

This intelligence will give birth to our students being able to compete in mastering developing science and technology as well as the ability to solve problems that must occur. That the students of SDI Al Ma'ruf Cibubur students maintain a noble culture, locality and identity, and keep an open mind in interacting with other cultures, respecting diversity. Global diversity is tolerance for differences.

With global diversity, Pancasila students can accept differences, without judgment, without judgment, and do not feel that they or their group are better than other groups.

Global diversity is important and must be the aspiration of the education system. Pancasila students will compete in the present and in the future because they are not only competing on the Indonesian stage, but also on the world stage.

Profile of Pancasila Students Through PJJ During the Pandemic Since the implementation of the COVID-19 emergency period on March 16, 2020, almost all schools in Indonesia, especially in Bali, have adopted a policy for online learning or known as distance learning (PJJ). With online learning, teachers and students alike learn to use technology as a learning medium.

In carrying out online learning with various limited capabilities, facilities and infrastructure in the form ofcarry out online learning mobile phones, laptops and networks for teachers and students as well as limited capabilities in the use of technology, efforts must be made toso that the process of transforming knowledge to students is not disrupted.

Teachers as the spearhead of education make various efforts such as implementing distance learning (PJJ) throughGroup media Whatsapp, Google Classroom, Moodle, andlearning applications online other. For synchronous learning, teachers also usemedia Google Meet, Zoom Cloud Meetings, Cisco Webex and so on. Currently, there are manylearning resources online and knowledge content on the internet.

There is the use of various distance learning media (PJJ) which are processed according to the abilities and wishes of the teacher. The demands of teachers are not only academically but also the ability to communicate which must be done in distance learning (PJJ) As in thelearning media Google Classroom, Moodle and Whatsapp Group, teachers send learning materials, learning video links, assignments as well as communication media to carry out the process guidance and assistance to students.

Constraints faced by students in distance learning (PJJ) that occur to students also exist with teachers such as not having an Android cellphone, data packets and signal networks. These obstacles can be obstacles in the learning process. However, the teacher certainly understands this situation and provides solutions and solutions to the problems faced by students so that students can continue to follow the learning process. Assignments can be picked up and collected at school when conditions are safe and still adhere to health protocols.

Network or signal interference by providing a longer processing time so that the task does not become a heavy burden. As a result, with various limitations in the COVID-19 pandemic situation, it is a challenge for a teacher to continue to want to learn and

practice online learning. Besides that, teachers must be able to present fun and innovative learning to overcome the learning difficulties they face and collaborate with learning media so that learning is not monotonous and can still present an interactive learning atmosphere between teachers and students.

The six indicators of the Pancasila Student Profile are ideal for the Indonesian nation. In accordance with the reference, namely the ideology of Pancasila, it is not surprising that its contents are also very ideal. The Center for Strengthening Character (Puspeka) has summarized the process of the effort to realize the Pancasila Student Profile licatos ich mizes w he rinfies e ondng".P rfile fPsila ein education units or in schools in Indonesia.

It is explained about the achievements that have been made in order to realize the Pancasila Student Profile. This is summarized in several sub-chapters of discussion, such as "Bona ancat llen t's un rNeHabs","Stag r ove Chalgi T enheng ay vantNatio res f he r nd" Anti-Violence. Gender B".Elanatio f he hieventooyea fcooatiowithd rngfetorlize hi Pancasila Student Profile.

Knowing the Skills Students Must Prepare to Face the Challenges of the Industrial Revolution 5.0, where the focus of expertise in the field of 21st century education currently includes creativity, critical thinking, communication collaboration, accountability, attitude or what is known as 6Cs.

Some of the skills that must be possessed in the 21st century include: leadership, digital literacy, communi cation, emotional intelli gence, entrepreneurship, global citizenship, problem solving, team-working. There are several ways that the world of education in Indonesia can do to face society 5.0, namely the first is seen from the infrastructure, the government must try to increase the distribution of development and the expansion of internet connections to all regions of Indonesia, because as we know that currently not all regions of Indonesia can be connected with an internet connection.

Second, in terms of human resources who act as teachers, they must have skills in the digital field and think creatively. Assessing in the era of society 5.0, teachers are required to be more innovative American Journal of Humanities and Social Sciences Research (AJHSSR) 2022 A J H S S R J o u r n a l P a g e | 208 and dynamic in teaching in the classroom.

Third, the government must be able to synchronize education and industry so that later graduates from universities and schools can work according to their fields and according to the criteria needed by industry so that later they can reduce unemployment in Indonesia. Fourth, apply technology as a tool for teaching and learning activities.

First, competency-based education is one of the main missions of higher education in the current era. Every student has their own talents and abilities, therefore, an information technology approach is needed to help determine the right study program according to their abilities. Second, the use (IoT) of the Internet of things in the world of education.

With the existence of IoT, it can help communication between teachers and students in the teaching and learning process. The process of identifying student needs will be faster with technology machine learning embedded in artificial intelligence. The more digital data collected, the smarter thesystem artificial intelligence, for example: Google Assistant, Siri, etc.

With these technologies, students are presented with the ease and speed of searching for data, even these technologies. DISCUSSION The interviews of informants in the above aligned with the study of Asarina, et al (2021) Character Education as an Effort to Achieve Student Pancasila say that learners throughout life(lifelonglearner)that have global capabilities and act upon the values of Pancasila aligned with this research because the profile of Pancasila students can be used as superior human resource builders to meet the future.

So that the problems regarding the practice and implementation of Pancasila values that have been described can be used as evaluation materials and learning materials to create or conceptualize learning profiles of Pancasila students in the elementary school realm. Familiarization and early introduction of Pancasila student profiles to create concepts regarding the implementation of Pancasila student profiles in the realm of basic education.

On the other hand, students feel that the current PJJ method is not right because students feel they cannot monitor the development of PJJ easily, cannot obtain learning materials easily nor can they learn the material easily. , students feel there are some obstacles. Students are dissatisfied with the PJJ method they are currently living and also dissatisfied with the teacher's ability to deliver material to PJJ.

This is in line with research from Karwati (2014) that students are more flexible and understand learning through offline (outside the network) because they are still in elementary school for using gadgets, they are still always accompanied by parents. Can occasionally PJJ. IV. CONCLUSION The era of disruption should be used as an opportunity for educators, especially teachers, to improve educational progress.

Digital-based pancasila education should not be a disaster, but a challenge that must be resolved and try to make this challenge an opportunity in a more competent education, especially in improving the character of elementary school students based on moral values. Technological advances must be utilized properly and still pay attention to moral values so that later students can become the next generation of intelligent, skilled and characterized nation.

Shaping the character of elementary school students based on moral values in the era of disruption can make students a generation that will continue to heed the values of pancasila to be the guideline for the indonesian nation throughout the ages and not out of date. Behind by technological advances that continue to develop from time to time.

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