



Buya Hamka Character Values in forming Pancasila Student Profiles in Elementary

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Abstract: The application of the Pancasila Student Profile in elementary schools experiences difficulties if it is not linked to real evidence from everyday life or figures. This research aims to determine the value of Buya Hamka's character in forming Pancasila student profiles in elementary schools. The focus of the problem that will be studied by researchers is related to the many problems that occur among elementary schools, such as the decline in attitudes that exemplify Pancasila students. Strengthening character education is implemented in the process of realizing the Pancasila student profile and as an effort to shape students' positive character. This research uses a qualitative literature review research design methodology. The results of this research show that the character of Buya Hamka corresponds to four of the six characteristics of the Pancasila student profile, namely faith and devotion to God, mutual cooperation, critical thinking, and creativity. Buya Hamka's character is relevant to forming the profile of Pancasila Students..

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INTRODUCTION

Character is part of a good or bad trait that is given to humans in various ways, depending on where and with whom they grow up. Character distinguishes humans from other living beings. If a human has no character, it means that the human is "animalized"

(Sulastri et al., 2022). The components of character value are knowledge, awareness, willingness, and follow-up (Kiska et al., 2023)

Character education is becoming increasingly important in the era of globalization, due to the rapid



development of knowledge and technology followed by strengthening character (Fauziah et al., 2019). One of the main indications of the decline of morals, morals, and social ethics is the number of community disputes, criminality, and the incorporation of old cultural values into modern culture (Ardi & Kesuma, 2023)

The lack of character education in students can lead to consumptive behavior, hedonism, and lack of discipline, which can damage ethics and morals (Solihati, 2017). The target of character education itself includes all residents of the Education unit which includes educators, students, employees, and school leaders (Nurliyah et al., 2017).

According to Buya Hamka, the importance of character education is education that can help the progress and majesty of human existence in various sciences (Noor Athiyah Inayati et al., 2020) Elementary school character education has the potential to increase the value of a person's life in the future (Arief & Rusman, 2019).

The most important instruction to develop students' personalities and have noble morals is character

education, which is the goal of national education. (Augita & Arif, 2022) Character education focuses on discipline, which if effective will help students to change from within (Istianah et al., 2021) . This method can also help teachers to generate a motivation, provide explanations and provide consistent information so that students can successfully strengthen their character education (Damayanti & Setya Nugroho, 2023).

Formal education pathways in improving character education must be implemented optimally (Surwatini, 2017). Character education forms students into students based on Pancasila, the Character Strengthening Center (Puspeka) within the Ministry of Education and Culture (Kemdikbud, 2022). Continues to strive to produce the next generation of the nation in accordance with the profile of Pancasila learners (Rusnaini et al., 2021)

This is applied to an independent curriculum or a curriculum that allows students to choose what they like based on Pancasila. This curriculum is widely known as the implementation of the Pancasila Student Profile.

The Pancasila Student Profile is a reflection of Indonesian students who are lifelong learners with global competencies who act in accordance with the values of Pancasila (Rahayuningsih, 2022) The Pancasila learner profile is the goal and vision of education in a format that can be understood by all education stakeholders (Jamaludin et al., 2022). Have faith, be devout to God Almighty and moral noble, global diversity, mutual cooperation, independence, reason critical and creative is six character profile Pancasila students.

The Indonesian nation has several heroes that can be emulated by students, Indonesian heroes who have the character of the Pancasila student profile, one of which is the figure of Buya Hamka as stated in his biography book. According to Buya Hamka's biography, the characters that appear are faithful to God and noble character, mutual cooperation, critical thinking, and character. The character of faith in God appears in the poem he made (Fuadi, 2022).

The nature of helping in all matters was shown by Buya Hamka in his struggle to provide religious

information through newspapers during the colonial period, so that the people of Maninjau would not forget their religion. Buya Hamka is still trying to make every effort to continue to be able to preach in the precarious state of colonization and ask for help from all the people of Maninjau (Fuadi, 2022)

Critical reasoning in Buya Hamka's character appeared when he occupied the chair of the MUI, he did this not only for political matters but he saw it as an electric chair that could revive these Muslims by fighting communist ideology (Fuadi, 2022).

The last character is creative, just like Buya Hamka who always has many ideas for making books and romance poems that can touch the feelings of every age in society. When he was detained by the Dutch government during the Soekarno era, he chose to spend it by making the book *Tasawuf Modern* (Fuadi, 2022)

Based on these problems, the researcher found that the utilization of Buya Hamka's character values in the formation of the Pancasila student profile aims to investigate the quality of Buya Hamka's character in the Pancasila

Student Profile applied in learning in elementary schools.

METHOD

This research uses a qualitative methodology of literature review research design. The source I used in this research is the biography book of Buya Hamka written by A. Fuadi, and other sources, namely from references to several articles. According to (Istianah et al., 2021) This literature study method is by collecting several documents that are put together to answer the problems that arise in this study. The content analysis process is carried out through description, reduction, and selection. The literature review is completed by collecting a number of books and publications on the topic and research objectives (Fauziah et al., 2019).

RESULT & DICUSSION

Result

Buya Hamka is an Indonesian independence hero who was also active in the muhammadiyah during colonization. According to Buya Hamka, a moral person always acts morally and restrains his lust from committing heinous acts (Noor Athiyah Inayati et al., 2020) These good deeds

are in the end will give contribution to the welfare of this world and the hereafter as well as capable ward off lust For do heinous crime (Zahra et al., 2022).To achieve all of this, we must understand what the basis of education is, what values we must teach, what character we must instill, and what goals can later be achieved (Noor Athiyah Inayati et al., 2020).

Table 1 Character Education Buya Hamka

No	Phases of life	Education Character
1.	Childhood	Like in studying, studying religion, customs, and also culture in several regions.
2.	Adolescence	Performed the Hajj at a young age and became a teacher of Islamic law at the Grand Mosque.
3.	Adulthood	Becoming chairman of MUI to make it easier to broadcast Islam

Buya hamka has a character that is relevant to the profile of Pancasila students as explained When Buya hamka was a child, Haji Rasul had thought about future plans for his son, namely by sent Buya Hamka to study in Makkah. Just like what Haji Rasul experienced when he was young (Fuadi, 2022) Buya Hamka is a famous religious figure in Indonesia, although he passed

away a few years ago, he is still remembered today. He is a role model with a strong religious personality (Sumanggar et al., 2020)

The fundamental issue in the implementation of education is the basis and purpose of education. Because education is the foundation that will determine the style, content and results of education. And actually the purpose of education can influence the path that students will take. To do all of this, we must first determine what the basis of education is, what values we should teach, what character traits we should develop, and what goals can be achieved later.

The relevance of Buya Hamka's character to the Profile of Pancasila students. The Pancasila Student Profile is what will be a resource for educators in developing children's character and competence (Ibad, 2022).

Table 2 Profile Of Devotion To God And Noble Character

Profile of Pancasila students	Character Value of Buya Hamka
devoted to God and noble character	- studying in two places, namely madrasa tsanawiyah and Sumatra thawalib. -Based on the book "Modern Tasawuf" written by Hamka himself, he was a scholar and a very strong and

courageous figure when he was in his early years. faced with the challenges it faces (Izzuddin et al., 2022).

Mutual cooperation in the character of Buya Hamka appears when it is during the Dutch and Japanese colonial times in Maninjau. Together with other friends, he fought against the Dutch rebellion by continuing to preach through newspaper media to keep instilling the value of Islam stronger in the hearts of all.

Table 3 Mutual Cooperative Profile

Profile of Pancasila Students	Character Value of Buya Hamka
Mutual cooperation	-Putting interests first Together over selfinterest -Making his father a teacher for him to deepen the science of mathiq, which is tabligh through philosophy and history. -Getting support from scholars, great Indonesian leaders,

Critical reasoning in the life of Buya Hamka appeared when he occupied the chair of the MUI, he did this not only for political matters but he saw it as an electric chair that could revive these Muslims by fighting communist ideology (Fuadi, 2022) .

Table 4 Profile Reason critical

Profile Pancasila students	Character Values Buya Hamka
Reason critical	- always think that will There is Lots our way _ Want to try together make Indonesia independent - face all issue that accepts it with smile without exists possible resistance _ break divide and choose go to Padang Panjang for a number of time

Creative in the life of Buya Hamka appeared when Buya completed the book of Sufism when he was in prison to change the study of Islamic philosophy so that all Muslims were not misguided in studying it. The relevance of Buya Hamka's character to the profile of Pancasila students.

Table 5 Profile creative

Profile Pancasila students	Character Values Buya Hamka
Creative	- face problem whatever with calm and even We can create work though in precarious situation _ -at the moment colonization by Japan buya hamka try meet leader Japan For request allowed preach but precisely buya hamka made Japanese religious advisor and slow slow through his romantic poetry and preaching buya

hamka can open thought Japan

Discussion

1. Profile of Pancasila students

The Pancasila learner profile is defined as a lifelong learner with global competence who has the spirit of Pancasila, with six main characteristics: faith in God and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. creative. (Kahfi, 2022).

The six features of the Pancasila learner profile are interconnected, ensuring that the Pancasila learner profile project remains intact and continues to evolve. These dimensions are implemented together, not in stages (Suhardi, 2022) Character education aims to foster, create, and develop students' personalities (Ujiyono, 2018) The character building of the Pancasila learner profile is supported by the Core Competencies and Basic Competencies of Citizenship which are the main components integrated into other topics in the 2013 curriculum (Kemdikbud, 2022). The embodiment of Pancasila values is

applied to the six Pancasila profiles in the independent curriculum.



Figure 1 Profile Pancasila Students

Table 6 Items Key Profile Pancasila Students

No	Profile Student Pancasila	Item key
1.	Be devout to Almighty God and Have morals glorious	Morals in religious , Morals fellow human, and morals in life community , Nation and state .
2.	Work together Collaboration	Help each other and share Concern to fellow
3.	Reason critical	Discover and conclude all problem with a mature thought process
4.	Creative	Able to find new ideas _ For progress or more changes _ Good

The importance of loving Pancasila values in character building is a reflection of who they are when interacting with the surrounding environment. One of the

actions that can be taken is through strengthening Buya Hamka's character values to make it more contextual.

2. Character Education Of Buya Hamka

Education is the human process of recognizing all that exists in this world. Education is not only related to an organized, planned procedure, and uses learned methods. Based on the structuring of society (the State) by a community not based on agreed rules (Qomariyati & Subayani, 2023)

Character education involves all elements in the human life environment (Sari et al., 2020) . Character education is a series of processes processes

that can teach students to be taught character values, which include knowledge, awareness, and self-understanding, belief, and enthusiasm, and activities to realize these ideals, both towards God Almighty, self, others, the environment, and fellow communities (Juliani & Bastian, 2023).

Buya Hamka's exemplary example is one of the efforts to provide understanding in fostering elementary school students. In the book Biography of Buya Hamka, it is explained how it began when he took character education in 2 schools in his childhood, made Hajj at a young age, then became a preacher and writer in the newspaper in broadcasting Islam.

3. Profile of Pancasila Scholar in Buya Hamka

With his patriotism and high spirit, Buya Hamka can be a role model for all students in fighting for the advancement of Islam. In addition, when studied in depth, the character in Buya Hamka is in accordance with the profile of Pancasila students imposed by the government such as devoted to God Almighty and noble character, mutual cooperation, critical reasoning, and creativity.

a. Pious to God and have noble character The dimension of faith, piety and noble character. A pious student is one who does good before God Almighty. He or she understands the principles and beliefs of religion and

applies the content of that understanding in his or her daily life (Helmi et al., 2019; Ibad, 2022) Piety and faith in God are both things that must be applied and used as a handle for humans to lean on when using stronger forces. The existence of Faith and Spirituality will help humans and provide strength to overcome existing difficulties (Kahfi, 2022) Based on observations, this can occur due to factors of one's parenting. Parenting with Islamic values and an environment that upholds Islamic values, Buya Hamka grew and developed into a person who upholds the value of spirituality. Buya Hamka harmoniously integrates literature with religion while adhering to the principles of Tauhid (Fuadi, 2022)

b. Working together Work closely with volunteers to ensure that activities are carried out smoothly and efficiently. (Rusnaini et al., 2021). Building interactions among friends with a positive response in controlling

emotions (Jamaludin et al., 2022)
The character of mutual cooperation in Buya Hamka is seen when providing religious information through newspapers during the colonial period, so that the people of Maninjau do not forget their religion. Buya Hamka is still trying to make every effort to continue to be able to preach in the precarious state of colonization and ask for help from all the people of Maninjau (Fuadi, 2022)

c. Critical Reasoning

Critical thinking is analyzing a problem by solving potential problems and looking for sources of information in making decisions (Qomariyati & Subayani, 2023). Critical reasoning involves many aspects of the abilities possessed in making decisions (Prasetyo & Kristin, 2020) Students must have an attitude of critical reasoning, which is our way of processing information, analyzing, concluding wisely and not harming many people. Critical

reasoning when he occupied the chair of MUI, he did this not only for political matters but he saw it as an electric chair that could revive these Muslims by fighting communist ideology (Fuadi, 2022)

d. Creative

Creative is being able to edit, design something important and practical (Kiska et al., 2023) The creative thinking process is a thought process that produces new ideas through a variety of diverse ways (Nugroho, 2016) Creative learners can create something important, valuable, and influential. Elements of the creative dimension include coming up with original ideas, creating original works and actions, and generating alternative solutions to problems, and innovative actions in seeking alternative solutions to problems (Ibad, 2022). According to the Pancasila learner profile, creative means that learners are able to find new ideas for better progress or change. When examined, Buya

Hamka is in line with this research. Buya Hamka was in an environment of scholars and with strict parenting by his father. Buya Hamka always had many ideas for creating books and romance poems that touched the feelings of every member of society. When he was detained by the Dutch government during the Soekarno era, he chose to spend it by making the book *Tasawuf Modern* (Fuadi, 2022).

4. Exemplary Buya Hamka on activities learning at elementary school

National Character Education Movement Nation started in 2010, and followed in 2016 with initiative Strengthening Character Education (PPK) is business from strengthening education character (Ismail et al., 2021). Activity learning which is connected with existing values in character Buya Hamka is customized with Profile Pancasila students .exemplary Buya Hamka is implemented through management inclusive

learning _ Planning ,
 Implementation and evaluation

Planning

The values of character education at Buya Hamka require the preparation of a professional Learning Implementation Plan (RPP). The lesson plans are made in accordance with the applicable syllabus

Table 7 Phases Life And Methods Learning

Phases of life	Learning methods
Childhood _ child	Tell stories, and play role story Buya Hamka
Wandering	Observation , Work tour
Write	Write text Roman Buya Hamka, Composing Story
Orator	make a speech , Play role
Preacher	story telling , Play role

Implementation

Stages in the implementation of learning from Buya Hamka's character values in the formation of Pancasila student profiles can be applied in all subjects in elementary schools. The stages in learning are activities at the beginning, middle, and end. Each level must include moral lessons or character values related to the material and learning methodology. The complete learning scenario table contains the

implementation in the learning scenario.

Table 8 Scenarios Learning

Stages Learning	Description Learning	Duration
Opener	Orientation , And apperception	5 minutes
Core	Activity Learning	25 minutes
Closing	Reflection , Conclusion, and closing	5 minutes

Evaluation

The last stage of learning management of Buya Hamka's character values in the formation of the Pancasila Student Profile in elementary schools in classroom learning activities is evaluation. The evaluation carried out, namely from the evaluation, is divided into two elements, namely procedures and results. The component that is seen is through authentic assessment of the cognitive, affective and psychomotor domains.

CONCLUSION

The above explanation concludes that Buya Hamka's character is relevant to the profile of students Pancasila, which is to be devoted to God and have noble character, work together. royong, critical reasoning, and creativity. Buya Hamka's character values in the formation of the Pancasila Student

Profile can be carried out in learning activities in elementary schools. This is in accordance with the implementation of the independent curriculum.

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