

ANALYSIS OF INFLUENCE THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT ON LITERACY ABILITY IN ELEMENTARY SCHOOLS

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Abstract

The aim of this research is to determine the factors that cause low reading of letters and improve literacy skills through the application of the Pancasila student profile. This type of research is qualitative. The object of this research is SD Negeri 29 Gresik involving grade 1 students, grade 1 teachers and the principal as research subjects. Data collection techniques include observation, interviews, written tests, and documentation. Based on research findings, low literacy can be caused by two main factors, namely internal factors originating from the students themselves and external factors originating from outside influences. Students have included four of the six elements identified as influential in forming literacy skills. Among them are cultivating noble ethics, embracing global diversity, fostering cooperation, and developing critical thinking skills. However, the other two elements, creativity and independence, only show a limited influence on students' reading abilities. Therefore, it is important to emphasize these two aspects to improve students' reading skills.

Keywords: student's profile; literacy; pancasila

Abstract

Tujuan penelitian ini adalah untuk mengetahui faktor-faktor penyebab rendahnya membaca huruf dan meningkatkan kemampuan literasi melalui penerapan profil siswa pancasila. Jenis penelitian ini adalah kualitatif. Objek penelitian ini adalah SD Negeri 29 Gresik dengan melibatkan siswa kelas 1, guru kelas 1, dan kepala sekolah sebagai subjek penelitian. Teknik pengumpulan data meliputi observasi, wawancara, tes tertulis, dan dokumentasi. Berdasarkan temuan penelitian, rendahnya literasi dapat disebabkan oleh dua faktor utama yaitu faktor internal yang berasal dari siswa itu sendiri dan faktor eksternal yang berasal dari pengaruh luar. Siswa telah memasukkan empat dari enam elemen yang diidentifikasi berpengaruh dalam membentuk keterampilan literasi. Diantaranya adalah menumbuhkan etika luhur, merangkul keberagaman global, membina kerja sama, dan mengembangkan kemampuan berpikir kritis. Namun, dua elemen lainnya, kreativitas dan kemandirian, hanya menunjukkan pengaruh yang terbatas terhadap kemampuan membaca siswa. Oleh karena itu, penting untuk menekankan kedua aspek tersebut untuk meningkatkan keterampilan membaca siswa.

Kata Kunci: profil pelajar; literasi; pancasila

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Introduction

Education is one element that cannot be separated from human existence. It serves as a catalyst for changing the trajectory of a nation, enabling individuals to contribute meaningfully to their country and society. The absence of education makes it impossible for individuals to fulfill their aspirations and strive for future advancement. Education serves a dual purpose: it not only facilitates the transmission of knowledge, but also plays an important role in shaping one's character and instilling moral values. However, character development does not solely

depend on the dissemination of knowledge; it requires a comprehensive process that involves positive example and continuous habituation in the realm of the classroom, household, and society (Sholihah et al., 2020). Character education occupies a significant position in the world of education. According to Faiz et al. (2022). In the current era of globalization and technological advances, character value education is urgently needed to build a balance between technological progress and human development. Omeri N (2015) defines character education as a framework that includes the identification of character values, which consist of elements of knowledge, awareness, determination, and virtuous behavior.

Implementation of character education in the school environment can be done by integrating character values that are aligned with the profile of Pancasila students. An important initiative aimed at raising educational standards in Indonesia, with a focus on character development, is the Pancasila Student Profile (Nugraheni et al., 2022). Character education involves the deliberate instruction, inculcation, and reinforcement of moral principles among students, enabling them to apply those principles to their students. themselves, their relationship to God, society, and the wider nation (Sari et al., 2019). In principle, education must produce a generation that not only has scientific knowledge but also has a deep understanding of science and technology, coupled with mature and superior personality, character and ethics. It is believed that by utilizing the profile of Pancasila Putri (2018) students, children, especially who are in elementary school, will have the opportunity to develop their character values, which ultimately leads to the formation of exemplary behavior among students (Nugraheni et al., 2022).

One important aspect of education, especially in the realm of character education, is the Pancasila Student Profile. To increase the incorporation of Pancasila values into the student internalization process, it is necessary to increase the utilization of the Merdeka Teaching Platform. However, this must be accompanied by efforts to increase the quantity and quality of content, policy support for the implementation of the Pancasila Student Profile, as well as collaborative synergies between universities, local governments, communities and stakeholders (Nikmah et al., 2023). The Ministry of Education and Culture aims to strengthen character education through the Pancasila Student Profile, ensuring that all education policies contribute to the development of Indonesian students who have strong personalities and apply Pancasila ideals in everyday life (Lidinillah et al., 2021). The key dimensions of the Pancasila Student Profile consist of six competencies, namely faith, devotion to God Almighty, noble character, mutual cooperation, independence, and critical and creative reasoning. These dimensions are interconnected and mutually reinforcing (Indonesia, 2020).

The current condition of the Indonesian population's reading interest is still low, which in turn has an impact on the literacy skills of the Indonesian people. To overcome this problem, educational institutions have implemented the school literacy movement as one of their strategies to assist students in understanding Pancasila values (Najibuddiin et al., 2022). Literacy includes the ability to read, write, speak and listen rationally, enabling literate individuals to communicate effectively with others and understand written information (Ratna Rintaningrum, 2019). Setiani (2022) emphasizes that various variables such as parents' educational background, child's age, guidance received, level of family care, and genetics (heredity) influence children's literacy. This opinion is supported by research Nirmala (2022) which states that the low level of student literacy can be associated with factors such as family socioeconomic status, early communication and guidance, communication and guidance during the school day, availability of reading materials at home. and the use of strategies and

models to assist students in learning to read. Furthermore, statements made by Kharizmi (2021) supporting this notion, suggest that the difficulties students face in improving their reading skills can be attributed to inadequate literacy practices and structures.

The start of the reading movement in schools can be attributed to the Ministry of Education and Culture, who sees it as a pioneer for fostering positive character development among students and improving their reading skills. The main aim of this literacy initiative is to arouse students' interest in reading and writing, with the explicit aim of nurturing their character (Undang-undang nomor 103 tahun, 2014). As part of the GLS activities, one of the assignments given is for students to do recreational reading for 15 minutes before starting their formal learning activities (Arumi Handayani et al., 2022). It is hoped that the reading materials that are recommended and given to students contain moral teachings that include local, national and international wisdom. These lessons must be adapted to the developmental stage of the student and must be integrated at all levels of education. The academic achievement of the younger generation is intrinsically related to their level of literacy. By honing their reading skills, young people can gain a deep understanding of spoken and written information (Irianto et al., 2017).

Mastery of reading and writing is essential for students, serving as their primary tool for navigating the transformative waves of the 21st century digital era (Harahap et al., 2022). To thrive in the context of contemporary life, students must acquire a repertoire of 16 essential skills, one of which relates to basic literacy skills that find practical application in everyday life. This competency includes problem solving methodologies applicable to a variety of complex scenarios, as well as the ability to adapt to continuous and radical changes (Hidayat et al., 2018). The cultivation of students' multiliteracy skills becomes very important in realizing character values. These skills include scientific literacy, numeracy, reading and writing, financial literacy, digital literacy, and cultural and civic awareness (Wiratsiwi, 2020). To equip students to face the demands of the 21st century, multiliteracy education is integrated with competencies such as creativity, communication, critical thinking, and collaboration, in addition to the five character values mentioned above (Harahap et al., 2022).

Previous research has shown that education on Pancasila values in elementary schools has a positive impact on students' character, moral, and social development. However, there is still a need to better integrate these values into the learning process so that students can develop a deeper and more relevant understanding of Pancasila. Several previous studies that support the relevance and importance of this research are: Study of Character Learning Using Pancasila Values: Research by Hasan et al (2018) showed that the application of Pancasila values in character learning in elementary schools significantly contributed to the development of ethics, morals and positive attitudes in students. Increasing Understanding of National Values through Pancasila-Based Activities: Research by Windy et al. (2016) found that learning activities that focused on Pancasila values could effectively increase students' understanding of national identity and unity. Effects of Interactive Learning Media on Children's Literacy: Research by Asari et al. (2019) reveals that the use of interactive learning media can significantly improve children's literacy skills through a more interesting and experience-based approach. By combining these findings, this new research will attempt to create an innovative and interactive learning kit to enhance students' understanding of Pancasila and enhance their literacy skills. Through this approach, it is hoped that students will not only understand the values of Pancasila theoretically, but also be able to apply them in everyday life and develop a deeper understanding of the meaning of citizenship and national identity.

Researchers made observations at UPT SD Negeri 29 Gresik and found that the literacy culture at the school was relatively low. Even though there is already a reading corner equipped

with various books to encourage student engagement with literacy, there has been no real increase in literacy culture. These findings support the assertion made by Huda and Rendi in 2020 which emphasizes the importance of cultivating a culture of literacy as a means of fostering the development of a strong national identity. Student development is very dependent on the existence of a literacy culture. This culture facilitates the improvement of students' abilities. In addition, the school has taken steps to incorporate the independent curriculum and the 2013 curriculum. The implementation of the independent curriculum also marks the initiation of project activities aimed at strengthening the profile of Pancasila (P5) students. However, there are challenges in carrying out literacy activities, as shown by research conducted by Rohim et al. (2020) this study which revealed that the lack of infrastructure, limited methods, and lack of student discipline during the habituation phase hindered schools from carrying out literacy activities effectively. In addition, another study conducted by Lubis (2019) showed that even though teachers are diligent in promoting literacy in Indonesian, such as providing reading materials in class, literacy rates remain low. Several studies have been conducted to investigate the factors that contribute to low literacy rates, focusing on educational methods and infrastructure. The purpose of this study is to determine the factors that cause low literacy rates and to improve literacy skills through the application of Pancasila student profiles.

Research methods

The method and approach chosen for this research is descriptive qualitative research. Qualitative research is a type of descriptive research that uses an inductive analysis approach (Mujib et al., 2020). To collect data, researchers use various techniques such as observation, tests, and interviews. Therefore, this study uses data analysis in narrative form, in which the researcher provides comprehensive explanations and descriptions of low literacy and its increase through the Pancasila Student Profile. The research conducted at SD Negeri 29 Gresik involved 56 grade 1 students along with their grade 1 teacher and school principal. Of the 56 participants, there were 25 boys and 31 girls. The location of UPT SD Negeri 29 Gresik is on Jalan Dr. Wahidin SH 32/02 Randuagung Kec. Regency. province Gresik, East Java. The research was conducted using a certain sequence consisting of observation, interviews, and documentation. To ensure research validity, two types of triangulation were used: source triangulation and technical triangulation. Source triangulation involves gathering information from grade 1 students, while technical triangulation involves taking data from grade 1 teachers to ensure complete information. Triangulation is used to assess the level of reliability in this qualitative research.

Results and Discussion

One of the internal factors that influence the low literacy skills of grade 1 UPT SD Negeri 29 Gresik students is their limited intelligence abilities. Intelligence, as defined by Mukaroh et al. (2021) includes cognitive processes that involve logical reasoning. The limitations of students' intelligence abilities can be seen from their varied learning abilities. According to research conducted by Pratiwi et al. (2021), it is proven that every student has unique cognitive abilities, which affect the way they absorb, process, and communicate information. Consequently, each student adopts an individual approach to learning. This conclusion was drawn from the observation that some students at UPT SD Negeri 29 Gresik needed quite a long time to understand reading material. Conversely, there are students who need to repeat material to

understand its content. There are even grade I students at SD Negeri 29 Gresik who are still in the process of developing their reading fluency.

The second problem faced is the low level of reading awareness among students. This lack of awareness stems from internal factors and contributes to students' low literacy skills. In particular, grade 1 UPT SD Negeri 29 Gresik students were categorized as having a low level of reading awareness. Rather than taking the initiative to read on their own, most students rely on instructions from their teacher. Even when instructed by the teacher, grade 1 students still need assistance in carrying out literacy activities. Usually these students just open books without actually engaging in reading. This is in line with findings Sugiarto et al. (2022) that emphasize the many benefits that individuals with high reading awareness can derive from implementing this practice.

Furthermore, the third factor that causes low literacy levels is the lack of interest in learning among students. This reinforces research conducted by Pramesti (2018) which states that a lack of interest in literacy activities, especially reading, can hinder student achievement. When individuals truly enjoy an activity, they are more likely to actively participate in it. In order to pursue a desire, one must have the will to engage in that particular pursuit. In simpler terms, having an interest in learning means being interested in the act of learning itself. There are various factors that can affect students' interest in learning, and one of these factors is the presence or absence of visual aids in educational material. For example, when books lack pictures, they become less attractive to first graders. Another factor that can affect students' interest in learning is the teaching method used by educators. If the methods used are not attractive, they become less attractive to students.

In addition, students' motivation to learn can also affect their level of interest in learning actions. A study conducted at UPT SD Negeri 29 Gresik revealed that grade one students had a low interest in learning literacy. This can be seen from their lack of initiative to read independently both subject books and non-subject books, as well as their limited understanding of the importance of literacy. This lack of interest among students can be attributed to a lack of motivation in the learning process. Conversely, students who have high learning motivation tend to show enthusiasm and active participation in learning activities. One of the factors that causes low students' literacy skills is the lack of motivation to learn. This lack of motivation can come from the influence of both parents and teachers which in turn has an impact on students' literacy skills. At UPT SD Negeri 29 Gresik, it can be seen that most of the first grade students experienced a decrease in their motivation to study. This decrease can be caused by various factors, such as the absence of visually appealing books and inadequate illustrations, so that the interest and motivation to be involved in learning activities decreases.

Based on observations and interviews conducted with several grade 1 students at UPT SD Negeri 29 Gresik, it is known that there has been a decrease in literacy skills which mainly stems from neglect of parents. Lack of attention from parents results in reduced motivation among students, which in turn causes a decrease in their literacy skills. This finding is in line with the statement Suryani (2020) that improving reading skills requires support and encouragement from various stakeholders, including parents, teachers, scholars, and psychologists. The second factor that causes low literacy skills is the impact of electronic media. In particular, mobile phones, televisions and laptops have a significant impact. However, it is not uncommon for students to use their cell phones for entertainment purposes such as watching movies and playing games. This can result in a decrease in students' interest in reading, because cellphones are generally considered to attract more attention than books. Unfortunately, many students tend to misuse electronic media that was originally created for useful activities.

According to research conducted by Isma et al. (2022), it can be observed that the use of electronic media has a negative impact on children's literacy abilities. This is because children are more likely to use the internet to find reading material than to engage with physical books. As a result, their literacy skills are greatly affected. In addition, peer influence also plays an important role in shaping student behavior and choices. Positive playmates often encourage rewarding activities such as reading together in the library. Conversely, negative influences can cause students to engage in less productive activities such as playing games or watching television. As a result, peer influence has a considerable impact on students' literacy skills. Pusparani (2018) supports this assumption by stating that children with reading difficulties experience an increase in their initial reading ability due to the influence of their peers.

The ability of the teacher is the fourth factor, and is a very decisive element in the world of education. Even with a curriculum, goals, missions and supporting facilities, the achievement of learning objectives will not be effective without an active teacher. The cause of inadequate literacy skills lies in the lack of creativity and innovation displayed by teachers in designing learning experiences. The method used is often monotonous, relying heavily on lectures and assignments, so the teacher only focuses on delivering the material, which in turn hinders the development of optimal literacy skills among students. To actively foster a reading culture, teachers create an engaging learning environment by providing attractive resources and infrastructure. After completing literacy exercises, the learning process is varied with quiz games (Sudarto et al., 2022). Facilities and infrastructure is the fifth factor which is a supporting element in education. Given their importance in the learning process, they significantly influence students' reading skills. However, inadequate facilities and infrastructure can lead to low literacy skills. Effective school library management includes various aspects, including the arrangement and arrangement of library collections, as well as the proper placement of library materials. In addition, it is very important to consistently motivate and inspire students to actively utilize the resources and services offered by the school library (Kastro, 2020).

Pancasila, as the foundation of the Indonesian state, has a deep role in shaping the character and values of society. The values contained in Pancasila have long been recognized as moral and ethical pillars that lead to the formation of good character in individuals. In the context of education, Pancasila is a strong foundation for teaching positive values to the younger generation, especially at the elementary school level where character is in the process of development.

Pancasila consists of five precepts, each of which has a deep meaning and message. These precepts are Belief in One God, Just and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in Deliberation/Representation, and Social Justice for All Indonesian People. Each precept represents important moral and ethical principles in shaping individual character, namely:

Belief in One Supreme God: This precept emphasizes the importance of having faith in God Almighty. Values such as sincerity, piety, and humility are honed through understanding these precepts. In the context of education, the introduction of spiritual and moral values encourages children to become individuals who are humble, full of gratitude, and respect the diversity of beliefs. This precept teaches the importance of respecting the dignity of every individual regardless of differences. Values such as tolerance, empathy, and respect for human rights are an integral part of character learning in elementary schools. Children are taught to be fair, avoid discrimination, and interact in a polite and civilized manner. This precept teaches the values of harmony, mutual cooperation, and the spirit of togetherness. In education,

children are given an understanding of the importance of working together, respecting cultural and ethnic differences, and understanding that diversity is a nation's wealth. This precept emphasizes the importance of active participation in decision-making and respect for democratically elected authorities. In the educational context, children are taught the importance of respecting the opinions of others, learning to work in groups, and understanding the concept of democracy. This precept teaches the values of equality, fairness, and social responsibility. Children are given an understanding of the importance of avoiding injustice, supporting equitable policies, and being willing to help others in trouble.

In teaching Pancasila values in elementary schools, approaches that are creative and relevant to the world of children are very important. The use of stories, role plays, and collaborative activities can help children understand the meaning and implications of each precept. In addition, involving families in the character learning process also has a positive impact, because these values can be applied in everyday contexts. By integrating the values of Pancasila in education, it is hoped that Indonesia's young generation will grow up with strong character, full of integrity, and able to contribute positively to society. Character education based on these national values not only forms quality individuals, but also strengthens national identity and maintains unity in diversity. The class teacher named Retno Wulandari who has taught for 15 years at this elementary school revealed that: *"A deeper introduction to the values of Pancasila has had a positive impact on the character of the children. Through stories and concrete examples, children can more easily understand and internalize moral principles such as gotong royong, honesty and tolerance. I also see changes in children's social interactions, where the spirit of helping each other and respecting differences is increasingly emerging."*

The results of the interviews related to education and Pancasila values illustrate the consistency in observing the positive impact of strengthening Pancasila student profiles on the formation of positive character and values in elementary school children. Values such as gotong royong, honesty and tolerance contained in Pancasila are able to be internalized by children through concrete introductions and are relevant to everyday life. The linkage of Pancasila values with religious teachings also provides a spiritual dimension to character formation, bearing in mind that religion has an important role in the life of Indonesian society. Thus, strengthening the profile of Pancasila students has great potential to form young people who have strong character and positive values inherent in them.

Judging from the interactions in the classroom, grade 1 UPT SD Negeri 29 Gresik shows a strong indicator of global diversity. Students demonstrate effective communication skills, both among their peers and with their teachers, throughout the learning process. To instill Pancasila values and promote global diversity, teachers at UPT SD Negeri 29 Gresik have adopted a character-focused approach. This approach involves incorporating a 10-15 minute reading activity before each lesson. In addition, indicators of mutual cooperation among students in grade 1 are clearly visible. Students show a preference for engaging in group reading activities, as it increases their motivation and enthusiasm for literacy pursuits. It should be noted that motivation and learning are interrelated, one influencing the other. When students have motivation to learn, their dedication and effort in learning increases significantly (Muspawi, 2020).

After looking at the Mandiri indicators for grade 1 students at UPT SD Negeri 29 Gresik, it can be seen that a small number of students show a tendency to read voluntarily in their spare time. Instead, they show a tendency to wait for instructions before picking up a book. This behavior was especially seen among Grade 1 students, who usually needed supervision from their teacher while reading. It was observed that these students frequently opened the

books but refrained from actually reading the contents. Therefore, the need for habituation of an independent attitude which is instilled for the sake of the wishes of each individual, this is in accordance with what states Risniawati et al. (2020) that independence can be defined as an activity in accordance with one's desire for the choices and responsibilities of each individual.

Literacy ability is an important foundation in an individual's intellectual development throughout his life. Literacy includes not only the ability to read and write, but also the ability to understand, interpret and analyze various types of text. Primary education is a critical period during which children build their literacy base, which will influence their ability to participate effectively in an increasingly complex society. This study focuses on the effect of strengthening the profile of Pancasila students on literacy skills in elementary schools. The results showed that this project had a positive impact on children's literacy skills. This is in accordance with an interview with Mrs. R who said that: *"In my teaching experience, I see that strengthening the profile of Pancasila students has a significant impact on children's literacy abilities at school. Apart from helping them understand the country's fundamental values, learning Pancasila values also brings important concepts relevant to literacy. For example, the value of tolerance taught in Pancasila teaches children to respect various views and opinions. This helps them open their minds to different points of view in the readings and enriches their understanding."*

First of all, Pancasila as the basis of the Indonesian state contains principles that serve as a guide for people's behavior. Some of these principles, such as mutual cooperation and honesty, can be linked to literacy skills. Gotong royong, for example, encourages cooperation and social interaction, which in turn can enrich children's understanding of texts that reflect the diversity of society. Second, learning Pancasila values can open discussions about individual rights and responsibilities in society. This can lead to a better understanding of pluralism and freedom of expression, which are intrinsically linked to literacy's ability to understand and evaluate different views in the texts they read. This is in accordance with the words of Mrs. Erma Suryani as the principal of UPT SD Negeri 29 Gresik who said that: *"The project to strengthen the Pancasila student profile has proven itself to be an effective approach in increasing the literacy skills of students in our school. We saw that the students involved in this project not only had a better understanding of Pancasila values, but also showed improvements in reading skills and text comprehension. Concepts such as tolerance and respect for individual rights taught in Pancasila have helped our students to analyze the text from a broader perspective."*

Tolerance, as one of the values of Pancasila, also has a strong connection with literacy. The ability to understand different views, respect differences, and treat all individuals fairly are important aspects of understanding and decoding diverse texts. As children learn to respect differences and understand diverse views, they also develop the ability to analyze and evaluate texts more critically. In addition, strengthening the profile of Pancasila students can also involve exposure to the moral and ethical stories that underlie it. This can be an opportunity to teach children about moral conflicts in narratives, help them understand character dynamics, and stimulate their imaginations in translating written texts into rich, vivid mental images.

The importance of literacy in basic education is strengthened by an understanding of how integrated literacy skills are with other academic abilities. Children who have good literacy skills tend to be better able to understand lessons in various subjects, think critically, and express their ideas effectively.

In this context, strengthening the profile of Pancasila students not only introduces national values, but also provides a moral and ethical foundation that supports the development of literacy skills. By involving children in discussions about the principles of Pancasila and the

values embodied in them, learning becomes more relevant and integrated with their everyday world. This enables children to relate abstract concepts to real situations, develop in-depth understanding, and enhance their literacy skills holistically. This was also expressed by Rani, a student at UPT SDN 29 Gresik, who said: *“I really like this project! Learning about Pancasila made me understand more about how we should behave towards friends who have different opinions. When we read stories or articles, I am now more able to understand different views and am less quick to judge. So, yes, I feel that this project helps me in reading and writing because I can appreciate what I read more and relate it to the values I am learning.”*

From interviews with teachers, principals, and students, it appears that strengthening the profile of Pancasila students does have a positive impact on students' literacy skills in elementary schools. Learning Pancasila values brings important concepts relevant to literacy, such as tolerance and respect for different views. This helps students understand texts from a broader perspective and improves their reading and writing skills. Thus, this study illustrates how strengthening the student profile of Pancasila has a positive impact on children's literacy skills in elementary schools. The integration of Pancasila values in learning not only forms good character, but also strengthens the basic literacy skills that will help children achieve success in their lives.

Participating in P5, an activity that promotes literacy, can have a significant impact on increasing literacy rates. By engaging in P5, individuals can improve their reading and writing skills, which ultimately leads to increased literacy skills. P5 provides opportunities for individuals to practice critical thinking, analyze texts, and understand complex information. In addition, P5 fosters creativity and imagination, encouraging individuals to express their thoughts and ideas through various forms of literature. Through active participation in P5, individuals can develop a lifelong love for reading and writing, contributing to the overall literacy advancement in society.

According to the findings of researchers from UPT SD Negeri 29 Gresik, the level of literacy culture is relatively low, even though the classrooms have been equipped with various reading support resources, including a special reading corner filled with various kinds of reading, captivating books, from textbooks to unconventional literature. However, the fact remains that engagement in literacy-related activities remains at a low level, with no visible signs of improvement. It is very important to realize the importance of literacy activities, because it is in line with the belief that instilling literacy skills from an early age in elementary schools is very important.

The hope is that students will become familiar with literacy and gain valuable insights to prepare them for the future (Setiawan & Sudigdo, 2019). UPT SD Negeri 29 Gresik is currently implementing two curricula, namely the 2013 curriculum and the Merdeka curriculum. With the Independent Curriculum, project activities have been initiated to strengthen the profile of Pancasila students or known as P5. This is in line with the assertion Kemendikbud (2020) that character education for students includes six key indicators, namely noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Due to low literacy skills, one teacher has included literacy activities through the use of P5 indicators during teaching and learning sessions.

Based on the results of observations and interviews, it appears that signs of noble character show positive traits, such as enthusiasm for learning and praying both before and after studying. The application of the Pancasila student profile that focuses on the values of piety, faith, and morals at UPT SD Negeri 29 Gresik is facilitated through a schedule of daily teaching and learning activities. This is in line with research conducted by (Sabrina et al., 2020), which

highlights the importance of teachers incorporating moral principles from a religious perspective, such as incorporating religious lessons, to inspire students to actively participate in religious practices. In addition, it is very important to establish a cooperative relationship with the parents of students to provide guidance and be an example of behavior that adheres to the norms of religious character.

Conclusion

Internal factors and external factors cause the low literacy rate. Internal factors include low intelligence, lack of interest in learning, and low student motivation. Meanwhile, external factors involve the lack of parental involvement in education, the negative influence of electronic media, pressure from the peer environment, the level of teacher competence, and the limitations of adequate educational facilities and infrastructure. Facing the complexity of these factors, efforts to strengthen student profiles through P5 emerged as an alternative to stimulate and enhance literacy activities. Further research can involve longitudinal analysis to see the long-term impact of the P5 approach on students' literacy development over a broader period.

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