

Research Article

Analysis of the Dimension of Mutual Cooperation in Fables from the Indonesian Language Textbook for Elementary School

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ABSTRACT

In the Independent curriculum, there are 6 character dimensions of the Pancasila student profile that are applied by students in order to become a lifelong learner with character, competence, responsibility and behavior in accordance with the values contained in the state ideology. This research aims to describe the content or expression of the value of Pancasila student profiles of the gotong royong dimension in elementary school Indonesian books. The method used is qualitative descriptive. Based on the results of the analysis of the value of the Pancasila student profile of the gotong royong dimension in elementary school Indonesian books, there are 8 fable stories. The dimension of mutual cooperation is nine (9) expressions, and there are five (9) expressions. And the element of sharing does not appear in the text of the fable story.

Keywords: Pancasila Student Profile Dimensions, Fables, Indonesian, Elementary School

1. INTRODUCTION

Education has a crucial role in building character and also morals for students. Over time, education in Indonesia continues to strive to adapt and also present new approaches that are felt to be quite relevant to the needs of students. One of the efforts presented is to implement the Independent Curriculum which emphasizes the profile of Pancasila students. The Ministry of Education and Culture presents an Independent curriculum that is in line with the vision and mission to be a reinforcer in the education of students' character. With the implementation of the Merdeka curriculum, it is hoped that it will be able to develop the character of students so that they can have a good attitude, especially at the elementary school level.

The Pancasila student profile is one of the implementations of the Merdeka curriculum, which is usually applied when teaching and learning activities are taking place. In the profile of Pancasila students, there are 6 characters that must be instilled in students, namely: (1) faith, fear of God Almighty, and noble character; (2) global diversity; (3) working together; (4) independent; (5) critical reasoning; and (6) creative (Mulyani et al., 2023). The six characters of the Pancasila student profile dimension are mutually sustainable, therefore all of these dimensions must be applied and also developed simultaneously, in order to create students who have a complete Pancasila student profile dimension character. In learning Indonesian language at the elementary school level, there are one of the learning materials that must be understood by students, one of which is fables. Fables are one of the literary works that contain the story of animals that have human-like characteristics which contain the moral teachings contained in the story (Maharani et al., n.d.).

In line with Indonesia's vision of education, the Pancasila (P3) student profile was developed to describe various ideal characters that must be possessed by students. Fables not only function as entertainment, but can also be used as a tool to convey moral messages and the value of life to students. However, the extent to which the fable text contained in Indonesian books in elementary schools can reflect the dimensions of Pancasila student profiles has not been studied in depth. Therefore, the urgency of this research lies in the importance of ensuring that textbooks used by students in the classroom are not only used as a means in fulfilling linguistic aspects, but can also be one of the effective means in character formation by each student.

When viewed from the previous researcher regarding the dimensions of the Pancasila profile carried out by (Astri Nurislamy, 2024), Based on the results of the analysis of the value of the Pancasila Student Profile dimension 1 in the narrative text of the Indonesian book for students phase B of the independent elementary school curriculum, of the 21

narrative texts, only 15 texts have the content of the value of the Pancasila Student Profile dimension 1 (Faith, Fear of God Almighty, and Noble Character). Dimension 1 The element of personal morality as many as 4 expressions, the element of morality to humans as many as 14 expressions, and the element of state as many as 1 expression. Meanwhile, the elements of religion and morality to nature do not appear in the narrative text. Furthermore, the research was conducted by (Ferdiantini et al., 2023) He showed that the story "Candri Sang Penari Arja" with the category of high effectiveness The results of the study show that the picture storybooks developed have been feasible, practical, and effective to instill a global diversity dimension in the profile of Pancasila students. In addition, research was also conducted by (Judge, n.d.) which shows that the results of the study show that in the folklore in the form of a fable, there are four dimensions of the Pancasila Student Profile that are identified, namely faith and fear of God Almighty as well as noble character, cooperation, critical reasoning, and creativity. These dimensions can be used as a means of character cultivation and teaching materials for local content at the elementary school level based on Pancasila values.

Based on previous research with various friends who are almost similar, the foundation of this research lies in the selection of fables taken from elementary school Indonesian learning books from grade I to grade VI. In addition, the location of the novelty of this research is to take one of the 6 karalter dimensions of the Pancasila profile, namely the dimension of mutual cooperation, so that we can find out the extent to which the dimensions of the Pancasila student profile are reflected in various fables in the Indonesian Elementary School book. The formulation of the problem in this study is how the dimension of Gotong Royong is reflected in the fables contained in the Indonesian Elementary School book.

2. RESEARCH METHOD

This study uses a descriptive qualitative approach. This research aims to describe, describe, explore and describe the content of the value of Pancasila student profiles in the Indonesian Elementary School book fable. The object of this research is the value of Pancasila student profiles in the Indonesian school book fables. The data analysis technique used is the stage according to Miles and Huberman, with three stages, namely the stages of data extraction, data presentation and conclusion making (Spradley & Huberman, 2024).

3. RESULTS AND DISCUSSION

In the Indonesian learning book in elementary school there are 8 fable stories, namely: (1) grade I as many as 5 fable stories in the chapters "What Sound?", "Let's Play", "Beware of Germs", "I Can", "My Friend Is Different". (2) class II as many as 1 fable story which is in chapter 5 "Making Friends in Diversity". (3) class IV as many as 1 fable story listed in chapter 5 "Exchange and Pay". (4) class V as many as 1 fable story in chapter 2 "The Book of the World". (5) class VI as many as 2 fable stories written in chapter 3 "National Parks and World Heritage Sites". The value of the Pancasila student profile of the gotong royong dimension will be described as **Table 1**.

Table 1. The value of the Pancasila

No.	Class	Chapter	Dimensions of Mutual Cooperation		
			Collaboration	Concern	Share
1	1	What Sounds	Wow, someone plays with Boni balls!		
No	Class	Chapter	Dimensions of Mutual Cooperation		
			Collaboration	Concern	Share
1	1	Let's Play	Be careful! Don't run in crowded places. Look at the direction of your path.		
2			Patient! Don't scramble. Wait and calm down.		
3			Be careful! Your friend could get hurt.		
No	Class	Chapter	Dimensions of Mutual Cooperation		
			Collaboration	Concern	Share
1	1	Beware of Germs	Fortunately, Dilo's friends did not forget. They always wash the fruit		

before eating. They also did not forget to wash their hands.

No	Class	Chapter	Dimensions of Mutual Cooperation		
			collaboration	Concern	Share
1	1	I can	Oh, gaja is dancing. Try to flex your legs like an elephant.		
2.			Oh, rabbits dance, too. Let's jump like a rabbit!.		
3			Wow, wow! The birds danced. Let's imitate them.		
4			it! Monkey dancing. Can you guys dance too? Let's dance together!		
5			Wait! How about dancing together? Nice! Let's dance like them!		

No	Class	Chapter	Dimensions of Mutual Cooperation		
			Collaboration	Concern	Share
1	1	My Friend Is Different	However, Kiki cannot pick guava. That's okay. Gaga can take it.		
2			Gaga and Kiki can still play together		

No	class	Chapter	Dimensions of Mutual Cooperation		
			Collaboration	Concern	Share
1	2	Making friends in diversity	The duck immediately jumps into the pond. His legs pedaled hard. The duck managed to save the chicken.		

No	Class	Chapter	Dimensions of Mutual Cooperation		
			collaboration	Concern	Share
1	4	Exchange and Pay	Ela the trigger then proposed to use a means of payment made of wood. Ela can make it the same size.		
2			Although the wooden money is not as durable as the stone money, it manages to overcome it by only using wood from certain trees that are stronger. Beru also stipulated that the village head would arrange the removal of damaged timber money.		

No	Class	Chapter	Dimensions of Mutual Cooperation		
			Collaboration	Concern	Share
1	5	World Window Book	What's wrong with the little rabbit?.		
2			You should first ask permission from Mr. Rusa. I often see Mr. Deer distributing his carrots to other Animals who help him garden		
3			You should go home immediately and apologize to your mother		

The Pancasila student profile is one of the references in the world of education that contains national education policies and goals. The Pancasila student profile is published with the hope of showing and instilling the character and competencies that must be possessed by the students. Several skills and also characters that must be possessed by students are listed in

the Pancasila student profile (P3) and are broken down into 6 dimensions, which include: (1) faith, fear of God Almighty and noble character, (2) global diversity, (3) independence, (4) critical reasoning, (5) mutual cooperation, (6) creative (Mulyani et al., 2023). These six dimensions need to be applied in their entirety to each individual in order to become a lifelong learner with character, competence, responsibility and behavior in accordance with the values contained in the state ideology. Gotong royong is a form of cooperation that is usually carried out in groups so that it gets a common bond (Natal et al., 2022). There are three elements contained in the dimension of mutual cooperation, namely the element of collaboration, the element of concern and the element of sharing. The following is an elaboration of the results of the analysis of the dimension of mutual cooperation in elementary school Indonesian book fables, including:

Elements of collaboration

Collaboration is a collaboration that is carried out together with others, so as to cause a sense of happiness and produce something positive for both. Some things that will be obtained when implementing collaboration elements such as having the ability to communicate, being able to convey messages and ideas well and being able to complete the tasks that have been given properly and optimally (Ministry of Education and Culture, 2022). In the fable story in the elementary school Indonesian book, there is a dimension of mutual cooperation with elements of collaboration as many as nine (9) expressions located in grade 1 Chapter "What Sounds" as many as 1 expression, grade 1 Chapter "I Can" as many as 5 expressions, grade 1 Chapter "My Friend Different" as many as 2 expressions and class 4 chapter "Exchange and pay" as many as 1 expression.

Elements of care

The element of concern will be visible when a person responds to conditions in the social environment and the surrounding environment. As for the things that will be felt when implementing the element of caring such as they are able to build relationships with many people, he can understand why a person can do certain actions and be able to understand the mindset of his interlocutor (Mery et al., 2022). The elements of concern contained in the fable of elementary school Indonesian books are as many as one (9) expressions, among them are located in the 1st grade book Chapter "Let's Play" as many as 3 expressions, class 1 Chapter "Beware of Germs" as many as 1 expression, class 2 Chapter "Making Friends in Diversity" as many as 1 expression, class 4 Chapter "Exchange and Paying" as many as 1 expressions and there are in class 5 Chapter "World Window Book" as many as 3 expressions.

Sharing elements

The element of sharing is a person's ability either in terms of giving or receiving something. He can give or receive anything needed by the people around him, whether friends, family, or other communities. In addition, he will also be more respectful of the support given by others. The element of sharing in the fable of the Indonesian bahasa book for elementary school is not included.

4. CONCLUSION

The Independent Curriculum is a new curriculum that is used to improve from the previous curriculum. In the Merdeka curriculum, there are 6 dimensions of the Pancasila learning profile, including: (1) faith, fear of God Almighty and noble character, (2) global diversity, (3) independence, (4) critical reasoning, (5) mutual cooperation. These six dimensions need to be applied in their entirety to each individual in order to become a lifelong learner with character, competence, responsibility and behavior in accordance with the values contained in the state ideology. In the Indonesian learning book in elementary school there are 8 fable stories, namely: (1) grade I as many as 5 fable stories in the chapters "What Sound?", "Let's Play", "Beware of Germs", "I Can", "My Friend Is Different". (2) class II as many as 1 fable story which is in chapter 5 "Making Friends in Diversity". (3) class IV as many as 1 fable story listed in chapter 5 "Exchange and Pay". (4) class V as many as 1 fable story in chapter 2 "The Book of the World". (5) class VI as many as 2 fable stories written in chapter 3 "National Parks and World Heritage Sites". Based on the results of the analysis of the Pancasila student profile of the gotong royong dimension in the Indonesian elementary school book, there are 8 fable stories that have the content of the Pancasila student profile value of the gotong royong dimension. The dimension of mutual cooperation is 3 expressions, 15 expressions of concern. Meanwhile, the element of sharing does not appear in the fable story in the Indonesian book.

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