

Implementation of Pancasila Student Profile Values through Traditional Kawsilo (Cloth) Games at Tiwi Kindergarten – Emplawas

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Abstract:

The purpose of this research is to look at how traditional Kawsilo games, which incorporate Pancasila student profile principles, affect the students' personalities. A classroom action research strategy is utilized in the investigation. For this study, we used documentation, interviews, and observation to gather data. In this investigation, we use a method of data analysis that falls into two broad classes: quantitative and qualitative. Children at Tiwi Kindergarten did not show a notable improvement in their Pancasila student profile after playing the Kawsilo game during Cycle I's first two meetings. While the Pancasila student profile was still classified as less good or active, it improved from 57.14% in Cycle I, the first meeting, to 64.28% in Cycle II, the second meeting. As a result, more testing must be done for Cycle II. We held two meetings to continue the action in Cycle II. The pupils' Pancasila student profile significantly improved, according to the observation data. The percentage value in Cycle II clearly demonstrates the increase, with the first meeting reaching 77.22% and the second meeting reaching 80.45%, both of which fall into the good/active category. The concept of "Merdeka Belajar" creates an active, free, and stimulating learning environment for students and teachers, allowing students to choose their learning resources without pressure. The Pancasila student profile serves as the cornerstone of the independent curriculum, with the goal of molding students' personalities and abilities. Our school's culture, curriculum, and extracurricular and co-curricular activities all contribute to its implementation.

Keywords: Pancasila Student Profile, Kawsilo Traditional Game, Classroom Action Research, Merdeka Belajar

Introduction

Early childhood education is the first stage of education for children from birth to the age of 5–6 years before entering elementary school. Parents serve as primary educators, providing motivation and support for their children's learning, while teachers continue to educate and mentor them, fostering their growth and development in cognitive, affective, and psychomotor domains until they progress to higher school levels. The family initiates and fundamentally shapes the child's education. Early childhood education aims to guide children's growth and development, encompassing factors such as cognitive, spiritual, social, language, physical, emotional, and sports, all of which must align with the child's personal development. Every human being's growth and development requires children's growth and development to establish a

balanced foundation of physical growth, thinking skills, creativity, emotions, social skills, language, and communication (Rahmadayanti, 2022).

Early childhood Education plays an important role in children's growth and development, both cognitively, spiritually, and motorically. At this age, children are in the golden age phase, where the ability to learn and develop reaches its peak. High curiosity and a desire to try new things characterize this period. Therefore, we must design the learning approach creatively and interestingly to pique children's interest in actively learning and exploring. During the golden age, children tend to easily absorb information and imitate new things that they see in their surroundings. They need stimulation that suits their developmental needs and characteristics, both in terms of physical, social, and emotional aspects. Therefore, the learning process must provide opportunities for children to experiment, play, and learn in a joyful way. Activities such as role-playing, art, and environmental exploration are important means of developing various aspects of children's intelligence. Additionally, it is crucial that early childhood educators prioritize meeting the unique needs of each child in order to establish a nurturing classroom setting. Every kid learns in their own unique way, and teachers and educators must respect that. Learning, then, is about more than just imparting facts and figures; it's also about laying the groundwork for children's imaginations, self-confidence, and social competence. Children will grow into self-assured learners who are prepared for the next level of schooling with the support of this initiative (Fadillah, 2017).

As they guide their students' learning and growth, educators have a responsibility to keep children's cognitive development in mind. But that doesn't mean we should ignore kids' emotional and motor development. During the golden age, the child's attitude and character require special attention. A positive attitude will be an important foundation for children's future development, supporting the formation of their personality, social skills, and learning abilities. Education adapts to various changes by designing a curriculum that aligns with the needs of the times. Periodically, we update this curriculum to address the challenges of an increasingly complex era. This reflects the importance of developing an educational approach that is relevant to technological advances, social contexts, and the needs of individual children, so that education not only supports cognitive abilities but also the holistic aspects of child development (Marlina, 2022).

Education basically aims to bring individuals to a better and correct level of understanding, behavior, and character. Education not only equips individuals with knowledge but also guides them towards strong moral and ethical values. An educated generation is more likely to uphold society's ideals, think critically, and make prudent decisions. In addition, the nation's and state's guiding ideology and philosophy are best preserved through education. For the Indonesian nation, education must be able to strengthen the values of Pancasila so that they remain relevant amidst global cultural challenges that are often not in line with the nation's ideals. With education based on national values, the Indonesian nation can ensure that its young generation continues to respect and implement the cultural identity that is a source of shared pride. Thus, we expect students to revive the spirit of Pancasila as an ideology that remains strong, relevant, and applicable in everyday life, even amidst changing times (Istianah, 2021).

Divine principles, strong character, and noble morals should be prioritized and put into practice by educators as they carry out their duties. Educators also have a critical role to play in molding students into adults who can put Pancasila principles into practice. Teachers are the nation's and state's hope for the future, so this is crucial. Teachers can assist keep Indonesia's progress toward the ideals of Pancasila alive and well by producing a new generation that is both morally upright and technologically advanced. In light of these principles, the Pancasila Student profile was developed with the intention of reviving character

education in the face of modern difficulties. Character education currently faces the threat of eroded moral values due to the rapid development of time and social change. Therefore, education based on Pancasila values is an important effort to ensure that the younger generation does not forget their cultural roots and national identity. The integration of character education into the Pancasila Student profile aims to cultivate a generation that not only embodies national pride but also enhances Indonesia's international reputation. Pancasila students represent the nation's noble values, build a positive image, and actively contribute in various fields, both domestically and abroad.

The Pancasila Student Profile is an inventory of qualities and skills that students ought to have, based on the admirable principles of Pancasila. In order to facilitate productive learning in the classroom, this idea is crucial for teachers to concentrate on. With the correct approach, teachers may help their students learn and grow in a way that is consistent with Pancasila ideals. Because of the critical nature of formative years for moral and character development, it is essential to inculcate Pancasila ideals at a young age. Instilling Pancasila ideals in children will help them grow into people with strong character traits. This is an investment with a long-term goal: to raise a generation that is stronger, more moral, and more prepared to take on the world. As a foundational level of education, early childhood education mainly aims to inculcate Pancasila principles. In addition to fostering children's intellectual growth, early childhood education aims to help them become well-rounded individuals. Character education begins at a young age, laying the groundwork for a future generation that reflects the values held by Pancasila Students.

Based on first impressions, it seems like the autonomous learning curriculum is not being used properly in the classroom at Tiwi Emplawas Kindergarten. Teachers have always had a hard time keeping students' learning under control. Regarding the preparedness of educational resources pertaining to enhancing the Pancasila student profile, which ought to inspire pupils to exhibit virtue and conduct themselves in conformity with Pancasila principles, there are two considerations. Activities in the classroom and beyond that put an emphasis on expanding students' knowledge base provide ample evidence of this. Teachers have failed to make use of student-specific learning resources. Teachers can actually enhance the Pancasila student profile values through the use of methods or media in the classroom (Uli Unsula-Teacher, February-2024).

The play method draws students' attention, enabling them to engage in both learning and play. The teaching and learning process uses a variety of natural materials as game mediums. Early childhood is a time when children are particularly interested in innovation and play activities, so it is beneficial to encourage them to engage in both play and learning activities. The traditional game of Kawsilo is one of the games played together by several children. Children explore social values, character, intelligence, unity, and family, all of which are manifestations of the Pancasila profile values.

To implement and play the traditional Kawsilo game, divide several children into two groups, each consisting of 5 to 6 children. Each group's size adjusts to the quantity of Kawsilo prepared. The teacher can prepare Kawsilo, or the children can prepare and bring it themselves. Each group is required to wear the prepared Kawsilo. To begin the Kawsilo game, each group must draw lots prepared by the teacher. The losing group is required to conceal themselves, while the winning group must enter the Kawsilo by swapping the prepared Kawsilo. They then need to cover their entire body, ensuring no body parts are visible. Then the losing group must find out who their friends are in the Kawsilo by mentioning the names of their friends and the color of the cloth they are wearing. If their friend's name in Kawsilo is incorrect, their group remains in a losing position and must repeat the game within the allotted time. This Kawsilo game requires cooperation, togetherness, independence, critical and observant thinking, creativity, and an

attitude of mutual trust between one child and another without any differences. Maryatun (2016) had conducted a research that discuss about the implementation of pancasila value in teaching and learning but the researcher has not use a traditional games in the study. The other previous research was conducted by Sabriadi (2021) that discussed about using traditional games in teaching and learning activities but he did not put pancasila values. This research combined both of pancasila value and traditional games in learning activities.

The traditional Kawsilo game can be used as a medium for teaching and learning by the Pancasila Student profile, which works to shape children's character according to Pancasila values. Faith, dedication to God Almighty, and noble character; diversity from around the world; mutual cooperation; independence; critical thinking; creativity; and last but not least, the Pancasila Student Profile itself comprises six pillars of character. Interdependence, autonomy, critical thinking, and originality are the cornerstones of this research. Thus, it is necessary to conduct a thorough investigation into the use of the traditional Kawsilo game in Tiwi-Emplawas Kindergarten to reinforce the Pancasila Student profile and aid in the development of positive character traits in line with educational objectives.

Literature Review

Pancasila Student Profile

All reforms and regulations in Indonesia's education system, including those pertaining to curriculum, learning, and evaluation, are guided by the Pancasila student profile. Thus, the Pancasila student profile will not alter, regardless of changes to the curriculum or national assessment policies. According to the Assessment and Learning Center, Research and Development Agency, and Bookkeeping of the Ministry of Education, Culture, and Research (2021), the Pancasila student profile is put into practice by shaping the personalities and skills that students acquire in their daily lives through school culture, intracurricular, co-curricular, and extracurricular learning. The Pancasila student profile is the end goal of any educational endeavor, and it is strongly linked to the growth of students' personalities. In light of this, the Pancasila student profile is an essential tool for curriculum developers; it helps to steer national curriculum goals in the right direction and eases the incorporation of different parts like courses, extracurriculars, and tests. These components lead to the same goal, namely achieving the Pancasila student profile.

Game Method

Dewey, as cited by B.E.F. Montolalu in his book, asserts that a child learns about himself and his world through play. And through early experiences of playing meaningfully using concrete objects, children will develop the ability and understanding to solve problems. Peer interaction will enhance social development (B.E.F. Montolalu, 2011). Playing is a series of activities for children to have fun. M. Fadillah (2017) defines playing as any activity that involves elements of pleasure or happiness for early childhood. Overall, the play method serves as a tool in the learning cycle, bringing to life the contemplation of sensations, considerations, and mastery of abilities, thereby encouraging learning interactions to achieve learning targets (Yulia Rizki Ramadhani, 2020).

Advantages and Disadvantages of Playing Methods

The play method has significant advantages in supporting children's motor development because play activities involve various physical movements that are important for their growth and development. Additionally, this method fosters the development of children's thinking skills, as playing often involves solving problems. We encourage children to think and discover solutions, fostering the development of

their critical thinking skills. This provides an opportunity for children to learn through direct experience and active interaction. Another advantage of the play method is that it trains children's independence. Games encourage children to act independently, fostering the development of self-confidence. Additionally, playing games teaches children to comprehend and adhere to rules. Games typically impose rules for children to follow, teaching them discipline and the significance of adhering to everyday provisions. This method also enhances the enjoyment of the learning process for children, as their natural inclination at an early age is to play. By including learning elements in the game, children feel more excited to learn without pressure. Play activities packaged with education can create an exciting and effective learning atmosphere to support their cognitive, social, and emotional development (Eliyyil Akbar, 2020). There are several disadvantages to the play method that need to be taken into consideration. One of the disadvantages is that it incurs higher costs due to the need to prepare equipment and game media in advance to ensure a smooth play activity. Additionally, this method necessitates a location or room suitable for the type of game being played, which can sometimes lead to limitations if the facilities are inadequate. Another disadvantage is that children often fight over insufficient play equipment, which can disrupt the smoothness of the learning process and negatively impact their social interactions.

Kawsilo Game

The teacher initiates the traditional Kawsilo game by explaining the rules and gameplay to the children. Next, the teacher divides the children into two groups to enhance the game's organization and competitiveness. The teacher then prepares the Kawsilo according to the number of children who will play, so that each child has a role and opportunity to actively participate in the game. Before the game begins, each group must draw lots to determine their turn or role in the game. All children have the opportunity to play according to the rules within a predetermined time frame. The group that excels in the game must enter the Kawsilo, while the losing group must hide in a predetermined place. After the losing group hides, they must identify the Kawsilo's friends and figures. This game involves interaction, cooperation, and critical thinking skills from each child, making it a fun and educational means to strengthen the values of togetherness and creativity.

Early Childhood Social Development

Social development is the process by which a child's behavior adapts to the rules of the society in which they live. We can also interpret it as a process of learning to conform to group norms, morals, and traditions; forming a cohesive unit; and engaging in cooperative communication and work. A child's social development begins with an egocentric, individual nature and progresses toward communal interaction. The child is initially self-centered and only sees himself. The child's inability to empathize with others means that, even at the age of two or three, he still prefers to play independently. The child's social abilities also begin to develop as he begins to engage in group play with other kids his age. A person's social competency and sense of social obligation are two pillars upon which social growth rests. A child's social competence can be defined as his or her capacity to successfully adjust to new social situations. For example, when his friend wants a toy that he is using, he is willing to take turns. Among other things, the child's commitment to his duties, respect for individual differences, and attentiveness to his environment demonstrate social responsibility. We interpret emotion as a complex state, a feeling or vibration of the soul, marked by biological changes that accompany a behavior. According to the aforementioned viewpoint, we interpret emotion as a feeling or affection that combines physiological upheaval with outward behavior. At birth, interest, dependence, and disgust or disgust become apparent, while social smiles emerge around 4 to 6 weeks of age. Around 5 to 7 months of age, children experience anger, surprise, and sadness;

approximately 6 to 8 months of age, they experience shame; and approximately 2 years of age, they experience humiliation and guilt. In the first two years, parents in the family have a significant and dominant role in developing the socio-emotional aspects of children. The environmental conditions in which the child socializes influence their socio-emotional development as they grow older.

Socio-Emotional Development

The socio-emotional development of children relies on their innate social behaviors toward friends, family, and others in their environment. Children's social development begins with their egocentric, individual nature toward communal interaction. Children's emotional nature is characterized by feelings of affection or a combination of physiological turmoil and visible behavior. At birth, children display interest, dependence, and disgust, while they start to display social smiles around four to six weeks of age. Around five to seven months of age, children experience anger and sadness, six to eight months of shame, and about two years of guilt. Therefore, it is crucial for families or teachers to effectively develop and assess children's socio-emotional development, taking into account their age appropriately. People often describe someone with high emotional intelligence as someone who is able to control themselves, maintains high motivation, and does not give up easily. It turns out that it is not just an ordinary expression; Mayer & Salovey stated something similar: that individuals who have high emotional intelligence have better social relationships and can solve existing problems. Children's social-emotional development correlates with their capacity to cultivate self-confidence, honesty, and empathy. Most preschool children have high self-confidence, curiosity, and are responsible. From here on, a child continues to learn to regulate their emotions and social interactions.

Based on this theory, we can conclude that the environment, family, culture, and customs in an area influence the socio-emotional development of children, prompting humans to take action towards their own progress and decline. Therefore, individuals play a significant role in the development process, contributing to the good fortune they experience in old age. There are several aspects of socio-emotional development that need to be developed early in childhood. Developing social skills involves striving to build self-assurance and a feeling of acceptance within your group. You must learn to express yourself, your talents, thoughts, and abilities, free from adult influence. You are gaining the ability to stand independently, free from the guidance of your parents or caregivers. You are acquiring the skills to interact with others, adjust to different environments, and foster transparency. Children are taught to engage in group activities, collaborate with others, distribute tasks, take turns, and demonstrate a willingness to follow the group's rules. Learn to develop children's leadership skills. Therefore, the family plays a crucial role in the child's education.

Research Method

This study employs the classroom action research method. This research is a cycle involving planning, implementing actions, observing, and reflecting. The main objective of this method is to overcome problems in the classroom, especially in the context of strengthening the profile of Pancasila students through the use of the Kawsilo game. The choice of this method stems from the examination of the issue and the research goals, which necessitate data and practical implementation in the classroom setting. This research also involves collaboration between researchers and teachers in implementing the learning process. The class teacher acts as the main actor in the action, while the researcher is responsible for observing the process. This classroom action research method is also collaborative, where researchers and teachers work together in planning, preparing, implementing, and reflecting on the action. This process is also participatory, with researchers and teachers working together to achieve the research objectives, namely

strengthening the profile of Pancasila students through the use of the Kawsilo game in the Tiwi Emplawas Kindergarten environment.

We collected data for this study using three methods: observation, interviews, and documentation. The data relates to the progress of children's learning that occurs as a result of the implementation of the Strengthening of Pancasila Student Profiles through the use of traditional Kawsilo games. The descriptive approach in this study employs two data analysis techniques: quantitative analysis and qualitative analysis (Sanjaya, 2011: 106). We use quantitative analysis to process and evaluate data in numerical form, aiming to assess the impact of teacher actions on improving student learning outcomes. We use a descriptive statistical analysis method to analyze the quantitative data. The results of this data can then be expressed in the form of a percentage of data success, in accordance with the approach suggested by Arikunto (2003). Meanwhile, the teacher uses qualitative analysis to assess improvements in the student learning process, particularly in terms of actions taken. According to Arikunto (2003), this qualitative data takes the form of sentences describing the child's ability to fulfill his responsibilities. The quantitative data analysis technique in this study uses the percentage formula (Anas Sudijono, 2006).

Results

The integration of Kawsilo games into learning has had a significant positive impact on children's understanding and practice of cooperation at school. In the context of Pancasila learning, we use kawsilo games to teach the concept of mutual cooperation and mutual assistance, which are the basic values of Pancasila. We can explain the results by highlighting the effectiveness of Kawsilo games in enhancing children's comprehension and practice of cooperation in school, particularly within the framework of Pancasila learning. The integration of Kawsilo games into learning has had a positive impact, teaching the concept of togetherness and mutual assistance, which are the basic values of Pancasila. By involving students in Kawsilo games, they learn to work together, communicate, and coordinate teams, all of which are important skills in children's cooperation. Kawsilo games provide real experiences about the importance of cooperation in achieving common goals, in line with Pancasila values such as togetherness and mutual assistance. Therefore, Kawsilo games are not only physical activities but also become powerful learning tools to strengthen children's cooperation and positive and correct values in the school environment.

The interview results indicate that the Kawsilo game has fostered a culture of mutual respect and tolerance among school students. During the Kawsilo game, students learn to appreciate the role of each team member and respect their opinions and contributions. They realize the strengths and weaknesses of each individual, and by respecting these differences, they are able to work together effectively. In Pancasila learning, the Kawsilo game is a very effective tool for forming an attitude of mutual respect and building togetherness among students. Students learn to respect the role and contribution of each group member, recognize the strengths in diversity, and realize that by respecting differences, they can achieve better results together. Thus, the implementation of the Kawsilo game not only improves students' cooperation skills but also builds a strong foundation for an attitude of mutual respect, which is in accordance with the values of Pancasila.

The interview results show that the Kawsilo game has a significant impact on the development of the Pancasila student profile, especially in terms of children's cooperation. Schools that implement the Kawsilo game in learning show significant differences compared to schools that do not. Students involved in the Kawsilo game showed significant improvements in their ability to cooperate, respect each other, and tolerate each other. They not only developed physical cooperation skills but also a positive mental attitude toward cooperation and diversity. By engaging students in the Kawsilo game, the school fosters an environment that not only theoretically teaches Pancasila values like mutual cooperation, togetherness, and

helping each other, but also incorporates these values into daily practice. Thus, the Kawsilo game is not only a physical activity but also an effective tool for forming attitudes of cooperation, respect for each other, and tolerance among students, which are consistent with the values of Pancasila.

The observation result of strengthening the profile of Pancasila students in cycle I, meeting I, the presentation value was 54.45%, thus it was not successful because it had not reached the success criteria. The observation result showed that the implementation of the Tarompa game in cycle 1 had not achieved the desired success. The first meeting's percentage value of 55.45% and the second meeting's percentage value of 58.81% clearly demonstrate this. To view the improvement of this research as successful and good, the average value must reach 76%. This percentage success criterion aligns with Arikunto's perspective, which deems a child's ability as good if it falls within the range of 76-100%. We declared the two-meeting observation results of teacher activities and profile strengthening of Pancasila students in Cycle I unsuccessful. The profile of Pancasila students in Cycle I, during the first meeting, yielded an observation result of 57.14%. However, the second meeting revealed a presentation result of 58.81%, which was classified as less good or active, indicating the need for testing in Cycle II. The children's teaching and learning activities reveal a lack of cooperation among friends, and the teacher's management of the teaching and learning process is subpar. The observation results revealed a rise in the students' adherence to the Pancasila student profile. The first meeting's Cycle II percentage value of 77.22% and the second meeting's 80.45%, both classified as good/active, showed a significant increase.

Cycle I declared the strengthening of the Pancasila student profile through the Kawsilo game unsuccessful due to the low percentage value, but cycle II continued the action. Each meeting in cycle II demonstrated a significant increase from cycle I, with the first meeting showing a 77.22% increase and the second meeting showing an 80.45% increase. In cycle I, the teacher's management of learning was subpar, but in the second cycle, the teacher demonstrated excellent activity, effectively managed teaching and learning activities, and delivered material in a way that was easy for students to understand. In cycle II, students demonstrated a positive response to the teaching and learning activities, exhibiting attitudes and values consistent with the Pancasila student profile. Students begin their activities with prayer, subsequently learning to tidy up their seats and wash their hands independently. In the Kawsilo game activity, they exhibit a responsible attitude, collaborate effectively, and use their creativity to win the game. Thus, the Kawsilo game successfully strengthened the profile of Pancasila students, and cycle II marked the conclusion of the action's implementation.

Discussion

The research results describe two cycles of strengthening Pancasila students' profiles through the Kawsilo game. Each cycle has two meetings. The interview results reveal that Tiwi Kindergarten is among the schools that have implemented the independent curriculum. Despite its recent implementation, the teachers have demonstrated their understanding of this curriculum. Furthermore, the results of interviews with informants revealed that the implementation of the Pancasila teacher profile in every learning activity was not optimal due to the teachers' lack of focus and creativity in utilizing media. The traditional Kawsilo game has many benefits, one of which is the ability to control emotions. When playing, a lack of concentration or communication between players can cause obstacles such as the risk of falling or the emergence of negative emotions toward fellow players. This game teaches children to be more careful in acting and trains them to control their emotions when facing challenges or problems during the game. Another benefit of this game is improving children's motor skills. The Kawsilo game involves various physical movements, both hands and feet, which can help children develop gross and fine motor skills. This activity supports the

child's overall physical development and helps improve their body coordination. This game also plays a role in fostering togetherness and a spirit of togetherness. In Kawsilo, each player must communicate and work together well to achieve the goal of the game. Intense interaction between players helps children learn the values of togetherness, so they can work together to reach the finish line. In addition, the Kawsilo game teaches children about sportsmanship. Sportsmanship includes a fair attitude, honesty toward opponents, and the ability to accept victory or defeat with an open heart. We invite children to comprehend that the outcome of a game does not solely depend on winning or losing, but also on their behavior during the game.

The implementation of actions in each cycle shows different percentage value variations at each meeting. In Cycle I, the first and second meetings, the Kawsilo game has not succeeded in strengthening the Pancasila student profile in students. Observations of the Pancasila student profile in Cycle I, the first meeting, yielded a score of 57.14%, whereas in Cycle II, the second meeting, the score rose to 64.28%, indicating a less active or good profile. Consequently, Cycle II requires additional testing. We continued the action in Cycle II by holding two meetings. The observation results revealed a significant increase in the Pancasila student profile. The percentage value in Cycle II clearly shows the increase, with the first meeting reaching 77.22% and the second meeting reaching 80.45%, both of which fall into the good/active category. Arikunto (2003:43) explains that a child's ability is considered good if it falls within the percentage range of 76-100%.

Strengthening the profile of Pancasila, the traditional Kawsilo game teaches students the values of Pancasila, which serve as the guidelines for the life of the Indonesian nation. In this setting, the traditional Kawsilo game can be a great way to learn and practice Pancasila ideals, especially the importance of helping one another. Students gain a theoretical understanding of mutual collaboration and put it into reality through cooperative playing experiences with this approach. The Kawsilo game teaches students to work together in groups. We invite each group member to share ideas, develop strategies, and achieve common goals. Through this process, children learn the importance of collaboration as an effort to solve challenges collectively. They also begin to understand that success does not only depend on individual efforts but also on joint contributions within a team. In addition to collaboration, this game instills the value of caring for others. This game teaches students to comprehend their friends' needs, listen with empathy, and offer support when necessary. This attitude strengthens social relationships among students and helps them become individuals who care more about others. Sharing is also an important part of the Kawsilo game. While playing, the game teaches children to share their knowledge, skills, and strategies with each other. By sharing, they learn to be selfless and understand that sharing is an important element in building harmonious and supportive relationships. The game also illustrates nuances of values such as solidarity, honesty, and equality. Students realize solidarity when they collaborate to accomplish group objectives. They demonstrate honesty by respecting the game's rules and appreciating each member's contribution. By providing all students with the opportunity to participate, regardless of their differences, we achieve equality.

The Kawsilo game strengthens the values of mutual cooperation, resulting in the development of students' social character. They become more collaborative, caring, and open to others. These values form a strong foundation for developing attitudes that support community life and contribute positively. The application of the values of mutual cooperation through this traditional game also has major implications for character education in Indonesia. Games like Kawsilo are not only effective in instilling Pancasila values but are also relevant to the local cultural context. Through this method, students are able to incorporate the principles of Pancasila into their everyday lives. The Pancasila Student profile emphasizes both mutual cooperation and the importance of independence. Students learn to work together, set goals, and monitor their own

progress with this game. They develop autonomy as a result of their ability to collaborate and overcome obstacles on their own.

Critical thinking is an important life skill, and Pancasila schools aim to equip their students with it from a young age. For youngsters to navigate the complexities of today's world, critical thinking skills are essential. In order to help students, solve problems, teachers show them how to research effectively, identify reliable sources, collect data with precision, and understand the big picture. We also train children to critically and objectively analyze information. In this process, they learn to sort information, find patterns, and look for relationships between concepts. The validity and reliability of information received are important parts of critical reasoning. Thus, children understand the importance of having a strong foundation in making conclusions. Reflection is a key element in the critical thinking process. We invite children to comprehend the assumptions, beliefs, and values that shape their thinking. Through reflection activities, they not only understand what they think but also why they think that way. This process helps them build self-awareness and the ability to improve the way they view a problem. They also train critical reasoning skills in the context of decision-making. We train children to weigh multiple options, assess the impact of each decision, and select the optimal solution through data and analysis. They learn to think carefully, not rush, and take responsibility for the choices they make.

Developing an independent and confident attitude is the main focus in shaping children's character. We encourage children to take responsibility for choosing activities and completing tasks independently. We also train them to confidently communicate by having them answer questions out loud and display their work in front of friends. Through this approach, children not only learn to complete tasks but also understand the importance of responsibility and courage in various aspects of life. We teach children the understanding of rules and discipline from an early age to help them form regular and orderly habits. We train children to return tools or objects to their original place and to obey the rules both at school and at home. In addition, the attitude of sharing and empathy is an important part of learning. Teachers teach children to share with friends, whether in the form of stationery, toys, or assistance, fostering a sense of mutual assistance and concern for others' feelings.

Children learn to appreciate others' excellence through the development of healthy social relationships. We encourage them to commend their friends' work, fostering an appreciation for diversity and the accomplishments of others. This creates a supportive environment and strengthens the sense of togetherness in the school community. This teaching contributes to the formation of children's characters, who are tolerant and able to work together with various individuals. Games instill positive enthusiasm in participants. We encourage children to complete tasks with enthusiasm and appreciate their friends' achievements. This game teaches children to be sportsmanlike, accept victory humbly, and face defeat with an open heart. These values help children develop a healthy competitive attitude and are able to manage their emotions well. Teaching children to care for their friends in trouble strengthens their empathy. They learn to help friends in need and praise the efforts of others. With an approach that integrates these social-emotional values, Tiwi Kindergarten creates an environment that supports the development of children's characters based on Pancasila values. Children not only grow up with good academic skills but also become empathetic, responsible individuals who are able to make positive contributions to society.

Conclusion

Playing allows a child to learn about themselves and their world. And through early experiences of playing meaningfully using concrete objects, children will develop the ability and understanding to solve problems. Interaction with peers will enhance social development (B.E.F. Montolalu, 2011). In Cycle I, both the first

and second meetings of the Kawsilo game failed to strengthen the Pancasila student profile among the children at Tiwi Kindergarten. In Cycle I, the first meeting, the Pancasila student profile observation yielded a score of 57.14%, whereas in the second meeting, the score rose to 64.28%, still falling into the less good or active category. Consequently, Cycle II requires additional testing. We continued the action in Cycle II by holding two meetings. The observation results revealed a significant increase in the Pancasila student profile. The percentage value in Cycle II clearly showed this increase, with the first meeting reaching 77.22% and the second meeting reaching 80.45%, both of which fall into the good/active category. Arikunto (2003:43), who stated that a child's ability is considered good if the score falls within the percentage range of 76-100%, aligns with this percentage success criteria.

The concept of “Merdeka Belajar” is the latest innovation in creating a free learning environment and is beneficial for both students and teachers. Therefore, we can interpret Merdeka Belajar as an active and intriguing learning environment that empowers students to select their own learning resources without any pressure. Teachers, students, and parents can all benefit from an upbeat and positive learning environment, according to the Merdeka Belajar idea. (Darpan, 2021). A component of the autonomous curriculum is the Pancasila student profile. According to the Assessment and Learning Center, Research and Development Agency and Bookkeeping, Ministry of Education, Culture, and Research (2021), the Pancasila student profile aims to develop the personal qualities and skill sets of each student through the school's culture, curriculum-based learning, extracurricular activities, and co-curricular activities.

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