

Student Profile Values in the Novel *Si Anak Pelangi* and Its Relevance to Indonesian Language Learning

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Abstract

Globalization, socio-cultural shifts, environmental changes, and work demands are key factors in instilling the Pancasila student profile in students, one of which is through learning literary works such as novels. This study aims to describe the Pancasila student profile values found in the novel *Si Anak Pelangi* and their relevance to Indonesian language learning in elementary schools. The study uses a qualitative descriptive method, with data in the form of words, dialogues, quotes, and events in the novel that reflect the Pancasila student profile values. Data sources include the novel *Si Anak Pelangi* and teaching materials documents. Data were collected through reading, listening, note-taking, and document analysis. Data analysis used a sociology of literature approach with dialectical techniques and interactive analysis in three stages: data reduction, data presentation, and drawing conclusions. The results indicate that the values of the Pancasila student profile—faith, devotion to God, noble character, global diversity, independence, mutual cooperation, creativity, and critical thinking—are found in the novel *Si Anak Pelangi* by Tere Liye. Its relevance to Indonesian language learning in elementary schools is reflected in learning outcomes, teaching materials, and learning objectives.

Keywords: *Pancasila student profile, novel, Indonesian literary, sociology of literature*

Introduction

The era of globalization has produced a significant impact on various aspects of life, including the realm of education (Bound et al., 2021). Rapid socio-cultural changes, increasingly explosive technological advancements, and the influx of information underscore the need to develop an education system capable of bridging the gap between academic mastery and the development of an individual's character backbone (Gbollie & Keamu, 2017; Xerri et al., 2018). Education no longer only emphasizes intellectual capacity but must also educate students to have sufficient moral strength to meet the various demands of the times (Kokotsaki et al., 2016). However, experience has shown that students' morality has declined, with awareness of mutual cooperation that tends to be detrimental, intellectual acuity decreases, morality in diversity decreases, and the influence of individualism becomes more pervasive in these secondary schools (Bates, 2021; O'Flaherty & Gleeson, 2017). This suggests that the right approach to learning must be applied, encompassing the correct school values that are not only oriented towards cognitive assembly but also take into account the benefits of the additional value system (Gobster et al., 2019; Mayanja et al., 2019).

In response to this, the government seeks to formulate the concept of the Pancasila Student Profile which aims to form students who have faith and devotion to God Almighty (Marsidin, 2022; Putri et al., 2023). This profile seeks to cultivate individuals of noble character, have an awareness of global diversity, independence, cooperation, creativity, and critical thinking skills (Bound et al., 2021; Sefriani et al., 2020; Waugh et al., 2016; Wechsler et al., 2018). While not a guide to creating a capable generation, this presentation serves as a highly flexible and integrated conceptual framework (Acheampong & Cugurullo, 2019; Brozovic, 2018). Basically, this character profile is designed to be a guideline for developing young individuals as operational adherents. One of the approaches that can be used to popularize the values of the Pancasila Student Profile is through the use of literary education (Marsidin, 2022; Putri et al., 2023; Szymkowiak et al., 2021). In addition, literature is believed to have the capacity to develop individual characters, as it inherently conveys specific educational messages through compelling narratives and relatable characters (De-Juanas Oliva et al., 2016; Tambak et al., 2023; Wahyudin et al., 2021). From supporting characters to antagonists, the moral values presented in a story motivate readers to gain insight from this experience. This process contributes to the formation of an individual's character through their daily reading habits (Bates, 2021; Hidayati et al., 2020; Parmawati, 2018). One of the novels that is very suitable as a medium for character formation is "The Rainbow Child" by Tere Liye. Through various values in the character formation process that are inherently contained in the Pancasila Student Profile, such as the spirit of diversity, social cooperation, independence, and overcoming life challenges, it is evident that character development is not an instant process (Hanjono et al., 2024; Marsidin, 2022; Putri et al., 2023; Rozhkova & Stepanova, 2016; M. Widayati, 2024). The narrative present in "The Rainbow Child" provides an opportunity for readers to extract noble lessons of nationality that must remain relevant to daily life.

To the author's knowledge, research that documents the values of the Pancasila Student Profile in the novel *Si Anak Pelangi* and its relevance to Indonesian learning in elementary schools is still limited. On the other hand, understanding the values of Pancasila reflected in this narrative will help educators in exploring these values in the learning process (Putri et al., 2023; Zainuri, 2022). In addition, it not only broadens the horizon of moral values that can be derived from literature, but also serves as a means to strengthen student patriotism (Handayani et al., 2023; Khodjamkulov et al., 2020; Primoratz, 2016). Therefore, based on these considerations, the authors strive to overcome this research gap. In this case, the urgency of this research can be assessed as high because of the increasingly complex social and cultural challenges in the digital era that are likely to change the mindset and actions of students. Through a sociological approach to literature and elements of dialectical analysis, this study will identify the values of the Pancasila Student Profile in "The Rainbow Child" and conduct an independent analysis of how these values are utilized in the teaching of Indonesian at the elementary school level in accordance with the Independent Curriculum (Badrin et al., 2025; Hanjono et al., 2024; Putri et al., 2023; Zainuri, 2022). As a result, it is expected that effective strategies can be determined to incorporate character-based literature into the learning process, ensuring that education focuses not only on the achievement of academic intelligence but also on character transformation.

Based on the background of the problems that have been described, this study aims to:

1. Describe the values of the Pancasila Student Profile contained in the novel *Si Anak Pelangi* by Tere Liye in detail and systematically.

2. Analyze the relevance of these values to Indonesian learning in elementary schools in the context of the Independent Curriculum, as well as how these values can be applied in teaching and learning activities.

Thus, this research is expected to make a real contribution to the world of education in Indonesia, especially in strengthening character education. The findings of this study can be a reference for educators in developing more effective and innovative learning strategies, so that students are not only skilled in language, but also have high moral awareness and the ability to think critically and creatively in the face of increasingly complex life dynamics.

Method

The method section contains the form of the research design whether qualitative, quantitative, or developmental, population and sample, the research instrument used. The author is also expected to write data validity and reliability tests as well as data analysis processes.

The method used in this study is qualitative descriptive with a case study approach (Nugrahani,). The case revealed based on the topic discussed in this study is the value of the Pancasila student profile and its relevance to Indonesian language learning contained in the novel *Si Anak Pelangi* by Tere Liye. This research aims to (1) describe the value of the Pancasila student profile contained in the novel *Si Anak Pelangi* by Tere Liye. (2) To describe the relevance of the value of the Pancasila student profile contained in the novel *Si Anak Pelangi* by Tere Liye to Indonesian learning in elementary schools.

The data used in this study are in the form of words, quotes, dialogues and events that show the existence of the Pancasila student profile value in the novel *Si Anak Pelangi* by Tere Liye. In addition, supporting data in the form of document analysis is also used. The source of this research data is generated from the novel *Si Anak Pelangi* by Tere Liye with a thickness of 367 pages published by PT Sabak Grib Nusantara and learning tool documents. This novel is included in children's literature that tells the story of children's lives with various events that contain the value of the Pancasila student profile. Data collection in this study uses the techniques of reading, listening, and taking notes on the content of the novel *Si Anak Pelangi* by Tere Liye and analysis of documents. The content of the novel told by the author to be read thoroughly from the beginning to the end. The reading process is carried out repeatedly by focusing on events that illustrate the value of the Pancasila student profile. The screening process was carried out intensively focusing on every statement, quote, and sentence contained in each paragraph in the novel *Si Anak Pelangi* by Tere Liye to be recorded based on the recording table. The writing of research results related to the value of Pancasila student profiles is grouped by type and associated with its relevance to Indonesian learning in schools.

The validity of the data is carried out by triangulation and the diligence of observers (Nugrahani). The source triangulation was obtained from the novel *Si Anak Pelangi* and the learning tool document. Then, the latest data was checked through the content of the novel *Si Anak Pelangi*, and relevant scientific articles. This includes the validity of the data based on the diligence of the observer. The data that has been checked for validity based on data sources is adjusted to the Pancasila student profile theory and its relevance to Indonesian learning in schools. The data that has been collected and arranged systematically on the data card, then analyzed based on content analysis.

The data was analyzed using a literary sociology approach followed by dialectical techniques. In this study, a literary sociology approach is used to analyze the values of

the Pancasila Student Profile contained in the novel *Si Anak Pelangi* by Tere Liye, with the aim of exploring its relevance to Indonesian language learning. This approach emphasizes the interrelationship between literary works and the social context behind them, as well as how they can reflect existing social dynamics. To analyze the data, the study used dialectical techniques, which allowed researchers to explore the evolving relationship between the values in the novel and the learning practices that exist in schools.

This dialectical technique in data analysis involves the process of interaction between literary texts and the social context that surrounds them, as well as facilitating the discovery of deep meaning through the process of opposition and synthesis between various views and interpretations (Suryani, 2011). In this way, the data obtained from the novel text can be critically analyzed to find the relevance and application of Pancasila values in the context of education, especially in the teaching of Indonesian in elementary schools. This technique also helps to understand how these values can be internalized in learning, by emphasizing the development of students' character and language competencies in accordance with the principles of the Independent Curriculum.

The interactive analysis technique of the Milles and Hubberman model was used to answer the formulation of the problem regarding the value of the Pancasila student profile contained in the novel *Si Anak Pelangi* and its relevance to Indonesian learning in schools. The analysis process begins with the data reduction stage, which is sorting and simplifying the data that has been collected from the results of the study of the novel *Si Anak Pelangi* by Tere Liye. At this stage, data that is irrelevant or does not support the focus of the research is eliminated, while data related to the values of the Pancasila student profile, such as mutual cooperation, independence, and global diversity, are selected and grouped according to predetermined categories. The next stage is data verification, where the data that has been grouped is analyzed in depth to ensure its validity and consistency. At this stage, the data is compared with relevant theories and the context of Indonesian learning in schools to identify the relevance of the values of the Pancasila Student Profile in the learning process. This process is carried out iteratively to ensure that the data used actually supports the research objectives. The last stage is the drawing of conclusions, where the results of the analysis are formulated into answers to the formulation of the problem.

The conclusions produced include the identification of the values of the Pancasila student profile contained in the novel *Si Anak Pelangi* by Tere Liye and how these values can be integrated into Indonesian learning to support the strengthening of students' character. With this interactive analysis approach, the research is able to provide a comprehensive overview of the relevance of literary works as a learning medium based on Pancasila values. The presentation of data is carried out by identifying data that has been reduced so that data that shows the value of the Pancasila student profile and its relevance to Indonesian learning in elementary schools can be drawn from valid conclusions. Thus, the results of the research are up-to-date and can be accounted for.

Results

The findings in this study contain a representation of the value of the Pancasila student profile in the novel *Si Anak Pelangi* by Tere Liye and its relevance to Indonesian learning in schools. The description of the value of the Pancasila student profile is reviewed based on a literary sociology approach that reveals how the content of literary

works affects life in society. Its relevance in learning Indonesian in schools is reviewed from the value of the Pancasila student profile described in the novel *Si Anak Pelangi* by Tere Liye.

The Value of Pancasila Student Profile in the Novel *Si Anak Pelangi* by Tere Liye

The value of the Pancasila student profile in the novel *Si Anak Pelangi* by Tere Liye is depicted through events that are relevant to life in society which is focused on the attitude of children at school. The existence of the Pancasila student profile value is described based on the context of the events experienced by the main character which reflects positive and contributing actions to daily life. The discussion of each Pancasila student profile value in the novel *Si Anak Pelangi* by Tere Liye is as follows.

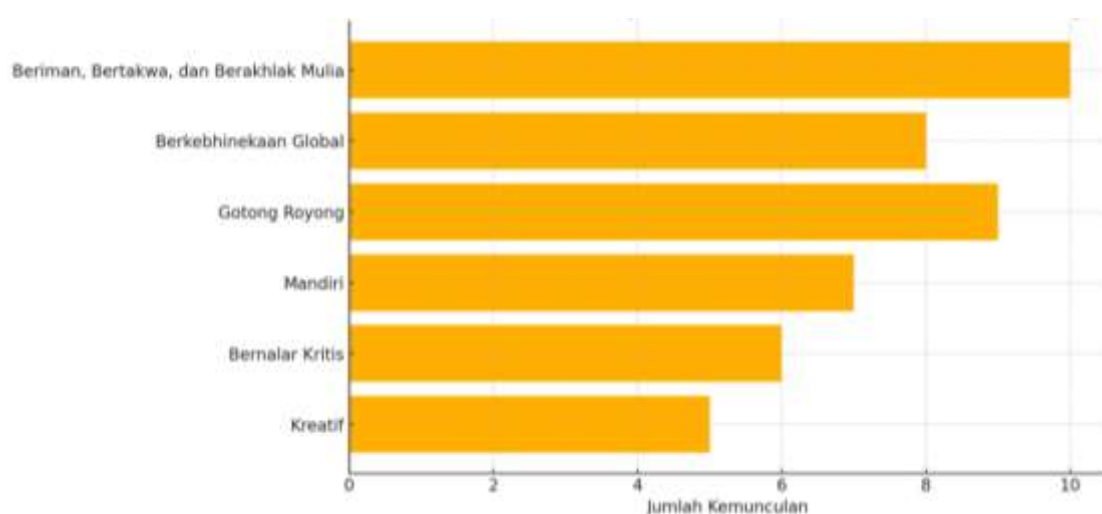


Figure 1. Distribution of Pancasila Student Profile Values in the Novel *Si Anak Pelangi*

To understand how the novel *Si Anak Pelangi* represents the values of the Pancasila Student Profile, the analysis was carried out by identifying quotes that reflect six main dimensions, namely Faith, Fear of God Almighty, and Noble Character, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creative. Through the process of analyzing citations in novels, data on the number of occurrences of each dimension are obtained, as shown in the graph below. From the results of the analysis, it can be seen that the dimensions of Faith, Fear of God Almighty, and Noble Character have the highest frequency of occurrence, which shows that the aspects of faith and morality are the dominant themes in this novel. This is followed by the values of mutual cooperation and Global Diversity, which reflect how social interaction and the spirit of togetherness are emphasized in the narrative of the story. Meanwhile, the Independent, Critical Reasoning, and Creative dimensions are also present in various scenes, albeit with a lower frequency than other dimensions. The graph above provides a visual representation of the distribution of these values, which will be explained in more detail later. Each dimension will be analyzed based on specific excerpts from the novel, in order to reveal how the values of the Pancasila Student Profile are represented in the story and how relevant it is to Indonesian learning in elementary schools. The details are described as follows.

Faith, Piety to God Almighty, and Noble Character

Research findings in the novel *Si Anak Pelangi* by Tere Liye, quote *"I want to pray and eat first, Tante. At the aunt's house only"* (page 173), describing a context of meaningful events in shaping the character of children who believe in and are devoted to God Almighty, as reflected in the dimension of Faith and Dedication to God Almighty. Meanwhile, the dimension of Noble Character is shown by the figure of Tante who invites Rasuna to pray at her home. This shows the dimension of Noble Character in the Pancasila Student Profile.

The act of carrying out prayers is carried out with full awareness by Rasuna figures in order to achieve faith and reflect obedience to religious values that are upheld in daily life. The decision of the figure to carry out prayers before carrying out other activities also shows a good understanding of the importance of worship in life, which shows a disciplined personal character and has a sense of responsibility for religious beliefs. This shows a reflection of the profile of Pancasila students who believe in and devote themselves to God Almighty. In addition, the saying *"At the aunt's house only"* also shows a representation of the profile of Pancasila students with noble character. The main character Rasuna gets an answer from the Tante character to finish eating and praying at her house. This has the value of politeness and respect for others, which is part of the noble morals in the Pancasila student profile. In this context, the events depicted in the novel *Si Anak Pelangi* imply the formation of characters based on religious teachings and noble social values. All of these elements are intertwined in one unit that forms the character of children with noble character, in accordance with the principles contained in this dimension in the Pancasila Student Profile.

The value of the profile of Pancasila students of Faith and Piety to God Almighty and Noble Character is also shown in the quote: *"Buya Syafi'i closed the recitation activity, we said goodbye, the male students went to the mosque, the female students went home"*. (page 141). The context of the incident that occurred is that Rasuna participated in reciting activities with her friends at the house of her reciting teacher, Buya Syafi'i. The incident that occurred, where Rasuna participated in reciting activities with his friends at the house of his reciting teacher, Buya Syafi'i, was clearly seen from the value of the Pancasila student profile which included *"Faith and Piety to God Almighty and Noble Character."* This recitation activity illustrates the closeness to religious teachings, which is a form of practicing faith and piety. Through this recitation routine, Rasuna and her friends show respect for the spiritual values and religious teachings they believe, reflecting a true attitude of faith.

In addition, the value of noble character is seen in the way the students participate in recital activities in an orderly manner, respect each other, and comply with existing rules, such as saying goodbye to the teacher before leaving the place and parting with politeness. This attitude shows the practice of noble morals, which is also the core of character formation in Pancasila. The actions of Rasuna and her friends illustrate how religious and moral education forms a person who is not only faithful but also virtuous. This shows that religious education and spiritual activities can be an important means of forming character in accordance with the values of Pancasila, especially in the aspects of faith and noble morals, which are very important in social life.

It is also found from the quote: *"The recitation activity has been completed. All students have deposited the recitation to Buya Syafi'i"*. (page 140). The context of the events that occurred in the novel *Si Anak Pelangi* by Tere Liye depicts Rasuna and her friends having finished reciting with their reciting teacher named Buya Syafi'i. The results of the study show that the above statement in the novel *Si Anak Pelangi* by Tere Liye reflects the

values contained in the profile of Pancasila students, especially in the aspects of Faith and Piety to God Almighty and Noble Character. In this context, Rasuna and her friends who finished reciting with their reciting teacher, Buya Syafi'i, described the importance of religious learning that is carried out regularly as part of the formation of noble character and morals. The recitation activities carried out are not just ritual activities, but also a means to strengthen their faith and piety to God, in accordance with the religious teachings adhered to.

Based on the interaction in the event, the characters were not only taught about religious readings, but also taught about the importance of noble character in daily life. In this story, religious teaching is carried out in a respectful and character-building way, which illustrates that religiosity is not only limited to rituals, but also applied in their attitudes and actions. This supports the understanding that religious education has an important role in developing faith and piety which has implications for behavior with noble character, in accordance with the values in Pancasila, which upholds morality and goodness in community life. In addition, the value of the profile of Pancasila students who have faith and devotion to God Almighty and have noble character is also shown in the story fragment in the novel *Si Anak Pelangi* on pages 78, 83, 99, 106, 112, 142, 145, 280, 299.

Global Diversity

The research findings in the novel *Si Anak Pelangi* by Tere Liye, in the sentence, "*With everyone's support, the regional dance performance event took place lively. Residents come to watch*" (page 361), there is an event that illustrates the value of Global Diversity in the cultural and social context which is reflected in regional dance performances. In the story, a lively dance performance event was successfully held with full support from various circles of society. This event reflects the spirit of togetherness and appreciation for cultural diversity, which is part of the Global Diversity values.

The event was witnessed by various levels of residents who came from various backgrounds, who supported each other and participated in witnessing and celebrating regional culture. This shows that despite cultural differences, everyone can come together in a spirit of togetherness and mutual respect. In the perspective of Global Diversity, this event teaches the importance of tolerance and recognition of diversity, be it in aspects of culture, ethnicity, or social background. This value is very relevant to the goal of character education embedded in the Pancasila student profile, which prioritizes an open, inclusive, and respectful attitude in community life, both at the local and global levels. In the story, cultural diversity is not only accepted, but also celebrated as a force that strengthens relations between citizens. The existence of culture in the novel *Si Anak Pelangi* by Tere Liye emphasizes the importance of education that encourages each individual to develop mutual respect, cooperation, and maintaining harmony in a diverse society. Thus, the events in this novel reflect the application of Global Diversity values in accordance with the principles contained in Pancasila, especially in building awareness of the importance of coexistence in diversity.

A quote was found in the novel *Si Anak Pelangi* by Tere Liye which reflects the value of the Pancasila Global Diversity student profile as follows: "*It is really a writing that adheres to the danger, the writing hits fellow children of the nation.*" Father sighed". (page 137). The context of the incident tells that the deaf troops deleted the seditious writings, sheep fights in the city park. This quote shows that the attitude of sheep fighting, incitement can divide the nation's children. The above statement shows that there is a threat to social harmony that can arise due to sheep fighting and provocation. In the

story of *Si Anak Pelangi* by Tere Liye, this event illustrates how social tension can occur when there is an attempt to divide society through writing that spreads hatred and division. This is in line with the value of Global Diversity contained in the Pancasila Student Profile, which teaches the importance of respecting diversity and upholding tolerance in community life.

The attitude depicted in this story emphasizes the need to maintain the unity and unity of the nation by avoiding actions that can trigger divisions, both in local and global contexts. Through the actions of the deaf troops who deleted the provocative writing, there is a strong moral message about the importance of maintaining harmony and unity in diversity. The Global Diversity Value in Pancasila teaches that differences must be respected, and divisions due to incitement or hatred should not be allowed to flourish. In this novel, the reader is invited to reflect on the dangers of sheep fighting and the importance of maintaining harmonious relationships, not only at the local level, but also at the global level, where cultural, ethnic, and religious diversity must be understood as a strength, not as a threat.

It is also described as a representation of the value of the Pancasila Global Diversity student profile in the following statement. *"If because of skin color and ethnic differences, there is a fight, it is the same as during the Dutch colonization"*. (page 141). The context of the event that occurred describes the incident that Mr. Rasuna advised his brother not to blame others even though they were different skin colors. This shows an attitude of respecting others even though they are of different races.

The results of this study show that in the novel *Si Anak Pelangi* by Tere Liye, there is a representation of the value of Global Diversity which is reflected in the attitude and thoughts of the character of Mr. Rasuna. On one of the occasions, Mr. Rasuna advised his brother not to blame others even though they were of different skin colors and ethnicities. The statement illustrates the attitude of respecting differences and the importance of establishing harmonious relationships despite differences in race and cultural background. This reflects the value of Global Diversity which is part of the Pancasila student profile, namely the ability to accept, appreciate, and celebrate differences in community life at the global level. Mr. Rasuna, with his wisdom, taught that differences are not a reason to quarrel, but rather an opportunity to strengthen unity. In this context, this novel not only teaches the importance of diversity in Indonesia, but also provides a broader message about acceptance of diversity in the global world. In addition, the value of the global diversity of Pancasila student profile in the novel *Si Anak Pelangi* by Tere Liye is shown on pages 21, 87, 233, and 361.

Mutual Cooperation

The finding in Tere Liye's novel *Si Anak Pelangi*, *"Popo looks at us." Popo would like to thank those of you who have bothered to help. Without you, this good intention may not be implemented. Thank you very much for you."* (page 281), the event reflected in the quote illustrates the value of mutual cooperation, which is one of the dimensions in the Pancasila Student Profile. In the context of the story, Popo, one of the characters in the novel, thanked the group of people who had helped realize a good intention. Popo's expression of gratitude shows the spirit of cooperation, where each individual is actively involved in helping to achieve common goals.

The context of this event shows how cooperation and mutual assistance between individuals, regardless of personal interests, is an important factor in realizing the greater good. In daily life, mutual cooperation is a value that is highly upheld in Indonesian society, and in this story, this value is shown through the collective actions of

the figures who support each other. In other words, through this cooperation, they managed to achieve goals that could not be achieved without mutual assistance. This is in accordance with the principle of mutual cooperation in Pancasila which teaches that humans must live together in unity and help each other. In this dimension, the figure of Popo becomes a symbol of gratitude and appreciation for hard work together, which emphasizes the importance of togetherness in achieving results that are beneficial to all parties. This is a clear example of the application of the value of mutual cooperation in social life, which is reflected in the relationships between the characters in the novel.

It is also found that the value of the Pancasila student profile in the mutual cooperation dimension in the novel *Si Anak Pelangi* by Tere Liye in the following excerpt. *"Pull!" Om Bay gave the ultimate signal. Together with his friends, he pulled the mine as hard as he could.* (page 55). The context of the event shown through the sentence above is the need for cooperation to achieve a common goal, namely in winning the mining dance competition. The results of the study show that the value of mutual cooperation is reflected in the statement which is part of the Pancasila student profile. In this event, the characters, especially Om Bay and his friends, try to work together wholeheartedly to achieve a common goal, which is to win the mining dance competition. This collective action teaches the importance of cooperation and mutual help in achieving a greater goal. The cooperation established in this story underscores the value of mutual cooperation, which not only involves individual contributions, but also shows the power of solidarity and synergy within the group. These values are very relevant in the context of character education, where collaboration and concern for others are highly valued in building a harmonious and productive environment. Through this depiction, readers are invited to understand that mutual cooperation is an important element in building togetherness and mutual success.

A sentence fragment in the novel *Si Anak Pelangi* by Tere Liye that describes the value of the Pancasila student profile, namely mutual cooperation, is also found in the following sentence fragment. *"Because United is a condition to win, sir." "As in futsal, Sir. Attackers cannot be alone, goalkeepers cannot be alone. We must unite and work together."* (page 87). The context of the above events shows that the attitude of mutual cooperation and unity is very necessary in achieving a goal. The story of the novel *Si Anak Pelangi* by Tere Liye, this statement shows the importance of mutual cooperation in achieving common goals. The statement describes how the characters in the novel realize that in order to achieve victory or success, close cooperation is needed between each individual in the team. This is in line with the value of mutual cooperation contained in the Pancasila Student Profile, which emphasizes the importance of cooperation and mutual assistance in community life. In this context, mutual cooperation is not only limited to physical, but also contains social and emotional meaning, where each individual has an important role in achieving common goals.

The value of this mutual cooperation is an important element in the character of the figures, who try to prioritize solidarity and togetherness in facing challenges. Through the application of these values, the story in the novel *Si Anak Pelangi* teaches readers, especially students, that in social life and education, working together and supporting each other is inseparable to achieve success. In addition, the value of the profile of Pancasila mutual cooperation students in the novel *Si Anak Pelangi* by Tere Liye is shown on pages 89 and 100.

Self-sufficient

The findings in the study show that Tere Liye's novel *Si Anak Pelangi*, in the excerpt, *"Starts after dawn, ends at half past seven. The distance between my house and the market is no more than five hundred meters. Moreover, my work and pinar are not heavy, helping the vendors prepare their goods."* (page 72). The statement contains an overview that describes the values that are relevant to the Pancasila student profile, especially in the "Independent" dimension. This dimension leads to the ability of the individual to be able to manage himself and take responsibility for the tasks at hand without over-reliance on others.

Another value of independence in this story can be seen in the section that mentions *"I worked in the senggol market for only a short time"*. The statement explained that the work started after dawn, ending at half past seven. *"The distance between my house and the market is no more than five hundred meters."* This statement shows that the main character of Rasuna in the story, who works in the market, does not rely on others to meet his life's needs. Although the work is simple and not too strenuous, he shows an independent attitude by choosing to work alone and help others, as it is written *"helping the vendors prepare their goods."* This shows that he can manage his time and be responsible for his work. In addition, in this context, the main character of Rasuna also shows independence in managing himself. He does not only depend on the help of others or external conditions to survive, but actively seeks opportunities and carries out his duties responsibly. Thus, this story shows a picture that is in accordance with the value of "Independent" in the dimension of the Pancasila student profile, where the individual is responsible for himself, lives life with determination, and does not depend on others in situations that he can handle on his own.

The value of the Pancasila student profile that describes independence. This is contained in the following sentence fragment. *"That's a common thing and it happened several times, and usually I was also asked by Mamak to return it to Koko, the owner and manager of the hotel"* (page 39). The context of the event described through the sentence fragment is Rasuna, a child who is independent and always carries out her own duties in delivering laundry to the hotel. The results of the study show that the independent value is reflected in the character of Rasuna, a character in the novel *Si Anak Pelangi* by Tere Liye. The above sentence describes the habit of the Prophet to carry out his own duties without depending on others. Rasuna's courage and ability to deliver laundry to the hotel, which is done independently, shows a strong independent character. Rasuna is not only able to complete her responsibilities, but also learns to manage the time and tasks given, even though the tasks are relatively simple.

The role of Rasuna, this novel conveys the value of Pancasila, especially in the student profile of Pancasila with the value of Independence, which emphasizes the importance of independence in completing tasks and facing challenges. Rasuna pointed out that with independence, a person can be more responsible for the actions and decisions taken, as well as develop maturity in facing each role given. This character depiction is in line with the expectations of Pancasila education which teaches students to be able to stand on their own and be able to solve problems in a wise and responsible way. In this context, self-worth is not only related to the physical ability to complete tasks, but also includes mental and moral development in living daily life.

"Popo isn't afraid?" I asked. "Popo is afraid?" Popo smiled. What one can fear when one is eleven years old is already on the battlefield." The context of the events described in the above statement is to show the independence and courage of the Popo character in facing the enemy while on the battlefield. In the context of the Pancasila student profile

value, the independent attitude shown by Popo is very relevant, because this value reflects the importance of the individual's ability to make decisions, be responsible for himself, and dare to face challenges without excessive dependence on others.

The results of this study, the independent value reflected in the statement shows how independent character can be formed through the depiction of characters who face problems with courage and determination, even though they are still young. The repression of independence in the novel also teaches readers, especially students, to have resilience and not be afraid to face life's challenges. Popo is an example that independence is not only determined by age, but by mentality and readiness to take responsibility for the choices made. In line with the theory of character education in the context of Pancasila, the courage and independence shown by Popo can be used as an example to develop independent values among students. In addition, the value of the profile of Pancasila students with independent reasoning in the novel *Si Anak Pelangi* by Tere Liye is shown on pages 238, 240, 244, 256.

Critical Reasoning

The research findings in the novel *Si Anak Pelangi* by Tere Liye contain statements that reflect the conflict and dynamics between the characters of Tondo and Pa'i. Fragment of the sentence *"I feel that the meeting of Tondo and Pa'i is strange. Where are the two team captains who face each other to discuss the strategy together? Even if there is, it is not a strategy but a dispute."* (page 104)". This statement shows the existence of a critical reasoning representation made by the main character of Rasuna. The potential to assess and analyze a problem without causing conflict is a reflection of critical reasoning on an event. In this context, the profile of Pancasila students with critical reasoning is shown through the thinking of the main character Rasuna to observe and analyze the events that occurred between his two friends who were considered odd.

The quote shows that Rasuna, a child who has critical reasoning, is good at analyzing an event, with a meeting of two captains who will compete and discuss game strategy. Then in the meeting the Tondo bribed Pa'i to give in to the match. In the context of the story, the value of Critical Reasoning plays an important role in shaping characters so that they are able to think rationally, think openly, be able to analyze an event and be correct in making decisions and avoid manipulation. In terms of the values of the Pancasila student profile, this event illustrates the critical reasoning dimension. The value of Critical Reasoning requires individuals to be able to think objectively, rationally, and deeply in dealing with problems.

The findings discuss how learners who have critical reasoning skills are able to objectively process information both qualitative and quantitative, establish relationships between various information, analyze information, evaluate and draw conclusions according to the context of events. *"Now pay attention to this bender, Ras. Pay attention to the seams on all four sides. You observe, then tell Popo what you find."* (page 66) The context of the event described in the above statement is that the Prophet was asked to analyze by drawing conclusions about what happened from the flag. The results of this study show that the above statement reflects the value of critical reasoning which is one of the profiles of Pancasila students. In the context of this event, Rasuna was asked not only to see the flag physically, but also to analyze and draw conclusions from what was seen. This action teaches the importance of analytical and critical thinking, where individuals are expected not to take things for granted, but to conduct an in-depth examination and draw conclusions based on careful observation.

This statement shows that critical reasoning is not only related to intellectual ability, but also to the awareness to evaluate information systematically, which is very important in the development of students' character. In Tere Liye's novel *Si Anak Pelangi*, the value of critical reasoning is reflected in the way her characters, such as Rasuna, are faced with the challenge of thinking more deeply about what they are facing, rather than simply accepting the situation without analysis. It also supports learning that focuses on developing critical thinking skills, which are an important part of the Pancasila student profile. Rasuna, by paying attention to small details such as the seams on the flag, shows a critical attitude in responding to the world around her, a value relevant to character education that builds individuals who are intelligent, reflective, and able to make wise decisions based on deep understanding.

"Let alone the kitchen, even though the whole house is dirty because of coconut milk, I still don't want to credit," said Mamak. (page 135). The context of the event shows that the value of critical reasoning applied by Mom Rasuna has intelligence in thinking by not wanting to live a difficult life by buying goods with credit. In the context of these events, the statement shows a critical reasoning attitude, which is reflected in Mamak's decision not to buy goods by credit even though it is in difficult conditions. Mamak has an intelligence in thinking that is based on a deep understanding of the long-term consequences of such financial decisions. In this story, Mamak assesses that even though the need for these items exists, she prefers to face the difficulties of the moment rather than being trapped in financial obligations that will make it difficult in the future. The value of critical reasoning shown by Mamak is in line with the profile of Pancasila students, especially in the aspect of "Critical Reasoning," which prioritizes the ability to think logically, analytically, and wisely in making decisions.

These findings reflect the application of critical reasoning values in daily life that are relevant to social and economic life. Mamak Rasuna pointed out that it is important to have a clear mind in dealing with problems and not rush to make decisions that can be detrimental in the future. This value also emphasizes the importance of the ability to consider various impacts before acting, which is one of the key characteristics in the formation of critical-thinking individuals. Thus, Mamak's character in the novel *Si Anak Pelangi* illustrates how the value of Critical Reasoning in the Pancasila student profile can be realized in concrete actions that reflect wisdom in resource management and rational decision-making. In addition, the value of the Pancasila student profile with critical reasoning in the novel *Si Anak Pelangi* by Tere Liye is shown on pages 196, 231, 243.

Creative

The research findings show that in the novel *Si Anak Pelangi* by Tere Liye, in the excerpt, *"No one has yet made a poem with the title of his own name." That's the title of your poem?"* Mr. Cip confirmed. Pinar nodded, full" (page 119). The events based on the excerpts show the value of the Creative Dimension in the Pancasila Student Profile. In this part, Pinar boldly creates a poem titled "His Own Name", which is the first step full of courage to express his identity through artwork. This shows Pinar's ability to think creatively and go beyond conventional limits in work, a profound value related to the freedom of expression embraced in the Creative Dimension.

The statement *"Is that the title of your poem?"* uttered by Pak Cip, followed by a full nod by Pinar, reflects an individual achievement that is not only writing, but also expressing a very personal thing, namely his own name. The context of events in Tere Liye's novel *Si Anak Pelangi* illustrates that creativity is not only about producing

something new, but also about courage and sincerity in conveying thoughts and feelings through authentic works. This reflects an important value in education that invites every student to develop creativity based on self-understanding, the courage to innovate, and maintain originality in a work. In this context, Pinar does not only follow existing directions or norms, but he creates something that does not yet exist, namely a poem with a title that shows himself. Pinar's creative efforts are a reflection of the creative spirit advocated in the Pancasila Student Profile which prioritizes creative values in the learning and self-development process.

"How is this, Mom?" I lifted the pot. Inside there is a piece of Jackfruit left in the soup. "The iris is smaller, the race. Later we will stir-fry." (page 135). The context of the event based on the fragment of the sentence above is the creativity of Rasuna's mother's character, even though the pot is leaking, Jackfruit vegetables can still be cooked with her creation, namely stir-fried cooking. The novel *Si Anak Pelangi* by Tere Liye, in the sentence above describes the creativity of the character of Mrs. Rasuna who can face limitations with innovative thinking. Even though the pot used was leaking, Mrs. Rasuna was still able to save the existing food ingredients and process them into new dishes in a different way, namely by sautéing jackfruit pieces. This action reflects the Creative value in the Pancasila student profile, which teaches students to be able to adapt to circumstances and find solutions to existing problems through creative ideas. Mrs. Rasuna, through her creativity in solving everyday problems, provides a clear example that limitations are not an obstacle to work. The creativity he shows in dealing with everyday problems teaches the importance of thinking outside the box and finding effective alternatives. In this way, creative value is not only limited to the academic world, but also in practical life, which teaches students to make the most of what they have.

"We glue the dried leaves that are still intact, continue to be pasted on top of the writings. Be some kind of work of art, or whatever. What is clear is that the seditious writing is covered." The context of the event described through the above statement is the creativity of Mr. Rasuna's character to cover the writing that contains incitement with dry leaves. The novel *Si Anak Pelangi* by Tere Liye, Creative values reflected in the profile of Pancasila students can be found through the actions of characters who show creativity and the ability to solve problems in unusual ways. For example, the character of Mr. Rasuna who uses dried leaves to cover writings that contain incitement is a clear example of the creativity that emerges in response to the problems he faces. This action reflects the ability to think alternatively and solve problems in a simple but effective way, without breaking the existing rules. In addition, creativity also appears in the character of her mother Rasuna, who despite facing limitations, such as a leaking pot, is still able to create delicious dishes by changing the way she cooks them, namely by stir-frying jackfruit vegetables. This shows that despite the difficulties, these figures do not give up, but rather try to find creative solutions to achieve the goals that have been set beforehand.

The value of creativity depicted in the event reflects the character of a Pancasila student who not only has academic skills, but also the ability to adapt to circumstances and solve problems in innovative ways. This action is in line with the spirit of continuing to evolve and create new solutions in the face of challenges, which is part of the creative attitude that every individual needs to have, especially in the context of learning and daily life. In addition, the Pancasila student profile value that reflects creativity is found on the pages: 113, 114, 116, 117, 118, 119, 120.

The Relevance of the Value of the Pancasila Student Profile in the Novel *Si Anak Pelangi* by Tere Liye to Indonesian Language Learning in Elementary Schools in the Independent Curriculum

Based on the text contained in the document, the following are research findings related to the relevance of the value of the Pancasila Student Profile in the Novel *Si Anak Pelangi* by Tere Liye to Indonesian learning in elementary schools, which is focused on learning outcomes, teaching materials, and learning objectives based on the Independent Curriculum. The discussion of each definition of the value of the Pancasila student profile in the novel *Si Anak Pelangi* by Tere Liye on Indonesian learning in elementary schools is as follows.

Learning Outcomes

Learning Indonesian aims not only to develop language skills but also to instill character values that can shape students' personalities. Learning Indonesian is also a development of literacy skills, which includes the ability to read, listen, write, and speak. Indonesian learning also provides project-based contextual learning, as well as the development of the ability to think critically and creatively. The development of Indonesian language skills will form Pancasila individuals who have faith, fear God Almighty and have noble character, think critically, be independent, creative, work together, and have global diversity. This is contained in the Indonesian learning outcomes in elementary schools in the independent curriculum. The aspects of learning outcomes contained in the novel *Si Anak Pelangi* by Tere Liye have relevance to Indonesian learning reviewed in the content of the independent curriculum.

Learning Outcomes: Character Building

Identifiable learning outcomes are character formation and development of students' language skills through stories that contain Pancasila values. For example, the value of noble Character is reflected in the statement "*I want to pray and eat first, Tante. At the aunt's house only*" (page 173) reflects the habit of worshipping and respecting others, which is part of the learning goal of instilling good morals and character in students. Learning Indonesian in elementary schools aims not only to develop language skills, but also to build character in accordance with the values of Pancasila.

The relevance of the content of the novel *Si Anak Pelangi* by Tere Liye to Indonesian learning can be reviewed from the learning outcomes of strengthening the character of Pancasila student profiles. This novel is very relevant to learning outcomes that emphasize strengthening students' character, which is the main focus of the Independent Curriculum. Indonesian learning based on fictional stories, such as *Si Anak Pelangi*, allows students to learn and internalize character values that are in line with the Pancasila Student Profile. The aspects of strengthening character education shown in the novel *Si Anak Pelangi* by Tere Liye include religious, global diversity, mutual cooperation, and independence. These four aspects discuss in detail the events carried out by the characters in the novel *Si Anak Pelangi* which shows their relevance to Indonesian learning in elementary schools.

Religious values can be explored through the attitudes of figures who respect diversity and practice their religious teachings consistently. This is in line with learning outcomes that prioritize the formation of religious character in students. Then, the dimension of global diversity is shown in events that uphold the value of nationalism. The love for the homeland and the spirit of nationality shown in this novel will greatly support learning outcomes to develop a sense of love for the country and culture of

Indonesia. Finally, the relevance of the novel content to Indonesian learning is in the form of showing the importance of working together to achieve common goals, as well as showing an independent attitude in solving problems. This learning can strengthen learning outcomes related to cooperation and independence.

Learning Outcomes: Literacy Skills

Learning outcomes related to literacy skills are shown in the novel through the role of characters containing the meaning of the representation of Pancasila student profiles that are relevant to Indonesian language learning, especially in reading, writing, and speaking literacy skills. Literacy skills are based on the use of novels as Indonesian learning materials in elementary schools. The Independent Curriculum also emphasizes the development of literacy skills, which include reading, writing, and speaking skills. The novel *Si Anak Pelangi* is an excellent resource to achieve this goal, because students can carry out a series of activities that have the nuances of promoting literary literacy culture at school.

The reading activities carried out by students focus on parts of the novel *Si Anak Pelangi* by Tere Liye, to improve students' reading skills. This reading activity also teaches students to understand the text in depth, identify the elements of the story, and analyze the moral and social values contained in the text.

Writing activities are carried out after reading a novel, students can be asked to write a reflection or review about the story, or write a story with the same theme about friendship, struggle, and hope. This activity supports students' writing skills, while teaching how to express ideas in writing. Thus, students' knowledge is increasingly expanding with the existence of literary works as a learning resource that has real relevance that focuses on the Pancasila student profile.

Speaking activities can be carried out in learning through class discussions where students talk about the characters in the novel, existing conflicts, and how Pancasila values are applied in the story. Speaking learning is based on the material object of how the language used by the figures represents the essence of the Pancasila student profile, both from the context of the event and the purpose of the speaking activities that have been carried out. These discussions encourage students' speaking skills, both in sharing opinions and in listening to and responding to other people's ideas.

Learning Outcomes: Project-Based Contextual Learning

The relevance of Tere Liye's novel *Si Anak Pelangi* supports the implementation of contextual and project-based learning in Indonesian. Contextual learning that is expected is the achievement of an understanding of the teaching material in the form of identifying the clarity of information and understanding how the communication process occurs to achieve a goal.

In the Merdeka curriculum, one of the main principles is project-based learning, which emphasizes the development of 21st century skills such as critical thinking, creativity, collaboration, and communication. The novel *Si Anak Pelangi* can be used as material for class projects that combine aspects of literacy with character development. Some examples of project activities include social projects and collaboration projects. Social projects are shown through activities that reflect the dimensions of the Pancasila student profile in the form of mutual cooperation. Using inspiration from the value of mutual cooperation in the novel, students can carry out social projects that involve cooperation between students in solving problems at school and the surrounding environment, for example creating a garden or collecting donations for those in need.

The creation project is shown through drama and art performances that uphold the content of the Indonesian language as lifelong learning to form the next generation of the nation who are authoritative, characterful, and have superior Indonesian language skills. Students can be asked to create artworks, such as posters, short films, or other visual works that depict the values of the Rainbow Child and the Pancasila Student Profile. This activity is able to develop the creative side of students and provide opportunities to work in teams.

Learning Outcomes: Development of Critical and Creative Reasoning Skills

Learning Outcomes related to the development of critical reasoning skills are expected to allow students to analyze stories and characters in novels to identify the Pancasila values in them. The novel *Si Anak Pelangi* by Tere Liye contains events that show several problems that occur both from minor conflicts, as well as pluralistic environmental conditions, so that there are several differences that can cause a problem. This triggers the development of critical and creative reasoning skills to find various ideal solutions. The relevance of the novel's content to the Pancasila student profile refers to the critical and creative reasoning dimension. This can be done by students in describing the problems that occur when implementing Indonesian learning material identifying the information contained in the description text.

The Independent Curriculum also emphasizes the development of critical and creative reasoning skills. In the novel *Si Anak Pelangi*, there are many dilemmas and situations that require problem solving, which invites students to think critically. For example, students can be invited to identify the problems faced by the main character, as well as how students solve problems that arise during the learning process in a creative and critical way.

Discussion of the ideal solution gradually with critical reasoning skills acquired through the analysis of events according to the needs. After reading, students can discuss how they will solve the same problems faced by the characters in the novel, paying attention to the relevant Pancasila values.

Teaching Materials

Materials that are relevant to the values of the Pancasila Student Profile contained in the novel *Si Anak Pelangi* and can be integrated in Indonesian learning in elementary schools include language skills (reading, writing, listening, speaking), getting to know the elements in the story and the character values of the Pancasila student profile. That connection is found in the statement that shows the value of Global Diversity shown in the following quote: "*With everyone's support, the regional dance performance event was lively. Citizens come to witness*" (P. 361) provides a definition of teaching material that emphasizes the importance of recognizing diverse cultures and accepting diversity. Learning Indonesian in Elementary School can include learning about Indonesia's cultural diversity and how students can appreciate and accept differences. This material supports the development of Global Diversity values in an independent curriculum that prioritizes inclusive attitudes and tolerance for different cultures.

Statement in the novel *Si Anak Pelangi* by Tere Liye "*I feel that the meeting of Tondo and Pa'i is odd*" (page 104) The sentence fragment shows the value of Critical Reasoning which is part of the Pancasila student profile value, which teaches students to be able to think critically and analyze situations objectively. In learning Indonesian, the content of the novel *Si Anak Pelangi* by Tere Liye can be integrated into teaching materials in the form of debate texts or discussions that involve the development of critical thinking

skills. Thus, this teaching material aims to encourage students to make arguments, give opinions, and evaluate situations logically.

Learning Objectives

The novel *Si Anak Pelangi* by Tere Liye has a close relationship with the purpose of learning Indonesian in elementary school, this is because the novel *Si Anak Pelangi* contains values that support achievement in various competencies in learning, including instilling character values, strengthening literacy, and developing language skills. The learning objectives that are in accordance with the value of the character of mutual cooperation can be found in the statement "*Popo would like to thank those of you who have bothered to help*" (P. 281). This leads to the learning goal of introducing students to the value of mutual cooperation in daily life. In learning Indonesian, students are invited to develop the ability to speak, write, and discuss the importance of cooperation, mutual help, and respect for others' contributions in social life. This value is very relevant to be applied in learning in elementary schools, especially in collaborative activities in the classroom.

It is also found in the novel *Si Anak Pelangi* by Tere Liye in the statement "*No one has made a poem with the title of His Own Name*" (page 119) describing the value of Creative, which is very relevant to the goal of learning Indonesian in elementary schools, which focuses on developing language skills creatively, including in the form of literary works such as poetry.

The purpose of this learning involves students in creative activities, such as writing poems with personal themes, which can expand students' imagination and ability to speak Indonesian. This supports the achievement of the goals of the Independent Curriculum which prioritizes freedom of expression and creativity in learning Indonesian in elementary schools. The values of the Pancasila Student Profile contained in the novel *Si Anak Pelangi* are very relevant to Indonesian learning in elementary schools, which not only focuses on developing language skills, but also on the formation of character and moral values that can be applied in daily life.

Based on the presentation of the description of the relevance of the Indonesian learning objectives in the novel *Si Anak Pelangi*, it can be used as a learning resource that not only teaches about language skills, but also instills character values that can be applied in students' daily lives. The values in the Pancasila Student Profile contained in this story can be used to enrich Indonesian learning, by emphasizing the development of creativity, empathy, and a positive attitude in interacting with others. Thus, the relevance of these values to Indonesian learning in elementary schools in the independent curriculum is very large, because it can support the development of language skills as well as strengthen students' character in facing life challenges.

Discussion

This finding reflects an event that illustrates the importance of forming the character of children with noble character, which is in line with the dimension of "Noble Character" in the Pancasila Student Profile. This dimension is relevant to previous research which shows that the teaching of moral values and character plays an important role in children's social and emotional development (Sariyati et al., 2024). In addition, the results of previous research also show that the application of character values in schools can increase children's positive attitudes and behaviors in daily life (Jumani et al., 2024). The implication of these findings is that education that emphasizes

character building, as reflected in the Pancasila Student Profile, can make a significant contribution to the development of children's morality, as well as affect the quality of their social interactions in the school environment and society (Sani et al., 2024). This is illustrated in figure 1.

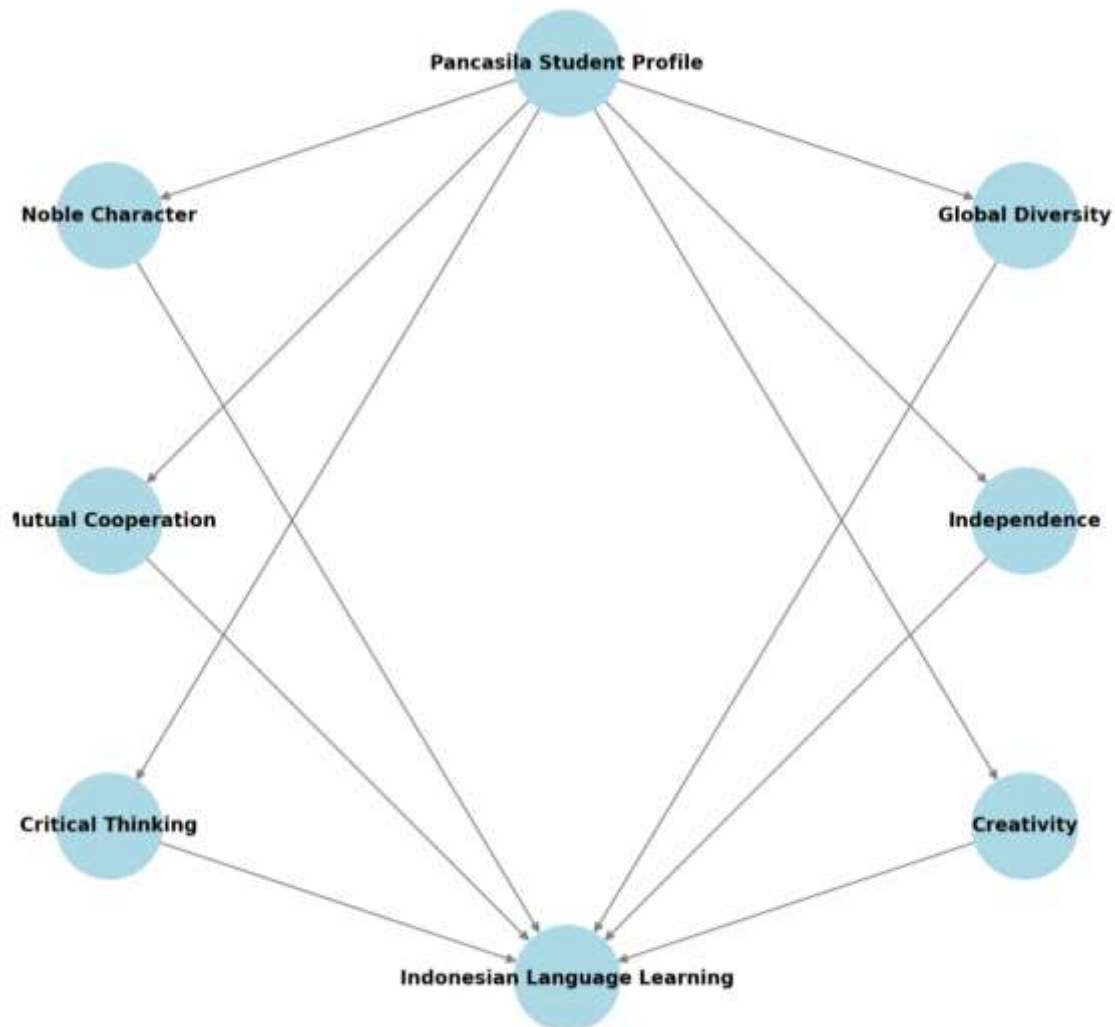


Figure 2. The Concept of Relevance of Pancasila Student Profile Analysis on Indonesian Language Learning in the Novel Si Anak Pelangi

The findings that illustrate the value of Global Diversity through regional dance performances reflect the importance of cultural diversity in the formation of students' character, in accordance with previous research that states that teaching diversity values can enrich students' social and cultural understanding (Kurniawan et al., 2024). The organization of this cultural event teaches the importance of respecting and celebrating differences, which is relevant to the learning objectives in the curriculum that emphasizes inclusivity and tolerance (Sulistyorini et al., 2024). The implications of these findings show that Indonesian learning can be integrated with the introduction of diversity values through various cultural activities, strengthening students' ability to adapt in a multicultural society (Subekti et al., 2024). Therefore, teaching about global

diversity is expected to encourage students to be more open and have a positive attitude towards diversity in everyday social and cultural contexts (Abidin et al., 2024).

The principle of mutual cooperation in Pancasila emphasizes the importance of helping each other and living together in unity, which is a basic value in building a harmonious social life (Damayanti et al., 2024). The results of this finding are relevant to previous research which shows that mutual cooperation is an important foundation in forming social cohesion in society, which can also be applied in the context of education (Agustin et al., 2023). The implications of the results of this study make a significant contribution to the understanding that the teaching of mutual cooperation values in education can strengthen relationships between individuals and groups, which supports the creation of an inclusive and collaborative environment in schools (Sawitri et al., 2024). In addition, the principle of cooperation plays a role as a foundation in supporting collaboration-based learning that prioritizes diversity and cooperation in achieving common goals (Luthfi & Rakhmawati, 2016).

The findings of this study show significant relevance to the value of Independence in the Pancasila Student Profile, which is reflected through characters who are able to overcome challenges independently. This is in line with previous research that emphasizes the importance of independence as part of student character development (Gunawan & Hasan, 2023). Previous research has also shown that independence in learning encourages students to be more responsible for their learning process and increases intrinsic motivation (Rahayu et al, 2024). The contributing implication of the results of this study is the need for learning integration that prioritizes independence in the context of Indonesian language learning, which can strengthen students' critical and creative thinking skills, in accordance with the findings by (Septonanto et al., 2024), which reveals that independent learning can increase students' understanding and creativity.

The findings of this study show that the value of Critical Reasoning requires individuals to be able to think objectively, rationally, and deeply in dealing with problems, which is relevant to the results of previous research that states the importance of critical thinking skills in the context of education to develop a deeper understanding of various issues (Hartini et al., 2021). Critical thinking skills are considered crucial skills for analyzing and solving problems effectively (Dewi et al.), which is in line with this finding that the development of Critical Reasoning values can improve the quality of decision-making. The implications of these findings make an important contribution to education, especially in encouraging teaching that focuses not only on academic knowledge, but also on the development of deep and objective thinking skills in the face of complex problems (Kurniawan et al., 2024). The application of Critical Reasoning values in the curriculum can help students be better prepared to face challenges outside the classroom with a more rational and structured approach (I. A. Al-Ma'ruf & Nugrahani, 2015).

The findings show that the events in the excerpt reflect the value of the Creative Dimension in the Pancasila Student Profile, which is in line with previous research that states that creativity is an important aspect in the development of students' character (Rettyaningsih et al., 2024). This creative dimension teaches students to think outside the box and express themselves through work, which is in line with learning objectives that prioritize critical and creative thinking skills (Widayati). The implication of this finding, based on the results of previous research, is the importance of integrating creative values in the curriculum to support the development of students' character and language skills from an early age, so that it can encourage students to be more

courageous in expressing and innovating (Abidin et al., 2024). It has also contributed to the formation of a generation that is not only skilled in languages, but also creative in facing global challenges.

The findings in this study discuss that the relevance of Indonesian language learning in the independent curriculum is reviewed from materials that support the development of Global Diversity values in the Independent Curriculum, which emphasizes inclusive attitudes and tolerance for different cultures, has strong relevance to previous research findings that show that education that respects cultural diversity can increase mutual understanding and openness among students (Nugrahani et al., 2024). The implications of the results of this study are very contributive, considering that the application of inclusive attitudes in Indonesian learning not only enriches students' learning experience, but also forms a character that respects cultural differences in society more (Agustin et al., 2023).

The findings in the creative dimension research, which emphasizes freedom of expression and creativity, are very relevant to the achievement of the goals of the Independent Curriculum, particularly in Indonesian learning in Primary Schools, where students are given space to imagine and develop their ideas through various writing and speaking activities (Muryanti et al., 2024). The results of previous research show that the application of creativity-based learning can increase students' motivation in learning and hone critical thinking skills (Pratiwi et al., 2024). Therefore, the contributing implication of this creative dimension is to encourage the development of more flexible and adaptive learning methods, which support more engaging and effective learning in developing students' language skills in primary school (Widayati).

The findings in this study discuss that in Indonesian learning, students can learn to describe daily activities and practice narrative writing skills or descriptive texts by using clear and structured sentences, while instilling the value of independence in daily life. The statement reflects the importance of developing narrative writing skills and structured descriptive texts, which is in line with previous research findings that suggest that students' writing skills can be improved through exercises that focus on depicting daily activities, with an emphasis on clarity and regularity in language (Nugrahani).

The findings of the latest research discuss that the integration of the novel *Si Anak Pelangi* by Tere Liye in Indonesian learning through debate texts or discussions that develop critical thinking skills is relevant to the results of previous research which shows the importance of developing critical thinking skills in Indonesian learning to form individuals who are able to analyze and evaluate information objectively (Al-Ma'ruf, 2017). The results of these findings provide a contributing implication that novels containing critical values can be an effective source of learning in encouraging students to think logically and reflectively, in line with the goals of the Independent Curriculum which emphasizes the development of critical thinking competencies (Hanjono et al., 2024). The integration not only enriches the teaching material, but also provides opportunities for students to engage in discussions that hone their Indonesian teaching material analysis skills.

Conclusion

Based on the findings of this study, it can be concluded that the percentage of Pancasila student profile values in the novel *Si Anak Pelangi* by Tere Liye has relevance to Indonesian learning in elementary schools in the independent curriculum. The focus of the research on the representation of the value of the Pancasila student profile is

shown through the dimensions of Faith in God Almighty, Noble Character, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creativity. Meanwhile, the relevance of the Pancasila student profile value in the novel *Si Anak Pelangi* by Tere Liye to Indonesian language learning in the independent curriculum in elementary schools includes, learning outcomes that focus on the formation of religious character, global diversity, mutual cooperation, and independence. Developing students' language skills through stories containing Pancasila values, then strengthening reading, writing, and speaking literacy; definition of teaching materials that focus on the importance of the introduction of diverse cultures and acceptance of diversity in Indonesian language learning; learning objectives that emphasize the achievement of the goals of the Independent Curriculum which prioritizes freedom of expression and creativity in Indonesian learning in elementary schools; learning outcomes in elementary school in narrative and descriptive text writing activities in each class; definition of teaching material that leads to the understanding and writing of debate or discussion texts. The findings of this study can be used as a reinforcement of Indonesian deferential learning in elementary schools as a form of implementation of the independent curriculum. In addition, literary works, which are mostly reviewed in the aspect of narrative story content, are relevant as an effective Indonesian learning medium to instill the character of Pancasila.

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