

The Emergence of The Pancasila Student Profil Through The RADEC Learning Model Using E-learning on Soil Materials at Muhammadiyah 6 Palembang Elementary School

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Abstract. The emergence of the Pancasila Student Profil through the Radec Learning Model Using E-Learning on Soil Materials at Muhammadiyah 6 Palembang Elementary School. The purpose of this study was to see the emergence of the Pancasila Student Profil at each stage of the RADEC learning model at SD Muh 6 Palembang. This type of qualitative research is descriptive using a purposeful sampling technique. From this study, the results obtained: The dimensions that arise when students follow the stages of reading learning are faith, fear of God Almighty, and noble character, independent, mutual cooperation, global sustainability, critical reasoning, and creative. The dimension that arises when students follow the answer learning stages is faithful, devoted to God Almighty, and has noble character, is independent, mutual cooperation, is globally sustainable, has critical reasoning, and creative. The dimensions that arise when students take part in the discuss and explain learning stages are faith, fear of God Almighty, and noble character, independent, mutual cooperation, global sustainability, critical reasoning, and creativity. The dimensions that arise when students follow the create learning stage are faith, fear of God Almighty, and noble character, independent, mutual cooperation, global sustainability, critical reasoning, and creative.

Keywords: RADEC Learning Model, Pancasila Student Profile, Soil

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INTRODUCTION

Philosophy independence learn from Ki Hajar Dewantara (Istiq'faroh, 2020) become basis Organizing Merdeka program Learn that become policy education in the era of Ministers Nadiem Makarim (Kamil, 2020) . Deep Implement independent learn. this role Profile Student Pancasila with mission that clear and relative eternal will make navigation that consistent even though happen change - change policy and practice education. Ministry of Education and Culture mention about Formula from profile student Pancasila that student Indonesian be student along Life that Competent and have character appropriate values Pancasila (R&D Ministry of Education and Culture, 2020). When the Pancasila precepts are seen separately or partially, exemmplary value become superficial and meaningless when compared to a thorough understanding. If wrong one dimension Ignored, so profile student will not Reached and dimension other difficult to awakened (Latif, 2015)

Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2021 –2024 mentions the term Pancasila Student Profile. The vision of Indonesian Education is to realize an advanced Indonesia that is sovereign, independent and personality through the creation of Pancasila students who reason critically, creatively, independently, have faith, be devoted to God Almighty, and have a noble character, mutual cooperation and have a global culture. What is meant by the Pancasila Student Profile is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six Its main characteristics are: having faith in God and having a noble character, global diversity, mutual cooperation, independence, critical reasonong and creative.

One alternative learning model that is in accordance with the educational context in Indonesia and the development of the abilities of elementary school students is the learning model RADEC (Sopandi, 2017). The model was first introduced at an international conference in Kuala Lumpur. The name of the model "RADEC", adapted to the learning syntax, namely *Read*,

Answer, Discuss, Explain, and Create which makes it easy to remember the stages of its use in classroom learning activities (Sopandi, 2017). RADEC is principled that learning can be further optimized through the construction of knowledge through reading science textbooks during pre-learning, so that students have the provision to facing learning (Sopandi, 2017).

Read, is the first learning stage. Students carry out activities to read information from various sources such as textbooks, newspapers, magazines, articles and learning videos. This activity takes place in pre-learning where this reading activity is carried out independently by students at home. This activity aims to improve the social aspect to increase interaction between students and teachers. (Pohan et al., 2020)

Answers, is the second learning stage whose implementation techniques are like the implementation of the *read* stage. Learners answer pre-learning questions. The purpose of this stage is to: help teachers and students identify parts of the *read* or *answer* stage that students may find easy or difficult build awareness about the level of perseverance or interest of students in reading identify the degree of difficulty of understanding teaching materials help identify the diversity of assistance that must be provided according to the needs of students in participating in learning activities. At this stage before learning begins, students have understood the material to be studied well. (Tulljanah & Amini, 2021)

Discuss, is the third stage of learning and in conjunction with the *explain*, and *create* stages are carried out in learning sessions. Learners are conditioned in groups to discuss their answers to pre-learning questions. Teachers motivate and ensure communication activities to obtain the right answers between students in the same group or different groups. The teacher identifies the level of mastery of students in the teaching materials they compile. At this stage the teacher provides an opportunity for students to exchange opinions and discuss questions in pre-learning. (Suryana et al., 2021)

Explain, is the fourth stage where student representatives present the results of discussions from answers to pre-learning questions. Students who have mastered learning indicators also explain important concepts in front of the class. The teacher ensures that what the presenter explains is scientifically correct and understandable to the students listening. The teacher encourages other students to ask questions, refute, or add opinions to the descriptions presented by their friends. (Setiawan YT, Destrinelli, 2022) This stage is an opportunity for teachers to explain essential concepts that students have not been able to master.

Create, is the fifth stage and is the stage of making products related to the concept of the material that has been studied. The creativity of students is reviewed in more depth through learning activities at this stage. The teacher needs to inspire the students, where the inspiration given by the teacher can be examples of research, problem solving or other work that has been done by people. Choices of ideas or products related to the material that has been studied are already covered in the pre-learning questions and students have been asked to discuss them on. The step is to discuss at one meeting before the *create* stage is carried out. At the *create* stage, the teacher and all students re-discuss ideas or products that have been prepared by their group classically and discuss possible plans for ideas other creative possibilities to be realized. (Lestari & Rahmawati, 2022)

The emergence of the Pancasila student profile that the researcher studied is expected to emerge through the application of the RADEC learning model which is carried out in a Limited Face-to-Face Meeting (PTMT) by utilizing technological facilities available information. Limited Face-to-Face Learning (PTM) in a number of regions is believed to be an important step in order to maintain the quality of Indonesian children's learning and at the same time maintain the mentality of Indonesian children to return to offline learning, after almost 1.5 years students have to study online due to the Covid-19 pandemic that has not yet ended (Eko Sutriyanto). With the allowing of schools to conduct face-to-face learning at SD Muhamadiyah 6 Palembang, the preparation of lesson schedules is carried out based on the circular letter of the mayor of Palembang and the Head of the National Education Office which is only allowing classes to be divided into two study sessions, namely group session 1 and session 2. Each session enters alternately on each day and on Fridays takes turns between session 1 and session 2. The schedule

is drawn up for subjects only one face-to-face meeting with a duration of 25 minutes, so that students learn each subject from teachers only one meeting a week.

With a face-to-face learning duration of only 25 minutes, it is not enough for the teacher to present the material and test the learner's understanding of the material presented, so teachers must be able to take advantage of only 25 minutes to deliver material according to the learning program compiled and teachers must be able to find the right learning model to maximize the time that is only less than half an hour students can understand the subject matter.

The use of e-learning media is able to support limited face-to-face meeting (PTMT) activities that take place. The media for *e-learning* that is generally used during the Covid-19 pandemic is gadgets (cell phones) (Rachmat & Krisnadi, 2020). This is in line with the researchers' findings that cell phones are devices that are commonly owned and often used by students and parents/guardians of students. The order of learning models that are considered the most effective by middle and upper students towards ineffectiveness during the Covid-19 pandemic is through modules / books, *worksheets*, video conferencing (Rachmat & Krisnadi, 2022). To strengthen the explanation above, it can be proven from previous research, namely research conducted by Sukmawa, Sopandi, Sujana, Muharam (2021) stated that the model RADEC learning brings out the character of elementary school students consisting of religious, nationalist, independent, and integrity attitudes through online learning by using *WhatsApp*.

Based on literature and empirical studies, researchers chose *e-learning* owned by schools as an application for the implementation of limited face-to-face meeting activities (PTMT). *School e-learning* with elearning.sdm6plg.sch.id links designed to have interesting features ranging from learning and teaching features, assessment features, attendance features, evaluation features and report card. elearning.sdm6plg.sch.id is also an application that is recommended for parents/guardians of students and the students use in the learning process and task collection, so that both parents/guardians of students and students are familiar with the features in it. The purpose of this study is to see the emergence of the Pancasila Student Profile at each stage of the RADEC learning model that it follows using elearning.sdm6plg.sch.id

METHOD

This study used a qualitative descriptive method research design. The study involved one group of subjects studied. One group of subjects will participate in science learning activities provided by intervention using the RADEC learning model in a limited face-to-face meeting (PTMT)

The population in this study is all Muhammadiyah Elementary Schools in Palembang in the 2021 /2022 academic year. The selection of research subjects was carried out nonprobabilistically through *purposeful sampling*. Researchers deliberately select samples that can provide information according to the topic under study (Creswell, 2015). Researchers chose class V-E at SD Muhammadiyah 6, which totaled 32 students as a sample. The selected sample is the result of a decision based on the results of observations learning activities in the classroom and interviews with the principal and teachers at the elementary school. The interview results stated that students have supporting technological means that can be used to access applications through devices at home and can operate them with parental supervision of students.

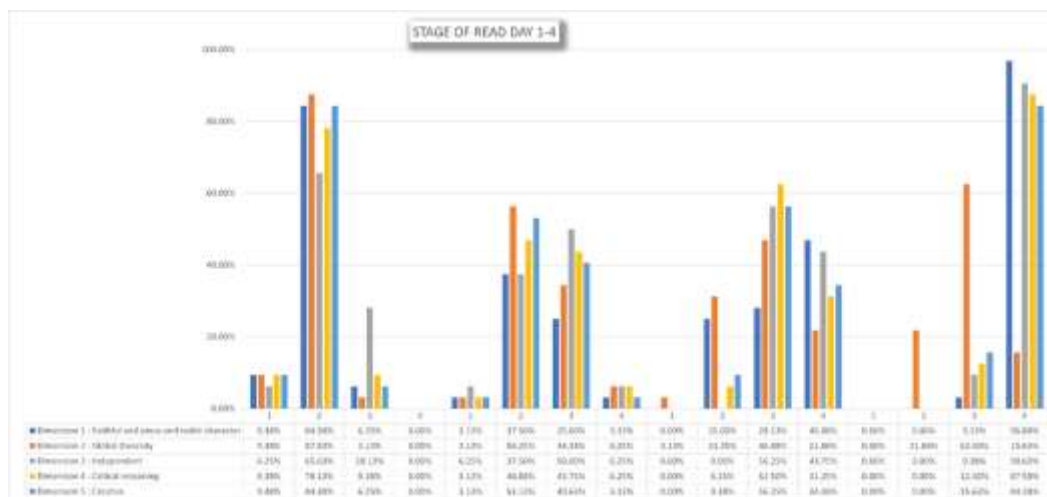
Data collection was carried out through observation and interviews, supporting teaching materials such as *work sheets* and lesson plan with the RADEC learning model were also used. The observation instrument is prepared by referring to the stages of implementing the RADEC learning model and attitudes which are operationalizations of the six dimensions of the character of the Pancasila student profile. The implementation of the *read*, *answer*, *discuss*, and *explain* stages is four learning meetings, while the *create* stage is carried out during one meeting as a closing of learning. Each dimension of the character dimension is explored its improvement category (from 1 to 4) at each learning stage from the first meeting to the last meeting.

Data analysis is carried out through stages: 1) organizing data by type; 2) transcribe data ; 3) encoding data by describing and developing it into a large theme that contains descriptions of the development of the emergence of the Pancasila student profile dimension, namely devotion to God Almighty, and noble character, independent, mutual cooperative , global sustainability ,

critical reasoning, and creative at the RADEC stage; 4) represent findings through narrative reports. Validation of research is carried out through triangulation and *member checking* by involving the supervision of students' parents as supervisors of student activities while studying at home.

RESULTS AND DISCUSSION

1. The Emergenen Profile of Pancasila Students Through the RADEC Learning Model at the *Read* stage



The profile of Pancasila Students that appears at every meeting in the *Read* stage is Faith and devotion to God Almighty and noble character, global diversity, independence, critical reasoning and creative. From the percentage results and the diagram above we can see that the increase in nature from each meeting to the next. Through reading activities, it is not only a task that must be carried out, but also a necessity and alternative for students in developing a Pancasila student profile. Through reading, children will easily get information, so of course it will also support their academic abilities at school.

In dimension 1, it can be seen that there is an increase in the level of reading activities carried out by students. At the beginning of the meeting there were 84.38% or about 27 students who read reading materials as a fulfillment of obligations in the ongoing teaching and learning process. and for development the attitude on dimension one we can see in the 4th meeting where there are 96.88% or about 31 students have shown a consistent attitude, responsibility and honestly read before starting the learning activity.

In the second dimension, namely global diversity, we can also see a fairly good increase, at the first meeting as many as 68.75% or about 22 students read reading materials without understanding what the content of the reading text is, they just read it out. However, this reading activity increased when the 3rd meeting, namely as many as 46.88% or as many as 15 students were able to understand although they were not fully able to compare materials the readings he read. and at the next meeting, namely the 4th meeting, 71.88% or as many as 23 students have shown that they are able to identify, understand and comparing reading materials with the surrounding environment.

In the third dimension, namely the independent dimension, it shows that the independence shown by students through their persistence in being disciplined and taking initiative in reading has shown an increase that very well. At the beginning of the meeting, precisely the 2nd meeting showed that 65.63% or about 21 students only showed a confident attitude in reading in front of the teacher, the percentage of development The level of discipline and initiative of students increased at the 3rd and 4th meetings, at the 4th meeting it can be seen that

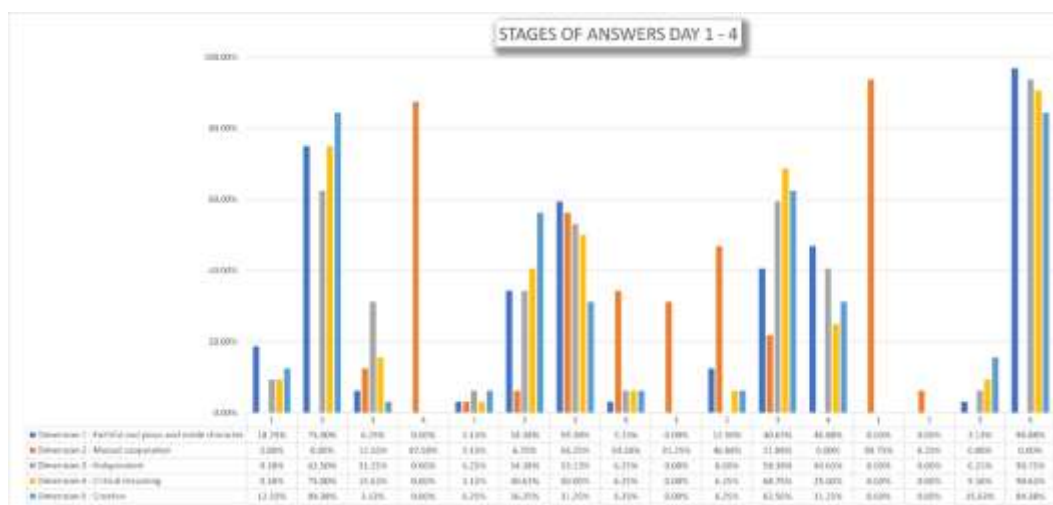
about 90.63% or as many as 29 students have show an attitude of discipline and confidence in reading, and has the initiative to read.

In the fourth dimension, which is related to critical reasoning, initially about 78.13% or about 25 students could only collect reading information to the teacher without being able to classify it. However, this critical reasoning activity increased on day 3, where 62.50% or as many as 20 students could collect, classify, and compare and select reading information from a variety of existing sources. and the development of this level of critical thinking reached a peak in the 4th meeting, which was around 87.50% or as many as 28 students have been able to collect, classify, and compare and select reading information from various existing sources.

In the fifth dimension related to creativity, initially as many as 75% or about 24 students have shown a creative attitude in reading and choosing reading materials provided by the teacher, but there are still as many as 8 students who cannot afford to just accept reading materials as their obligations and responsibilities in reading. and the creativity of these students reached its peak when in the 4th meeting which is about 93.75% or about 30 students can look for alternative reference readings to increase knowledge about what want to be aware of the learning material that takes place.

So we can conclude that with the implementation of the RADEC model, it is able to improve the ability of students to read, teachers can manage time according to learning outcomes in accordance with the elements on the profile of Pancasila students and of course it is hoped that RADEC learning can be used as the right solution to students' problems with low levels of reading literacy. So that education in Indonesia is of higher quality and in accordance with the expectations of the Indonesian people

2. The Emergence of a Pancasila Student Profile Through the RADEC Learning Model at the Answers stage



The profile of Pancasila Students that appears at every meeting in the *Answer* stage have faith, be devoted to God Almighty, and have a noble character, mutual cooperation, independence, critical reasoning and also creative. From the percentage results and also the diagram above we can see that the increase is natural from each meeting to the next. Through the discussion stage in RADEC, students have each idea delivered in polite and confident language. Creativity in answering is also growing because students are increasingly persistent in seeking information from various reading sources.

In first dimension, students can be represented in answering each question honestly even without developing the answer using their own sentences at the first meeting at most achieved by 84.38% or about 29 students. First dimension develops towards the ability of students to answer each question through the results of their own thoughts using their own sentences on the last day learning. The achievement rate is 96.88% or around 31 students.

In the second dimension, namely the attitude of mutual cooperation represented by helping friends through giving their answers directly politely, at the first meeting it was achieved by 87.50% or about 28 students. The character of this mutual aid experienced a decrease in achievement on the last day of learning activities, which was achieved by 93.73% or around 30 students. The longer the learning that is followed, many students begin to be able and courageous to put forward answers to their own thoughts in their own way. There are only a handful of students who help their friends in answering each question, the help provided is in the form of *scaffolding* (helping to answer by providing various *clues* that relates to the question).

In the third dimension, namely the Independence dimension, it shows that the independence shown by students through answering the questions provided in the worksheet. the beginning of the meeting precisely the 2nd meeting showed that 53.13% or about 17 students were categorized as good at answering questions with confidence, the percentage of development independent in answering questions increased at the 3rd and 4th meetings, in the 4th meeting it can be seen that about 93.75% or as many as 30 students have shown a sense of high self-confidence and independence in answering questions.

In the fourth dimension, which is related to critical reasoning, initially around 75.00% or about 27 students can only answer questions without analyzing there is reading material first. However, this critical reasoning activity increased on the day of the 4th meeting, which was around 90.63% or as many as 27 students were able to answer questions correctly based on the analysis of reading material, as well as giving the exact reasons from the results of the analysis on the answers to questions.

In the fifth dimension related to creativity initially as much as 75.00% or around 24 students already have fighting power in answering each question even though the answer does not seem to show creativity as a form of the character of independence. The attitude of independence has changed to the higher fighting power of students to answer with diverse and creative vocabulary on the fourth day of learning, the number of students those who reached level 4 were 84.38% or about 27 students. So we can conclude that with the implementation of the RADEC model, it is able to improve the ability of students to read, teachers can manage time according to learning outcomes in accordance with elements in the profile of Pancasila students and of course it is hoped that RADEC learning can be used as the right solution to students' problems with low levels reading literacy. so that education in Indonesia is of higher quality and in accordance with the expectations of the Indonesian people.

3. The Emergence of a Pancasila Student Profile through the RADEC Learning Model at the *Discuss* stage



The profile of Pancasila Students that appears at every meeting at the *Discuss* stage is Faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creative. The longer they participate in learning activities, students are used to working together in group discussion activities. The attitude of students has

also changed to be more active in expressing their ideas. The diversity of students' ideas to produce answers is a crucial finding at the discussion stage.

In first dimension at the 2nd meeting at 56.25% or as many as 18 students showed that students had a respectful attitude but were still less courageous in conveying facts and have not complied with the rules in the discussion. In the fourth lesson, as many as 96.88% or around 31 students have dared to convey facts, respect friends when expressing their opinions and obey the rules in discuss.

In the second dimension, namely global diversity, it can be represented that students have not been very active in delivering constructive criticism at the first meeting as much as 84.38% or about 27 students. However, this discussion activity has increased to the 4th meeting by 93.75% or as many as 30 students have been able to submit constructive criticism.

In the third dimension is mutual cooperation, it is shown through a supportive attitude to open discussions to achieve mutual consensus with each member of the group has improved quite well in the 2nd meeting was 46.88% or about 15 students. The dimension of mutual cooperation continues to increase where the attitude of suporivity to provide space for discussion of each member of the group to exchange ideas at level 4 at the 4th meeting as much as 93.75% students or about 30 students.

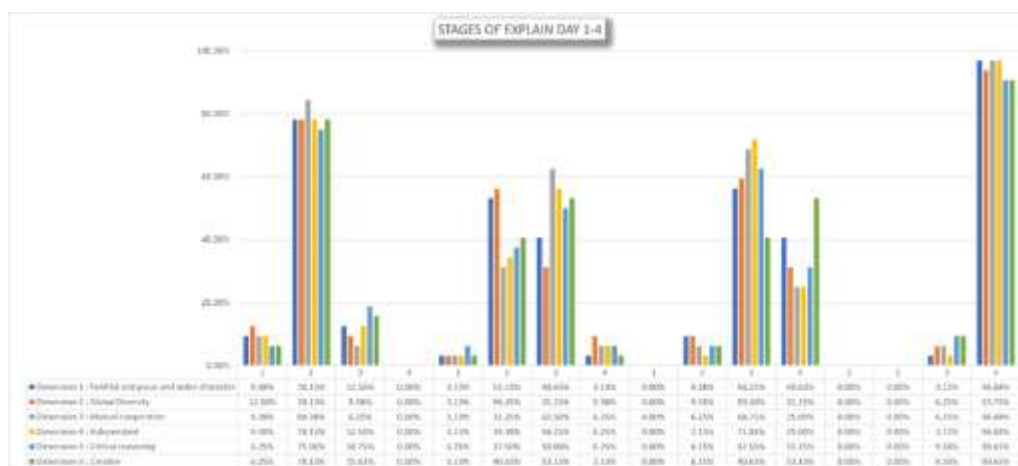
In the fourth dimension is independent, students do not have the courage to respond to the opinions of others to put forward the logical reasons behind their responses and have not dared to defending his opinion at the first meeting by 78.13% or as many as 25 students. However, students' confidence continues to increase at the 3rd and 4th meetings where students dare to express opinions, respond to the opinions of others, and defend their opinions when discussions have been achieved by 96.88% or around 31 students.

In the fifth dimension, namely related to critical reasoning, represented by students still not giving criticism and suggestions to other groups when discussing it was seen at the first meeting where still the percentage rate on the critical dimension is 75% or 25 students. However, after the next meeting, the critical dimension continued to increase at the 4th meeting, students were able to ask questions, provide responses and provide suggestions and criticisms as much as 90.63% or 29 students.

In the sixth dimension related to the dimension of creativity, initially students have not shown a response based on reading references in creative thinking where on day 1 as much as 75.00% or A total of 25 students. Creative thinking continues to improve every meeting where students have been able to provide responses based on various reading references on day 4 by 90.63% or as many as 29 students.

So we can conclude that with the implementation of the RADEC model, it is able to improve the ability of students to discuss, where the emergence of the Pancasila student profile at the discussion stage can improve the ability of think critically at students in providing responses based on various references at the time of discuss.

4. The Emergence of a Pancasila Student Profile Through the RADEC Learning Model at the Explain stage.



The profile of Pancasila Students that appears at every meeting at the explain stage is faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, reasoning critical and creative. Learners demonstrate character development from the first meeting to the last meeting. Students are generally already bold in arguing, defending arguments, and criticizing the arguments of their comrades who they think are not in line with what they think. Generally, students have also been able to account for the opinions they express. An attitude of respect also develops along with the routine of presenting the results of the discussion. The learner does not impose the will on other students who disagree with his opinion.

Every question even though the answer seems to have not shown the flexibility of thinking in finding alternative solutions to the problem every dimension of character that appears in the *explain* stage increasingly shows the development to higher level. On the first day, the character of the dimensions of faith and devotion and character was achieved by 78.13% or around 25 students who began to get used to being confident in delivering his opinion to others. The highest development of the dimensions of faith and devotion and character was found in learning activities on the fourth day, as many as 96.88% or around 31 students were used to be confident in the answers presented in public.

In the diversity dimension, on the first day of learning as many as 9.38% or around 3 students have begun to receive opinions and input from discussion participants and teachers even though they still remain defending his own opinion. The fourth level in the character dimension of diversity was achieved on the fourth day of learning by 93.75% or about 30 students, where this attitude was shown through respect for opinions of friends and being supportive when listening to friends who are delivering their answers.

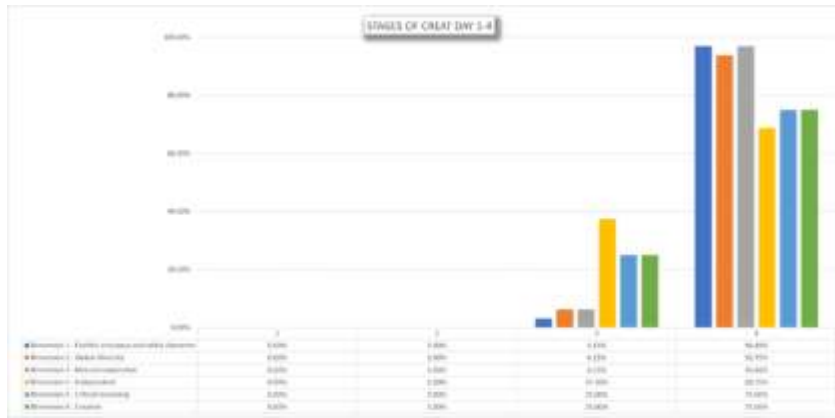
The dimension of mutual cooperation on the first day was achieved by 84.38% or about 27 students who did not seem accustomed to respecting the opinions of friends and maintaining class order during discussions. On the fourth day of learning, many students reached level 4. The number that reached level 4 increased to 96.88%, which is around 31 students who showed that students were able to respect the opinions of friends and maintain order class when discussing.

The independent dimension that was most achieved on the first day was at level 2, where students dared to respond to the results of other people's presentations but did not dare to present the results of the discussion and did not yet able to give logical reasons for maintaining the results of its presentation. As many as 78.13% or around 25 students achieved independent dimension at level 2 on the first day. A total of 96.88% or about 31 students reached the level 4 dimension of independence on the fourth day. Level 4 is a category for students who dare to express their opinions, respond to others, and defend their opinions during presentations.

In the critical reasoning dimension, it is represented by the ability of students to explain the results of discussions based on reasoning from the results of thoughts during the discussion, as many as 75.00% or about 24 students when the first learning has not shown such abilities. The highest development is shown by the students' habit of explaining the results of discussions based on the students' critical thinking. The number of students who contribute to this dimension is 90.63% or about 29 students on the 4th meeting.

In the creative dimension at the 1st meeting, it already has a fighting power in explaining each question even though the answer does not seem to show the flexibility of thinking in finding alternative solutions to problems. The creative dimension changes to the higher fighting power of students in explaining each question seems to have shown flexibility of thinking in finding alternative solutions to problems on the fourth day of learning, the number of students who reached level 4 was 90.63% or around 29 student.

5. The Emergence of a Pancasila Student Profile Through the RADEC Learning Model at the *Creat* stage .



The profile of Pancasila Students that appears at every meeting at the *create* stage is faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, reasoning, critical as well as creative. In the *create* stage, students generally have demonstrated a continuous ability to participate to complete the project. Most students create projects based on their individual decisions taking into account the impact of the project. In the process of making a project, students have been able to choose the path of deliberation and consensus. This is also evidenced by the results of class observations that each group has a lot of discussions to determine the work made.

On the fifth day of the learning meeting, generally as many as 96.88% or around 31 students have had the responsibility of making projects and understand the consequences of projects that have been created. As many as 93.75% or around 30 students have created projects that have a direct influence on the environment, where in the project creation process also pay attention to efforts in take care of the environment itself. As many as 96.88% or around 31 students have been able to cooperate and communicate in making projects in accordance with the material provided, namely soil material. As many as 68.75% or around 22 students have committed on going basis in contributing ideas and energy in completing assigned projects on time. As many as 75% or as many as 24 students were able to give the right reasons in making the chosen project. And as many as 75% or as many as 24 students are able to develop ideas, explore and express thoughts in making projects and have alternative works based on groupthink.

The profile of Pancasila Students in each dimension can not only be formed through habituation. More broadly through the selection of interconnected study content (Khoury, 2017). In the RADEC model, reading is an activity that must be carried out before students enter learning activities with the teacher. The activity of highlighting the content of the reading is then given reinforcement actions by the teacher through giving questions and strengthened through the discussion process. The attitude of responsibility as part of one of the dimensions of character can be cultivated through the provision of reading content that is close to the student's living environment (Iftanti & Madayani, 2019). The wider the opportunity to insert character education in a learning model syntax, the greater the opportunity to form good behavior in students (Jeynes, 2017).

A democratic classroom community, creating cooperative and caring learning can encourage students to become *role models* for themselves and their peers (Fulmer et al., 2019). The more students interact comfortably in an environment, the more positive character values will be absorbed by themselves.

The emergence of the Pancasila Student Profile in RADEC learning can create students with character. Where each dimension of the student profile of Pancasila teachers can appreciate the character that appears. As in the *subject of pedagogy* the teacher can give (prizing) to students who have achievements and provide punishment for students who violate to cultivate good behavior and prevent bad behavior. (Zuhdan, Prasetyo, 2010).

CONCLUSION

The Pancasila Student Profile that appears when students take part in learning activities at the *read* stage consists of five dimensions, namely faith and devotion to God Almighty and noble character, global diversity, independent, critical reasoning and creative. The Pancasila Student Profile that appears when students take part in learning activities at the *answer* stage consists of five dimensions, namely faith and devotion to God Almighty and noble character, mutual cooperation, independent, critical reasoning and creative. The profile of Pancasila students that appears when students take part in learning activities at the *discuss* and *explain* stage consists of six dimensions of faith and devotion to God Almighty One and noble character, mutual cooperation, independent, critical reasoning and creative. The profile of Pancasila students that appears when students participate in learning activities at the *create* stage consists of six dimensions of faith and devotion to God Almighty and noble character, mutual cooperation, independent, critical reasoning and creative.

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