

Character Values of The Independent Learning Curriculum on The Profile of Pancasila Students in The Burlian Novel

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Abstract: In reality the profile of the Pancasila youth is still not maximally achieved. Based on data from the Indonesian Child Protection Commission, in 2020 the number of children victims of violence in schools (bullying) increased to 76 students from 46 students in the previous year. One of the legendary novels that holds a lot of values is the novel entitled Burlian by Tere Liye. This novel contains educational aspects that are relevant to everyday life. This study is to identify the character values in independent learning curriculum of profile of Pancasila students that can be implemented to build students' character in the novel "Burlian". The research method is qualitative research with intertext approach. The role of the researcher is a compulsory because the researcher is the key instrument in this study. The "Pancasila Student Profile" consists of six elements: (1) Faith, Fear of God, and Noble Manners, (2) Global Diversity, (3) Mutual Assistance, (4) Independence, (5) Critical Reasoning, (6) Creativity. The six characteristics included the Pancasila Student Profile. The instrument was used to assess the character in the Burlian Novel. The results revealed that the character values in the Burlian Novel matched Pancasila Student Profile.

Abstrak: Kenyataannya profil pemuda Pancasila masih belum maksimal tercapai. Berdasarkan data Komisi Perlindungan Anak Indonesia, pada tahun 2020 jumlah anak korban kekerasan di sekolah (bullying) meningkat menjadi 76 siswa dari 46 siswa pada tahun sebelumnya. Salah satu novel legendaris yang menyimpan banyak nilai adalah novel berjudul Burlian karya Tere Liye. Novel ini mengandung aspek pendidikan yang relevan dengan kehidupan sehari-hari. Penelitian ini bertujuan untuk mengidentifikasi nilai-nilai karakter dalam kurikulum pembelajaran mandiri profil pancasila siswa yang dapat diterapkan untuk membangun karakter siswa dalam novel "Burlian". Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan interteks. Peran peneliti merupakan suatu keharusan karena peneliti merupakan instrumen kunci dalam penelitian ini. "Profil Pelajar Pancasila" terdiri dari enam unsur: (1) Iman, Takwa, dan Akhlak Mulia, (2) Keberagaman Global, (3) Gotong Royong, (4) Kemandirian, (5) Nalar Kritis, (6) Kreativitas. Keenam ciri tersebut antara lain Profil Pelajar Pancasila. Instrumen tersebut digunakan untuk menilai tokoh dalam Novel Burlian. Hasil penelitian menunjukkan bahwa nilai-nilai karakter dalam Novel Burlian sesuai dengan Profil Siswa Pancasila.

INTRODUCTION

In the world of education, character building for students is very important (Saifudin, 2022). This is in accordance with the function of national education which is regulated in UU no. 20 of 2003, Article 3 concerning the National Education System, which reads: "National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (Depdiknas, 2003). So that the success of students is not only in mastering insight and technical competence (hard skills) but also in the ability to manage themselves and others.

Currently, education in Indonesia is implementing an independent curriculum. Character education in this curriculum is packaged in the profile of Pancasila students (H. M. Zainuddin et al., 2020). Based on the vision and mission of the Ministry of Education and Culture in the Regulation of the Minister of Education and Culture Number 22 of 2020 regarding the Strategic Plan of the Ministry of Education and Culture for 2020-2024, the Pancasila youth profile is defined as follows: "Pancasila students are the embodiment of Indonesian students as lifelong students who have competence global 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, in reality the profile of the Pancasila youth is still not maximally achieved. According to (Wuryaningsih et al., 2022) based on data from the Indonesian Child Protection Commission, in 2020 the number of children victims of violence in schools (bullying) increased to 76 students from 46 students in the previous year. Several types of juvenile delinquency in education also continue to occur, although the good news is that some have decreased. The data can be seen in the following table:

Table 1. Child Protection Data Bank

Child Case Type	2019	2020
Child victims of student brawls	73	9
Child of student brawl	84	7
Children who are victims of violence at school (bullying)	46	76
Children who are violent at school (bullying)	51	12

Source: child protection data bank

To realize the profile of Pancasila youth, various ways are needed. One way that can be done is by planting characters through literary works. Jacob in (Irawan & Andriani, 2018) said that literature plays an important role in human life, literature provides entertainment, inspiration, motivation, information, etc. for readers or literary connoisseurs. For most people, literary works are a medium to convey messages to others.

In this study need a media to improve students' skill and student's creativity (Rizky et al., 2022). In learning media must be interesting and in accordance with the lesson plan made by the teacher (Azizah et al., 2022). With the learning media, it is hoped that learning objectives will be delivered as desired (Iqbal et al., 2022). The existence of media makes it easy for teachers to transfer knowledge and makes it easier for students to understand learning process (M. Zainuddin et al., 2022).

One of the literary works for media that can be used as a medium for inculcating the character of students is the novel. According to Wahyuningtyas and Santosa in (Vinsensia Gitta Puspasari, 2019) Novel is a fictional story that presents a deeper aspect of human life which is constantly changing and is a meaningful dynamic unity. Novels become an effective medium because the way the message is conveyed is done implicitly through a story and most youth readings are novels.

One of the legendary novels that holds a lot of values is the novel entitled Burlian by Tere Liye. This novel contains educational aspects that are relevant to everyday life. Burlian's novel has a characteristic of meaning so that it is hoped that the reader can capture and even apply the good

values contained in the novel. The actions of figures in dealing with various problems can also be used as learning materials in accordance with the Pancasila youth profile.

Based on this, this study focuses on the basic values of the independent curriculum contained in the Pancasila youth profile in Tere Liye's Burlian novel. After this research, the writer hopes that students will not only read Burlian's novels but also be able to grasp the meaning and apply it in their daily life.

METHOD

This study is descriptive qualitative with the intertext approach because the object of the research is a text which has relationship between texts or a text to others text. Qualitative research is inquiry in the natural setting, an exploratory study of experience-as-lived and everyday life in the world (Magilvy & Thomas, 2009). This design is aimed to describe the character values values in independent learning curriculum of profile of Pancasila students that can be implemented to build students' character in the novel "Burlian".

This researcher involving data formed in word describing the text as the object. This research tries to find what, how, when, and where the event happens then resulting comprehension about meaning, concept, definition, characteristic, symbol, or description about people researched (Saifudin, 2019).

The role of the researcher is a compulsory because the researcher is the key instrument in this study. As the key instrument, the researcher collects and analyzes the data himself. To do data analysis, the researcher is equipped with some knowledge of the relevant literature, to help him to be able to describe and analyze the data accurately. Furthermore, Based on Angrosino in (Saifudin, 2017) to do identification, examination and classification on the data, it is used depth observation by the researcher.

The source of the data is about the dialogue or utterances in the selected in the novel "The Rainbow Troops". So, the type of data here is qualitative data. Moreover, the data must have correlation to moral values. The source of data used in this study is 48 dialogues or utterances which was included in the novel "The Rainbow Troops" by Andrea Hirata.

In the data analysis used a number of steps to provide the answers of the research questions. The first step is reading the text in detail. It used deep observation to find the data. The data here are the data which have correlation to moral value. The data can be words, sentences, dialogues, phrases, utterances or paragraph. The second data is coding the utterances with promoted moral value by Kemendiknas in year 2010. In this step, the data are analyzed by using moral values promoted by Kemendiknas in year 2010.

The "Pancasila Student Profile" consists of six elements: (1) Faith, Fear of God, and Noble Manners, (2) Global Diversity, (3) Mutual Assistance, (4) Independence, (5) Critical reasoning, (6) Creativity. Moreover, the data is symbolized by a particular letter. If the data shows Faith, Fear of God, and Noble Manners, the symbol is FN. The symbols of each character values are based on the first letter of the name of moral value.

However, if there is same letter of the name of moral values, the second value is symbolized by the first letter and it is added by number "2". The table 2 is the following.

Table 2. The Six Elements of Pancasila Student Profile

No	The name of Character Values	Symbols
1	faith, fear of God, and noble manners,	FG
2	global diversity	GD
3	mutual assistance	MA
4	Independence	I
5	critical reasoning	CR
6	Creativity	C

The next step is classifying the data which have been symbolized into the particular character value. In this step, the data are classified into the same character values. It comes from the symbolizing of the character value itself. The next step is counting the data selected in each

chapter. In this step, the classified data are counted by how many they are. After that, it is comparing each group data to all data; how many the values from all data. For example, the global diversity has five data, and all data are forty-eight; so, the comparison is 5/48. And the last is identifying the context based on how it is expressed. The obtained data are divided into explicit and implicit data, and then they are analyzed into how it expresses.

After, the writer classifies and identifies the data, the writer triangulates to the expert. Moleong in (Leplingard et al., 2003) said that triangulation is used to increase one's understanding of whatever being investigated and to get the validity of the data from the field of research. According to Denzin and Lincoln in (Fusch et al., 2018) stated that there are four categories of triangulation, namely: data source triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

In this research the researcher took the data from the novel "Burlian". The data will be analyzed, calculated and arranged in a table of the analysis in order to know the character values or elements in Pancasila Students Profile.

To avoid miss analyzing in the collected data and analysis the character values, the researcher triangulated them to the expert, where Istina Atul Makrifah as the informant and novelist to recheck the analysis of character values for the Pancasila Students Profile in novel "Burlian" a novel by Tere Liye.

RESULT AND DISCUSSION

The most essential aspect of "Pancasila Student Profile" is that a student is supposed to have a personality reflecting his country's character and survival in the globalization era. "Pancasila student profile" can serve as a guide and reflection for students to cultivate Pancasila's character. The "Pancasila student profile" consists of six elements: (1) global diversity, (2) mutual assistance, (3) creativity, (4) critical reasoning, (5) independence, (6) faith, fear of God, and noble manners.

The Finding of Character Values in Each Chapter in the Novel Burlian

In explaining data, it is needed deep understanding of the text analyzed. As in triangulation that expert suggested to the writer, it must be shown deeply about the text which has been analyzed. The data can be one word, phrases, sentence or paragraph. Moreover, the data will be shown implicitly and explicitly. And then it will be analyzed each story. It takes one story and finds the data and analyzes it by using the character values.

Global Diversity

In this research, global diversity is found in three different chapters. They are chapter 5 "Ahmad, The Frail Black-1", chapter 7 "Ahmad, The Frail Black-2", and chapter 8 "Waiting for The Durian to Fall-1". The analysis on this moral value in global diversity can be seen below.

Data: "They insulted Ahmad as an illegitimate child, sir. Those who started first." Burlian said "I never agreed to see kids fight. But for this one, if only Pak Syahdan could see it in person. God, Burlian was like a raging tiger, fighting for the honor of his friend."

In the first dialogue, Burlian defended Mr. Bin for having fought with a grade 5 student. The reason Burlian fought was he did not accept that Ahmad was ridiculed as an illegitimate child, ridiculed for not having a father. Ahmad is a student at school who is often shunned by his friends because of his curly hair, black skin, and crooked teeth. Burlian defended Ahmad because he felt it was unfair if he treated Ahmad badly just because he was physically different. The second dialogue was conveyed by Mr. Bin to Mr. Syahdan (his father Burlian), even though fighting is bad, but Mr. Bin agrees if it is done to defend the honor of his friend. What Burlian and Pak Bin have done has shown a global diversity attitude.

Mutual Assistance

In this research, mutual assistance values are found in 11 different chapters, they are chapter 3 "Planting The Future", chapter 5 "Ahmad, The Frail Black-1", chapter 7 "Ahmad, The Frail The Black-2", chapter 9 "Waiting For The Durian To Fall-2", chapter 10 "Everyone Got

Everyone Silent”, chapter 11 “Air Rifles”, chapter 12 “Never Stop Believing-1”, chapter 16 “How Much Great Mother Loves-1”, chapter 18 “Village Head Election”, chapter 21 “Deer With Horn”, chapter 24 “Army Entered The Village-1”. The analysis on this moral value in mutual assistance can be seen below.

Data: “Luckily, Ahmad wants to help his mother wash the neighbors' clothes, helps make fried foods that are sold at the station, cleans the house, takes care of his younger sibling, he is very diligent in doing everything, never complains, even though he doesn't even have time to play anymore.”

The dialogue was conveyed by Ahmad's mother to Burlian who was visiting his house. Ahmad always helps his mother when he is at home, he does whatever he can without complaining. Ahmad applies the value of mutual assistance to ease his mother's burden.

“Because you're going to be very important in this business. We're on a 'secret mission'. Invite Munjib to return to school. The day after tomorrow, every chance you get, you have to persuade him to come back. I will take care of his father, give a lot of explanations. It won't be easy, because until whenever, with all the limitations of their family, Munjib's father will not care about the importance of school. But things would be easier if the munjib himself insisted on going back to school. Do you understand”

Pak Bin invites Burlian to do a secret mission, it is to bring Munjib back to school. Munjib is a smart student, he has a strong will to go to school, it's just that his father forbids him to continue school and asks Munjib to help with work. To overcome this, Pak bin worked together with Burlian to get Munjib back to school.

Creativity

In this research, creativity values are found in the chapter 3 “Planting the Future”. The analysis on this moral value in creativity can be seen below.

Data: “School is like planting trees, Burlian, Pukat” said Father.

“So are schools, Burlian, Pukat. Just like planting a tree. your future tree. The more it is planted, the better it is cared for, the taller the tree will be. He will determine what results you will reap in the future; determine how well you will deal with life. You don't want to be like you, do you? No school, no education, no giant tree from the top of which you can see how wide the world is. Cannot be someone who is useful for many people. You will have that opportunity, Burlian, because you are different. Since birth you are already special. Also, you Seine, because you're a smart kid.”

Father conveyed the dialogue to Burlian and Pukat. In giving the message, the father figure conveys it in the form of a parable. This shows that father has a creative character to convey messages so that Burlian and Pukat can easily understand the message.

Critical Reasoning

In this research, the critical reasoning values are found in the four different chapters. They are chapter 1 “Day of Birth”, chapter 10 “Everyone Got Everyone Silent”, chapter 17 “How Much Mother Loves-2”, chapter 18 “Village Head Elections”. The analysis on this moral value in critical reasoning can be seen below.

Data: “You know, mijn lieve, the evil of gambling isn't about losing the stake.

The gambling process itself is evil. Gambling seems to provide a shortcut, a beautiful wishful thinking. It's as if if you buy a thousand-rupiah SDBD, tomorrow you will automatically get two and a half million. How could any villager who had graduated from public school not even be able to withstand such temptations? And when they start to sink into those dreams, the destructive power of gambling is even more sinister. They are lazy to work, forced to sell furniture as capital, steal, fight, all done for a piece of paper”

Wak Yati conveyed the dialogue to Burlian. The character uses his critical reasoning to criticize SDSB which is a form of gambling. “I know you don't like Sohar. To be honest, I don't like him either. Too high hearted and look down on others. Having only been a citizen for six months, he no longer tolerates feelings by outspokenly running for office. But what can I say? He's officially nominated. If you hate it, why don't you run? Why don't you appoint one of you to

run against him in the election? It's better than just being busy gossiping about Sohar, and now making fun of Lihan... oi, I think, in this matter Lihan has more dignity than you guys”

When two young men were discussing the candidate for village head, Mr. Syahdan expressed his opinion. Mr. Syahdan gave his critical reasoning about the concept of electing a leader. The sentence “If you hate it, why don't you run for office? Why don't you appoint one of you to run against him in the election? It's better than just being busy gossiping about Sohar, and now making fun of Lihan” showing the character to reason critically to find a solution to what is a problem.

Independence

In this research, independent values are found in 9 chapters. They are chapter 3 “Planting the Future”, chapter 4 “Train Station Prisoners”, chapter 9 “Waiting for Durian to Fall-2”, chapter 11 “Air Rifles”, chapter 17 “How Much Mother Loves-2”, chapter 18 “Village Head Election”, chapter 21 “Deer with Horns”, chapter 24 “Army Entered Village-1”, chapter 25 “Tokyo 10 Years Later”. The analysis on this moral value in independence can be seen below.

Data:” Father said, you take care of your own problems!”.

The character Kak Eli conveys Bapak's message to Burlian and Pukat while being punished by the station head for their mistake. The father figure teaches independence to his children to be accountable for what they have done.

“One day you will definitely need all these skills, Burlian. Look at Sis Eli, now you're in school in the regency city. He has to do many things alone. Prepare your own food, take care of your own clothes, manage your own money, everything. After all, didn't Bakwo ever tell you ‘The men in our family are all good at cooking’? That of course includes doing other work. There is no work of women or men. If there is, it means that your mother is not allowed to go to the garden anymore.”

The Bakwo Dar character gives an explanation to Burlian who is annoyed when he is asked to do homework. From the conversation it can be concluded that the value of independence is also taught in this novel.

Faith, Fear of God and Noble Manners

In this research, the values of faith, fear of God and noble manners are found in 13 different chapters. They are chapter 1 “Day Of Birth”, chapter 3 “Planting The Future”, chapter 5 “Ahmad, The Frail Black One-1”, chapter 9 “Waiting For The Durian To Fall-2”, chapter 10 “Everyone Got Everyone Silent”, chapter 11 “Air Rifle”, chapter 12 “Never Stop Believing-1”, chapter 13 “Never Stop Believing-2”, chapter 15 “Letter From Keiko”, chapter 16 “How Much Mother Loves-1, chapter 18 “Village Head Election”, chapter 20 “Peeking At The Bathing Princess”, chapter 21 “Deer With Horns”. The analysis on this moral value in faith, fear of God and noble manners can be seen below.

Data: Luckily, after reading Ayat Kursi many times, Mamak was finally able to move her legs....

Mamak was telling the incident before Burlian was born. When facing fear because of the sound of birds that sound scary, he remembers God by reading the verses of the chair.

“That's the worst thing for me, Burlian-kun. But I can't undo it. It's not just that I'm tied to work, but more because everything I do will serve as an example for him if doing something for others, benefiting people, is far more valuable than anything else. Building these roads, it's not just about spilling stones or asphalt, it's not just about making ditches or bridges, it's all about the future of the people the road projects pass through. But keiko-chan is still too young to understand. He hates his papa”

The dialogue was conveyed by Nakamura to Burlian. Sentence "It's not just that I'm tied to work, but more because everything I do will serve as an example for him if doing something for others, benefiting people, is far more valuable than anything else.” Indicates the character value faith, fear of God and noble manners.

The Character Values of The Independent Learning Curriculum on The Profile of Pancasila Students found in The Burlian Novel

According to (Pusat Penguatan Karakter Kementerian Pendidikan dan Kebudayaan, n.d.) The "Pancasila student profile" consists of six elements: (1) global diversity, (2) mutual assistance, (3) creativity, (4) critical reasoning, (5) independence, (6) faith, fear of God, and noble manners. From six element the researchers divided three kinds of character values found. The first is the dominant character values, the second is the moderate number of character values, and the last is the low number of moral values.

Table 3. The data of spreading the character in each chapter

No	The Elements of Pancasila student profile	Symbol	Total	Chapter	The Kinds of Character
1	global diversity	GD	4	5, 7, 8	Low Character
2	mutual assistance	MA	17	3,5,7,9,10,11,12, 13,16,18,21,24	Moderate Character
3	creativity	C	2	3	Low Character
4	critical reasoning	CR	6	1,10,17,18	Low Character
5	independence	I	12	3,4,9,11,17, 18,21,24,25	Moderate Character
6	faith, fear of God, and noble manners	FG	26	1,3,5,9,10,11,12, 13,15,16,18,20,21	Dominant Character

There is one moral value which is categorized as dominant moral values; it is faith, fear of God, and noble manners gets 26 data. While, there are two which are categorized as moderate number moral values, they are mutual assistance and independence, mutual assistance gets 17 data and independence gets 12 data. Therefore, there are three moral values which are categorized as low number; they are global diversity which gets 4 data, creativity gets 2 data, and critical reasoning gets 6 data.

To find the comparison of whole data, it is needed the frequency data this presented the finding of moral value. It is classified into each moral value to make an easier in presentation. In this counting, it should be known that all data which describe moral value in the selected in the novel "Burlian" are sixty-seven. The greatest number of moral values is faith, fear of God, and noble manners; it is written that there are twenty-six data in the whole chapter that are researched and it is found in the thirteen different chapters from all data.

The second greatest of moral values is mutual assistance value, it is written that there are seven data in the whole chapter that are researched and it is found in the twelve different chapters from all data. The third greatest of moral value is independence value. It gets twelve data from all data. It is written in nine different chapters. The fourth greatest of moral value is critical reasoning. It gets six data from all data in four different chapters. The fifth greatest of moral value in global diversity. It gets four data in three different chapters. On the other hand, the last is creativity value which gets two data in one chapter.

Table 4. The Percentage of the Elements of Pancasila Students Profile

No	The Elements of Pancasila student profile	Symbol	Total	Percentage
1	global diversity	GD	4	5,97%
2	mutual assistance	MA	17	25,37%
3	creativity	C	2	2,98%
4	critical reasoning	CR	6	8,95%
5	independence	I	12	17,91%
6	faith, fear of God, and noble manners	FG	26	38,81%
Total			67	100%

From the table above can be concluded that the biggest percentage of moral value in this novel is faith, fear of God, and noble manners value with 38,81%. The second biggest is mutual assistance with 25,37%. The third is independence value with 17,91%. The fourth is critical reasoning value with 8,95%. The fifth is global diversity with 5,97%. And the last is creativity value with 2,98%.

Discussion

UU no. 20 of 2003, Article 3 concerning the National Education System, which reads: "National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." Those kinds of character values are purposed as the goal of Indonesian education in building students' character. In accordance with it, the vision and mission of the Ministry of Education and Culture in the Regulation of the Minister of Education and Culture Number 22 of 2020 regarding the Strategic Plan of the Ministry of Education and Culture for 2020-2024, the Pancasila youth profile is defined as follows: "Pancasila students are the embodiment of Indonesian students as lifelong students who have competence global and behave in accordance with the values of Pancasila, with six main characteristics."

Based on the result, there were six numbers of character values that can be implemented for the student's character. It is related on the independent curriculum on the profile of Pancasila students which promoted by the Ministry of Education and Culture in the Regulation of the Minister of Education and Culture; they are Faith, Fear of God, and noble manners, global diversity, mutual assistance, independence, critical reasoning, and creativity. All of those character values have been found in Burlian novel which can help student to understand and implement about some character values of the Independent Curriculum the profile of Pancasila students. All character values found can be proof that Burlian Novel can be used as one of the student media in applying Pancasila student character values through literary works.

CONCLUSION

From this research, there were six numbers of character values that can be implemented for the student's character; they are; Faith, Fear of God, and noble manners, global diversity, mutual assistance, independence, critical reasoning, and creativity. In the Faith, Fear of God, and noble manners, Burlian mother's expresses the character value with reciting Ayat Kursi when they went out to come over the bird, and in that novel, there is expression "Luckily, after reading Ayat Kursi many times, Mamak was finally able to move her legs" shows the expression of faith, fear of God, and noble manners. It is one attitude that can take as life lesson especially for students. While, mutual assistance character value shows that Burlian and his teacher worked together to do kindness which makes one of student in the class comeback to school. In the independence character values, it shows after Burlian and Kak Eli made a mistake in the station. The character value expression can be seen from "Father said, you take care of your own problems!"

Beside that, in the critical reasoning character value, it shows that the expression of "... " If you hate it, why don't you run? Why don't you appoint one of you to run against him in the election? It is shown that we should always be critical for everything happened, still happening, or will be happen. In the global diversity character value, it shows that the expression of God, Burlian was like a raging tiger, fighting for the honor of his friend. It means that Burlian didn't receive for the bullying action from another students to Ahmad. So, he protects him by fighting with another students. It is shown that we should understand that there's a global value. Those all of the moral values which have been found, and they can be used to build students's character. The researcher would like to give suggestions based on the conclusion. For the university, the researcher suggests that the result of this study can be used as a reference. When delivering material using Character Values of The Independent Learning Curriculum on The Profile of Pancasila Students, it is better if used the text that have character values. Therefore, this study

can be useful as reference to researcher. For the readers, the researcher hopes that by reading the results of this study, the readers can enrich the knowledge and comprehension about character values in independent learning curriculum.

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