



The Role of Pancasila Education Teachers in Implementing the Independent Pancasila Student Profile for Children with Special Needs at Muhammadiyah 2 Middle School, Ponorogo

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Abstract

This study applies a qualitative approach to examine the role of Pancasila education teachers in implementing the Pancasila student independence profile for children with special needs at SMP Muhammadiyah 2, Ponorogo, a technique for collecting data covering observation, interviews, and recording. Observations are made to understand the direct learning process and interaction between the Teacher And students. We interview the head of the school, the leader of the curriculum, and the Teacher Pancasila Education to gather information, perspectives, and obstacles faced in carrying out learning. Documentation is used to obtain additional data in the form of supporting documents. This study's data analysis process includes data reduction, presentation, and conclusion. Data reduction involves filtering and summarizing important information from the raw data obtained. The data is presented as a narrative description to describe the phenomenon being studied in depth. Conclusions are drawn systematically based on patterns and findings identified during analysis, which answer the formulation of the problem. Research results show that Teacher Pancasila education plays a strategic role as a source of learning, facilitator, manager, demonstrator, mentor, and evaluator in supporting the development of independent children with special needs. Teachers must also understand biological, psychological, and student cultures to create meaningful experiences. Factors supporting the success of implementation include other support policies, an inclusive environment, friendly study involvement, an active person, old age, dedication, and the competence of teachers. However, this implementation also faces challenges like limited facilities, a lack of understanding of teachers about learning inclusivity, and public awareness about the importance of inclusive education.

INTRODUCTION

Inclusive education ensures all students, including those with special needs, have equal educational opportunities. In Indonesia, schools play a crucial role in fostering a supportive learning environment for students with diverse requirements. SMP Muhammadiyah 2 Ponorogo exemplifies this commitment by integrating students with special needs into regular classrooms. Nonetheless, a significant challenge remains: the limited independence of these students, particularly in academic and social contexts.

At SMP Muhammadiyah 2 Ponorogo, seventh-grade students with special needs often rely heavily on their caregivers for school-related activities. This reliance is evident during the teaching and learning process, where they require assistance to grasp the material, complete assignments, and engage with their peers. This situation indicates that their autonomy in both academic and social activities requires further enhancement. Consequently, it is essential to implement effective learning strategies to promote the independence of students with special needs, in alignment with the principles of inclusive education.

According to data from 2023, approximately 800 children with special needs are estimated to reside in Ponorogo Regency. The local government has established an inclusive education system to support its educational needs. This policy is designed to ensure that children with special needs can attend regular schools alongside their peers, promoting equal and high-quality education (Nurhadi Hanuri, 2023). The Ponorogo Regency Government has demonstrated its dedication to inclusive education by addressing the needs of 800 children with special needs. This initiative guarantees equitable access to education for these children and fosters an environment where every child is empowered to realize their aspirations.

In 2023, data from the Ponorogo Regency Education Office indicated that there were 649 individuals with disabilities residing in the region. Among this population, those with physical disabilities were the most prevalent, totaling 233 individuals. Additionally, the statistics revealed that 217 individuals are deaf, 73 are blind, and 58 experience both physical and mental disabilities (Sadap, 2023). The data indicate differences in the characteristics of disabilities within Ponorogo Regency, necessitating tailored educational services and social support that address the specific needs of each group.

Education serves as a fundamental pillar in the advancement of a nation, striving to cultivate individuals equipped with intellectual capabilities, ethical values, and essential life skills. Nevertheless, challenges persist in executing educational initiatives, particularly for children with special needs (ABK). As reported by the Central Statistics Agency (BPS) in 2020, Indonesia is home to over 22.5 million individuals with disabilities, including approximately 4.2 million children. In Ponorogo Regency alone, there are about 800 children with special needs who require tailored educational approaches to meet their specific requirements (Oktaviani & Setiyono, 2023).

Educators hold a vital position in the educational process within schools. They must dedicate their time and expertise to developing learning experiences that align with national educational objectives. Teachers require sufficient skills to craft effective learning environments and facilitate the attainment of educational aims. Consequently, meticulous planning is necessary to ensure that every phase of the learning process corresponds with the implemented curriculum (Komara et al., 2023). Every learning process must follow the applicable curriculum for learning outcomes to be optimal and according to expectations. With good planning, teachers can ensure that every learning activity runs systematically and effectively.

The independent curriculum aims to cultivate students' character in alignment with the principles of Pancasila. It is essential to develop a Pancasila student profile from an early age, embodying these values and the competencies and characteristics necessary for becoming responsible citizens. Pancasila is deemed suitable for encapsulating the attributes and skills anticipated by Indonesian students. Furthermore, numerous pertinent literatures address critical elements required in the 21st century and explore the integration of Pancasila values with the demands of the global community (Fajriansyah et al., 2023). Students will get the information and skills needed to face contemporary life problems and moral and ethical ideals that will support the development of good character and morality if Pancasila values are embedded in the curriculum. I can appreciate that point of view.

An essential component of the Pancasila Student profile is the concept of independence. Each individual needs to be capable of functioning autonomously in their daily lives, without relying on others. This independent mindset is particularly significant in terms of future preparedness. Independence is intricately linked to responsibility; as individuals, especially children, cultivate their independence, they gain awareness of their actions and become equipped to confront the repercussions of their decisions. Consequently, fostering an independent attitude is not solely the duty of the individual but necessitates collaboration among various stakeholders, including educational institutions, teachers, and parents (Fajriansyah et al., 2023). The capacity to perform daily tasks without relying on others is known as independence. Responsibility and independence go hand in hand. Independent children are aware of the impact of their actions and are ready to accept and deal with them.

LITERATURE REVIEW

In recent years, especially regarding the role of Pancasila education teachers in implementing the Pancasila student profile, here are some literature reviews in this study:

Pancasila Education

This topic will explore the teaching and learning process and the presentation of materials that highlight the principles of Pancasila. The primary objective is to cultivate individuals with virtuous character. In Indonesia, Pancasila Education is intricately linked to education that is grounded in the national ideology (SO Lestari & Kurnia, 2022). Our daily attitudes and behaviors are greatly influenced by Pancasila education, which is based on the ideals of Pancasila. These principles are justice, democracy, humanity, unity, and divinity.

From a structural perspective, each value complements and reinforces the others; The first precept underlies the second precept, which then inspires the third precept, and so on, so that each precept always animates the others (Nurgiansah, 2021). Every student, ranging from elementary to higher education, should be educated about Pancasila. Integrating Pancasila principles into daily life remains a challenge for many individuals. Pancasila plays a crucial role in enhancing national unity, particularly during times of crisis. As globalization introduces foreign cultures into our society, there exists a potential threat to the integrity of our national culture. Various influences from within and outside the country also shape public perspectives. Consequently, it is our aspiration that Pancasila serves as a guiding framework for navigating the challenges posed by globalization and the swift progression of technology (SO Lestari & Kurnia, 2022).

Pancasila Student Profile

The Independent Curriculum (KUMER) is a strategic approach to developing the learning process that grants educational institutions the autonomy to conduct their learning activities independently (Sutrisno et al., 2023). The Pancasila student profile is crucial for fostering essential educational competencies and cultivating a profound appreciation for diversity within the educational framework. The primary challenges encountered are external in nature and pertain to six fundamental elements of the Pancasila student profile, which include: faith and devotion to God Almighty, ethical conduct, independence, critical thinking, creativity, collaborative spirit, and global diversity (Julianto & Umami, 2023).



Figure 1Dimensions of Pancasila Student Profile
Source: ayoguruberbagi.kemdikbud2021

The Pancasila student profile plays a vital role in developing key educational competencies and nurturing a deep respect for diversity within the educational system. The main challenges faced are external and relate to six core components of the Pancasila student profile, which encompass: faith and devotion to God Almighty, ethical behavior, independence, critical thinking, creativity, collaborative spirit, and global diversity (Julianto & Umami, 2023).

Independence

Independence may be defined as a conscious endeavor to cultivate an individual's character, values, conduct, and mindset, enabling them to accomplish tasks autonomously. The capacity and readiness of an individual to undertake various responsibilities independently, without external support, is called independence. This concept encompasses the readiness to take initiative, the capability to make decisions and surmount challenges, self-assurance, and a sense of accountability (Dwi Rita Nova & Widiastuti, 2019).

Exhibiting an independent attitude is a crucial psychosocial competency, enabling individuals to operate autonomously without reliance on others and to remain unaffected by external conditions. Consequently, they are capable of addressing their own needs independently. Students who embody an independent attitude often self-evaluate consistently and demonstrate a robust dedication to personal growth. This quality equips individuals to confront the challenges presented by advancements and transformations within society (Vitri et al., 2024).

The concept of independence encompasses four distinct dimensions. First, emotional independence is managing one's emotions autonomously, without external assistance. Second, economic independence signifies the ability to independently manage one's financial affairs.

Third, intellectual independence involves the capability to address and resolve personal challenges. Lastly, social independence pertains to interacting with others without relying on their actions or opinions (Darmawati & Indriawati, 2021).

Children with Special Needs

Children with special needs possess unique traits that distinguish them from their peers, yet they do not always exhibit signs of mental, emotional, or physical disorders. These traits encompass a broad range, including physical health issues like vision and hearing impairments, as well as mental health conditions such as intellectual and behavioral disorders. Additionally, they may demonstrate varying abilities, including exceptional talents or learning challenges. The terms "children with special needs" and "children with special intelligence" refer to groups of children who exhibit specific characteristics and necessitate various forms of support (Fauzan et al., 2021).

Children with special needs are characterized by a definition that extends beyond merely recognizing those who are exceptional. This term encompasses children whose educational requirements differ from those of their peers. Often, these children encounter challenges in learning and development due to the unique advantages or disadvantages associated with their potential. As they differ from the general population of children, those with special needs necessitate tailored educational programs designed to help them navigate the specific challenges they encounter in various areas of life (Darmawati & Indriawati, 2021)

METHODS

This research employs a qualitative descriptive methodology, wherein the investigator articulates and synthesizes various dimensions and attributes of the research context. Qualitative research elucidates the characteristics of a given situation and is conducted through in-depth data collection. The focus of qualitative research lies in exploring conditions and interpreting the significance of these conditions, exemplified by the study titled "The Role of Pancasila Education Teachers in the Profile of Independent Pancasila Students for Children with Special Needs at SMP Muhammadiyah 2 Ponorogo." In this approach, the formulation of observational inquiries is prioritized, and the theoretical framework acts as a reference point for researchers to align their investigations with the realities encountered in the field.

Researchers employ various methods to gather data, including observation, interviews, and literature review. In this context, the examination of specific data is undertaken. Direct research proves to be an effective means of collecting information regarding the role of Pancasila Education teachers in executing the Pancasila Mandiri Student Profile for children with special needs at SMP Muhammadiyah 2, Ponorogo. This study is grounded in the aforementioned conditions to ascertain the role of Pancasila education teachers in applying Pancasila principles for children with special needs at SMP Muhammadiyah 2, Ponorogo.

RESULTS AND DISCUSSION

RESULT

The Role of Pancasila Education Teachers in Implementing the Independent Pancasila Student Profile for Children with Special Needs

Pancasila Education Teachers at SMP Muhammadiyah 2 Ponorogo are crucial in executing

the Pancasila Mandiri Student Profile for students with special needs. Beyond their teaching responsibilities, these educators serve as facilitators, managers, demonstrators, guides, motivators, and evaluators, tailoring the learning experience to meet the diverse needs of their students.

By employing a structured, inclusive approach, teachers foster a learning environment conducive to their students' academic, social, emotional, and spiritual growth. The adaptive management of educational resources, promotion of self-regulation, and thorough evaluation processes enhance students' independence and self-esteem in alignment with Pancasila principles.

The collaboration among schools, special education instructors, parents, and the broader educational community through training and approaches grounded in biological, psychological, familial, social, and cultural contexts bolsters the effectiveness of inclusive education. The pivotal role of teachers extends beyond the classroom, encompassing character development and the instillation of national values. The findings of this study aim to serve as a reference for other educational institutions in their pursuit of effective inclusive education.

Supporting and inhibiting factors in implementing the Pancasila Mandiri Student Profile for Children with Special Needs

The integration of Pancasila values in fostering the independence of students with special needs is shaped by various facilitating and hindering factors. The effectiveness of the Pancasila Mandiri Student Profile for these children is significantly reliant on the school's dedication to establishing an inclusive atmosphere, which is achieved through tailored educational programs that cater to individual student requirements. The proficiency and commitment of educators in recognizing the unique characteristics of students with special needs, along with the application of innovative and adaptable teaching strategies, are critical components of this process.

Moreover, the availability of supportive resources, such as accessible classrooms, learning tools, and the incorporation of educational technology, further enhances the application of Pancasila values in the educational setting. Collaboration among schools, parents, and the community is vital to fostering an environment conducive to student growth. The active participation of parents enables teachers to modify their instructional approaches effectively, thereby expediting the internalization of independence values among students. A school culture rooted in religious and character education is essential in reinforcing Pancasila values, while continuous collaboration and advancing inclusive programs can maximize their effectiveness.

Nonetheless, several challenges persist in executing the Pancasila Mandiri Student Profile for students with special needs. A primary challenge is the insufficient understanding among teachers regarding the characteristics and requirements of these students, which is further compounded by a lack of specialized training to promote student independence within the framework of Pancasila values. Additionally, constraints in facilities and resources, such as inadequate learning aids and adaptive technologies, pose significant barriers to the teaching and learning experience. The scarcity of special assistant teachers also limits the ability to provide individualized attention to each student with special needs.

DISCUSSION

The Role of Pancasila Education Teachers in Implementing the Independent Pancasila Student Profile for Children with Special Needs

This research highlights the crucial function of Pancasila Education instructors at SMP

Muhammadiyah 2 Ponorogo in executing the Pancasila Mandiri Student Profile for students with special needs. These educators fulfill multiple roles, including facilitators, managers, demonstrators, guides, motivators, and evaluators. Nevertheless, their effectiveness as demonstrators remains suboptimal due to a limited comprehension of suitable learning strategies.

The inclusive education framework adopted fosters a learning atmosphere conducive to students' academic, social, emotional, and spiritual growth. Collaboration among teachers, special guidance teachers (GPK), parents, and the broader educational community is also vital in the successful implementation of inclusive education.

From a theoretical perspective, this study aligns with the principles of inclusive education, Vygotsky's zone of proximal development, and Zimmerman's Self-Regulated Learning (SRL) theory, underscoring teacher support's significance in fostering student autonomy, the findings of this research are consistent with existing literature (Topçiu & Myftiu, 2015) about the importance of synergy between teachers, parents, and communities in inclusive education. This study recommends a more structured, inclusive education model based on Pancasila values to increase the independence of children with special needs.

Supporting and inhibiting factors in implementing the Pancasila Mandiri Student Profile for Children with Special Needs

The execution of the Pancasila Mandiri Student Profile for students with special needs at SMP Muhammadiyah 2 Ponorogo is shaped by various facilitating and hindering elements within the framework of inclusive education and constructivist learning. Key supportive factors include the school's dedication to fostering an inclusive atmosphere, the curriculum's adaptability, and the teachers' proficiency in addressing the needs of students with special requirements. Furthermore, the engagement of parents and the community is crucial in promoting student autonomy, aligning with Bronfenbrenner's ecological theory (Nadhiroh & Ahmadi, 2024).

However, several challenges hinder progress, including insufficient teacher comprehension, inadequate specialized training, and a scarcity of facilities and resources. These challenges highlight a disparity between the theoretical framework and the practical application of inclusive education, consistent with earlier research findings. Consequently, enhancing teacher capabilities, improving infrastructure, and fostering collaboration between schools and communities are essential strategies for effectively implementing the Pancasila Mandiri Student Profile for students with special needs.

CONCLUSION

The involvement of Pancasila Education teachers in the execution of the Independent Pancasila Student Profile for children with special needs plays a crucial role in promoting inclusive education. These educators serve not only as instructors but also as valuable learning resources, facilitators, managers, demonstrators, guides, motivators, and evaluators, all aimed at fostering student independence. Nevertheless, the effectiveness of their role as demonstrators remains suboptimal due to a limited understanding of various learning strategies. This observation aligns with the principles of inclusive education regarding adapting learning strategies. It is pertinent to the Self-Regulated Learning (SRL) theory, which underscores the significance of self-management in the learning process.

In light of these observations, it can be concluded that the application of the Pancasila Mandiri Student Profile for children with special needs at SMP Muhammadiyah 2 Ponorogo embodies the core tenets of inclusive education and social constructivism, particularly in fostering

an adaptive and collaborative learning environment. However, challenges concerning teacher preparedness and resource limitations impede the full realization of Pancasila values in promoting the independence of students with special needs. Therefore, enhancing teacher training, bolstering facility support, and mitigating social stigma against children with special needs are essential for achieving a more effective and sustainable inclusive education framework.

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