

Implementation of Global Diversity Values in Vocational High School Students

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Abstract

Pancasila student profile is the character and competence that Indonesian students must have both in the middle of their studies and when they plunge into society. This research aims to find out how global cultivation at SMK N 6 Surakarta can be applied to learning, school environments, and communities. As an attempt to realise the character of a nation by understanding how cultural differences, languages, and beliefs can affect relationships between individuals, organisations, and states. The methodology of this research is type of research used is qualitative; the subject of research is the deputy head of school, 3 teachers, and 5 students; data collection taken through interviews, observations, and documentation. The results of the study show that cultivating is the value of global sensitivity in SMK N 6 Surakarta can be well embedded, schools can develop further strategies to enhance inclusiveness, strengthen intercultural respect, prepare students to interact positively in an increasingly connected global society.

Keywords: *Student profile of Pancasila; Diversity; Vocational High School.*

Introduction

In today's era of globalization, education has undergone significant changes, including changes in some components of education that adapt to the rapid development of the times. One of the dynamic components of change in the world of education is the curriculum (Mai Yulia, 2022). The curriculum concept is no longer limited to local understanding, but has expanded to global and multicultural aspects. It is an attempt to integrate cultural diversity and worldview into education, with the aim of improving the quality of education in Indonesia. The government regularly releases new policies to higher quality education. Curriculum is an important aspect as it is a guideline in school learning activities. From the curriculum of the course plan of the year 1947 to the Curriculum applied today, namely, the Free Learning Curricula (Merdeka curriculum) (Irsyad, 2023). The Merdeka curriculum is a strategic policy implemented by the Indonesian government to reform and improve the education system in the country (Wardani, 2023).

The Pancasila Student Profile is one of the components of the Merdeka Curriculum and is a strategy for building the character and ability of students through several aspects, such as school culture, intra-cultural learning activities, student profile reinforcement projects, and extracurricular activities (Piesesa & Camellia, 2023). Pancasila's student profile contains six characters or competences as key dimensions. The six are interrelated and reinforce each other, so that the effort to realize them becomes a hit. The six dimensions are: (1) believing, God-fearing, and noble morals. (2) Global pride; (3) Gotong royong; (4) self-reliant; (5) critical; and (6) creative. The six dimensions show that Pancasila's student profile focuses not only on cognitive abilities but also on attitudes and behaviors based on his personality as an Indonesian citizen and a world citizen (Susilawati., 2021; Sari et al., 2022; Simarmata et al., 2022; Novita Nur 'Inayah, 2021).

Global diversity will be the primary focus of this research; educating students about culture must be a continuous process that involves a deep understanding and appreciation of diverse cultural identities, beliefs, and practices. Students need to explore and understand cultural diversity, open themselves to intercultural interactions, and instill a deep respect for differences. Intercultural communication skills are crucial for students to be able to interact without distinction as well as enrich perspectives in intercultural relationships. In addition, students are expected to have the ability to reflect on the experience of diversity, use it wisely to avoid prejudice and stereotypes against other cultures, and create a harmonious life amid cultural differences. In addition, it is important for Indonesian students to have a sense of social justice, to participate actively in joint decision-making, and to recognize their intelligent and environmentally beneficial role. It is a real embodiment of the implementation of the basic values of the Indonesian state, namely Pancasila. Global diversity is a future Indonesian society of an open character, able to accept and utilize the global diversity, experiences, and values of different cultures in the world, but does not lose its distinctive characteristics (Shalahudin Ismail1, 2021 ;Putu et al., 2022; Annisa Yudha & Siti Aulia, 2023).

Now a days, the poor character of students in schools involving violations of the principle of global autonomy is a matter that requires serious attention. It reflects the inability of the younger generation to respect and appreciate the diversity of cultures, religions, and ethnic backgrounds in the school environment (Mery et al., 2022). In the world of education, one of the main principles of the free curriculum is the integration of local wisdom and cultural values into the learning process (Hasibuan et al., 2023). But at the moment, we can see that this principle does not seem to be fully realized. It depicts a worrying shift in education, where our local and cultural values are ignored or not given enough attention in existing curricula. Other problems occurring, such as acts of harassment, discrimination, or intimidation based on differences of opinion, can undermine the comfort and security of school connections as well as hinder the development of an understanding of tolerance. An attitude of self-tolerance is a willingness to accept the theological differences, differences of belief, appreciation, and respect of the different as something real and believed by those who are different from us (Randa, 2017; Atmanto et al., 2020). Another factor in the problem is the decline in social concern; students tend to be individualistic and do not care about their surroundings, resulting in a loss of a sense of nationalism in students.

One reason why the younger generation has not yet had a high level of awareness of global self-reliance can be seen in the many forms of violence committed by students, such as bribery, negotiation, harassment, and vandalism in public places. The younger generation committing violence in 2013 had a total of 255 cases of violence that killed 20 students; in 2014, the National Commission for the Protection of Children received 2,737 cases, or 210 per month; and in 2015, the number of perpetrators of violence between students will rise by about 12–18 percent (Suriata, 2019). Furthermore, the threat of a lack of patriotism to the young generation is radicalism and violence in today's educational world, as follows: 84% of students have experienced violence in schools; 75% of students admit to having committed violence at school; 40% of students aged 13–15 report having experienced physical violence by peers; and 50% of children report experiencing bullying in schools (Hartono, 2020). According to data from the Programme for International Students Assessment (PISA) in 2018, the number of discussions that took place among students in Indonesia was 41.1%. Of the total number of presentations, out of 78 countries, Indonesia ranks fifth, where pupils have a lot of experience with the discussions carried out in the neighborhood they know and the people closest to them (Sabanil et al., 2022).

The Wahid Foundation's report highlights the potential for intolerance in Indonesia. There are a number of indicators used. First, the disadvantaged groups included LGBT 26%, Communists 16.7%, Jews 10.6%, Christians 2.2%, Shi'ah 1.3, Wahhabi 0.5, Buddhists 0.4, and Chinese 0.4, while the data showed that 61.3% had problems with other groups. Second, intolerance scores covered a neutral tendency tolerance of 43.4%, a neutral inclination of 7.0%, a tolerant of 0.6%, and an intolerant of 49% (P. Hadisaputra, 2020). Therefore, it is important to strengthen tolerance education as one of the preventive measures to prevent intolerance.

The above data indicates that the current weakness of education to global values in schools is still unresolved. This problem must be transformed into the responsibility and commitment of all members of education and school society. A holistic approach is needed to promote inclusion, respect, and understanding to address these challenges of global sensitivity in the educational environment (Harsono, 2017). This kind of behavior can have a long-term impact on the social, emotional, and psychological lives of students. To address this problem, education that focuses on values of independence and appreciation of differences should be an essential part of the school curriculum. It is important for teachers, school staff, and parents to work together to guide students to understand the importance of nationalism and cultural diversity (Putu et al., 2022).

The study aims to examine the profile of Pancasila students in understanding and applying global values to high school students so that they can uncover different levels of understanding and integrate concepts into their daily lives. It helps promote multicultural education, encourages inclusive attitudes in the educational environment, and can identify factors that affect students' perceptions of cultural, religious, and tribal diversity. Through this research, results are expected to be used to design more effective educational programs that advance a sense of mutual respect and cooperation among students from different backgrounds. By understanding and applying Pancasila's values, especially in a global context, students are expected to become agents of change capable of adapting and contributing positively to increasingly complex societies or work environments.

Method

The type of research used in this study is qualitative. Qualitative research is research that is used to investigate the conditions of natural objects, where the researcher, as the key instrument of this study, is carried out rationally and naturally according to phenomena in the field, and where the author summarizes, in detail, the findings of data analysis (Yusutria, 2019). But according to (Tunjung, 2021) qualitative research is a study in which data is expressed in verbal form without using numbers and analyzed without using statistical techniques.

Data collection is obtained from interviews, observations, and documentation. Observations are done in the school neighborhood, either outside or inside the classroom. Interviews are used to obtain all the information related to the Pancasila Student Profile to instill the value of global excellence in the students of the Secondary School of Accounting skills, as well as documentation of the activities in the cultivation of glorious independent values used to support the results of the research. The study was conducted at the 6th Surakarta State Vocational High School. The subjects of this study are the deputy head of State Vocational High School 6 Surakarta, three of accounting teacher, and five students from accounting department. From the large number of data obtained, the analysis was carried out and then analyzed in order to obtain a picture related to the cultivation of global values in secondary school students in the application of Pancasila student profiles in State Vocational High School 6 Surakarta.

The validation of the data in this study is the triangulation of the source. Through the use of this source triangulation, researchers in data collection are obliged to apply different sources of data. The data analysis technique in this study is an interactive model. According to Miles and Huberman, there are three main things in the data analysis of interactive models: data reduction, presentation, and inference of information obtained (Aditya et al., 2023).

Results

Implementation of the Student Profile of Pancasila on the Global Dimension of Excellence in State Vocational High School 6 Surakarta

Based on research from the results of observations and interviews conducted with the Deputy Chief of State Vocational High School 6 Surakarta, the main focus is on how the implementation of student profile Pancasila impacts the element of global independence. State Vocational High School 6 Surakarta has implemented the latest curriculum issued by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which is a completion of the curriculum of 2013, namely Curriculum Merdeka, which in its implementation supports pupils to think critically, skillfully, and innovatively. State Vocational High School 6 Surakarta is also guided by the Regulations of the Minister of Education and Culture No. 22 Year 2020, which contain the regulations concerning the Strategic Plan of the Ministry of Educational and Cultural Affairs and contain the rules concerning the student profile of Pancasila.

Figure 1. Friday Art Appreciation



Interpretation In State Vocational High School 6 Surakarta, the development of the global dimension of self-reliance is reflected in various aspects of day-to-day activities in schools, ranging from small habits in teaching and learning activities to event holding to extracurricular activities. One strategy to enhance students' understanding of Pancasila's values in the context of global diversity is implemented through the introduction of Indonesian culture. One way is to listen to Indonesian national songs and local traditional music at each break. The aim is to help students develop a love for the homeland as well as to care for and preserve the wealth of local songs. Through this music, students are expected to love the art of music from different parts of Indonesia. Not only that, State Vocational High School 6 Surakarta also implemented a program called Friday Art Appreciation, where students can showcase their talents and expertise by bringing traditional dances, chanting musical performances, or even reading poetry. The program aims to build a spirit of solidarity as well as a love of art and culture within the student community and the school as a whole. In addition to the art program, there is also a Spiritual Friday program with the main goal of giving students the opportunity to perform worship according to their religious beliefs. Through this program, the school wants to emphasize the

importance of mutual respect and acceptance of interreligious differences among students. Thus, it is expected that students not only understand other religions and beliefs but also be able to uphold the values of tolerance. It is expected to be able to create an enabling environment for diversity, where students can learn to understand and respect each other's differences of belief. Create an inclusive and supportive school environment for all students, where tolerance and appreciation of differences become the primary foundations of everyday interaction.

To strengthen tolerance among the students of State Vocational High School 6 Surakarta, the important steps taken are to make the school a declaration of an environment that is anti-negotiation and violent. In addition, it provides a service container for students who want to report all forms of bad behavior, including consultation, through the official Instagram account of the SMK N 6 Surakarta anti-counselling agency. Negotiations can make the relationship between students less harmonious. When negotiations take place, relationships between students tend to be disrupted, even ending in isolation or difficulty in forming positive relationships with classmates. This can lead to the formation of an unhealthy learning environment where students feel uncomfortable or insecure, which ultimately affects the quality of social interaction in schools. The facilities provided enable schools to tackle problems quickly and efficiently, as well as foster awareness of the importance of respecting differences and building harmonious relationships in the school environment. This step is essential to creating a safe learning environment where every student feels comfortable and protected.

State Vocational High School 6 Surakarta holds ceremonies every Monday and commemorates the great days of Indonesia. Like commemorating the day of Indonesian independence, Heroes' Day, Teacher's Day, and other important days. With this, students are prepared to understand history, appreciate the struggles of the heroes, and celebrate independence as an integral part of their love of the homeland. They learn to respect the values underlying cultural diversity, strengthen the spirit of unity, and cultivate pride as part of a diverse society. With moments such as daily ceremonies and commemorations of great days, students not only gain a better understanding of the history and struggle of the nation but also internalize the spirit of unity and pride as a culturally diverse citizen. It helped form a strong nationalist identity among students, nurturing their love of Indonesia as a shared home full of diversity.

Based on the results of the interviews and the evidence presented, it can be concluded that the implementation of the Pancasila Student Profile at the Global Dimension of Excellence at State Vocational High School 6 Surakarta is supposed to be successful. This is evident from the diversity of school programs that embrace the cultivation of cultural values, tolerance, and nationalism in their educational environment. State Vocational High School 6 Surakarta consistently pursues programs that support cultural diversity, teach tolerance, and foster love for the nation, all of which are important policies for realizing diversity in an inclusive and progressive educational setting.

The Teacher's Role In Instilling Global Values In Students

The second topic, related to the cultivation of global values by teachers to students in learning, is that the teaching of globally sensitive values becomes essential. In the classroom, teachers actively apply learning methods that are consistent with psychological and sociological principles, with a focus on the development of interesting, creative, and interactive learning in accordance with the developments of the times. They also utilize relevant learning videos as one of the strategies for meeting the demands of digital literacy. Teachers must have an in-depth understanding of the conditions and backgrounds of the diverse students so that learning does not just consider tribal, racial, or religious differences. One method applied was group discussion in class. In this context, students are invited to participate actively, considering

different perspectives as well as respecting background and thinking differences between group friends. The use of group discussion in learning also has the broader purpose of emphasizing the importance of harmonious relationships among students. Students can become accustomed to solving problems that teachers give them by cooperating and respecting the diversity of ideas. Thus, this approach plays an important role in building an attitude of appreciation for diversity in learning. Group discussions are not only a method of learning but also a means of shaping the character of students. By focusing on appreciating differences of opinion and background, teachers can help students understand the importance of diversity in an increasingly widely connected global business environment. One concrete example of this approach is when teachers use the gamification of learning by leveraging monopoly games that have been designed with relevant questions. The purpose of this game is not only to entertain but also to help students understand themselves and others. Through these activities, students are expected to develop an attitude of sympathy and empathy towards others and their surroundings, become more aware of the importance of cooperation, and appreciate the differences that exist.

Figure 2. Gamification of Learning



In addition, the Field Work Practice (PKL) and freelance work programs have been designed to instill the values of global sensitivity in the students. The program provides an opportunity for them to apply their knowledge practically in real-world situations. Through these activities, students do not directly gain an understanding of the importance of global diversity. However, while undertaking field work practice (PKL) in industry, students interact with consumers who demand equal service and equal treatment regardless of a particular tribe or race. It requires a polite and non-discriminatory attitude so that tolerance can emerge between them. In this context, field work practice (PKL) and freelance work are not only a means of applying skills but also an important platform for students to learn to appreciate diversity in a global business environment. Direct interaction with consumers during Field Work Practice (PKL) provides an opportunity for students to practice the values of inclusiveness, equality, and respect in providing services to customers from diverse backgrounds. Thus, students not only gain practical experience in the industrial world but also engage in experiences that shape a positive attitude towards global diversity. It is essential to prepare them to be professionals who understand, respect, and can interact effectively in a culturally and socially diverse working environment.

Impact of Global Value Plantations on Students

It is important for a student to understand the value of global diversity because it can broaden their understanding of diverse cultures as well as encourage equality among individuals. Having a good understanding of cultural diversity also helps in building a strong attitude of tolerance for differences, such as cultures, races, and religions. This attitude is very relevant in everyday interactions, both between classmates, in the school environment, and in the wider community. Having experience interacting with this diversity will not only enrich itself but can also have a positive impact on student literacy as well as language skills. Applying the concept of global diversity in an academic environment is very beneficial to learners. Through this approach, students can share knowledge and experience openly, even when they have different opinions. This creates space for discussion that allows consideration from different perspectives of a problem. This situation allows students to learn how to appreciate and consider diverse perspectives, which ultimately enrich the learning experience.

An understanding of the value of global autonomy is a crucial foundation for preparing yourself as a prospective worker in the age of globalization. The process of learning about the diverse cultures that exist in today's classroom and school environments will provide multiplier benefits as students enter the world of work. In the workplace, they will interact with diverse individuals with different backgrounds and cultures that help them build harmonious relationships and mutual understanding in the work environment, which in turn will improve the quality of cooperation and productivity. The integration of the values of global diversity into learning has a significant impact on strengthening an understanding of the importance of social justice and sustainability in the workplace. For example, when transparency is implemented in the context of accounting, it improves the ability to understand and maintain a harmonious relationship with customers or other stakeholders. Reliability, integrity, and consistency in accounting practices are essential to honesty and building trust in the environment.

Based on the results of research through interviews and observations, it can be concluded that the impact of growing global values of happiness is crucial for the development of students to prepare for life in the future. Bringing the attitudes of tolerance taught in the school environment about appreciating tribal, racial, cultural, religious, and opinion differences will be the guidelines when they have immersed themselves in the world of work that exists within the community. This can be seen as they demonstrate an understanding of global self-reliance within the school as well as in society. They can give room to the people around them about their beliefs and be friends without distinction.

Discussion

The implementation of the Pancasila Student Profile in the Global Integrity element has been successfully carried out based on research findings that indicate that the cultivation of global integrity values has been well implemented in the school environment. This is evident from the lessons and activities held at the school. Students have been instilled with a tolerant attitude toward religious, cultural, racial, and opinion differences. In addition, the students of State Vocational High School 6 Surakarta also have a high sense of nationalism, reflected in their enthusiasm for national activities as well as their active participation in ceremonies to commemorate the great days of Indonesia in order to cultivate love and nationality for the country. Pancasila Student Profile is an outstanding picture of Indonesian students that reflects lifelong learning, character development, global capacity development, and behavior that is in line with the basic principles of Pancasila. This profile plays a central role as a primary benchmark in guiding educational policies and as a guide for teachers in developing the

character and competence of their pupils. In order to gain a deeper understanding of the dimensions, elements, and sub-elements contained in the Pancasila Student Profile in the context of the Merdeka Curriculum, the Head of the Board for Curricular Standards and Educational Assessment (2022) has issued Decree No. 009/H/KR/2022. This decree aims to provide more comprehensive guidance in understanding and applying the dimensions, elements, and sub-sub-elements contained within the framework of the student profile. In addition, State Vocational High School 6 Surakarta for Student Profile Strengthening of Pancasila uses a project-based approach, known as the Student Profile Strengthenment Project of Pancasila. (P5). The P5 activity aims to prepare students to become Indonesian lifelong students who are capable, characterized, and behave according to Pancasila's values (Suzetasari, 2023).

Thus, the Pancasila Student Profile provides clear and detailed guidance for teachers in planning learning that covers academic aspects and character development. In this context, teachers can integrate character education into their curriculum and daily practice in a more structured and targeted way. Overall, this decree provides important guidance and support for teachers in understanding, developing, and applying character education based on Pancasila student profiles. Through the Merdeka Curriculum, which reinforces character cultivation, it is expected that students will be formed with strong character, reliable global competence, and behavior that reflects the values of Pancasila, so that they are ready to face the demands of an increasingly complex world (Shofia Rohmah et al., 2023). Pancasila students need to have a concern for their surroundings and make the diversity that exists the strength to live to help each other (Noca Yolanda Sari, 2022). The importance of raising global self-awareness in students is relevant not only for their personal development but also for the progress of society and the world (Irawati, 2022). By understanding and appreciating differences, students can develop effective cross-cultural communication skills, promote international peace and cooperation, and reduce conflict and prejudice among groups (Misnawati, 2023; Harsyah, 2023).. Several studies have suggested that a curriculum that incorporates global-sensitive material and practical experience in an international context can help students develop a better understanding of the diversity of the world (Yoan Intania et al., 2023). In this regard, State Vocational High School 6 Surakarta has shown that global awareness can be enhanced through various strategies.

State Vocational High School 6 Surakarta gives a program "Art Appreciation Friday" In an effort to promote mutual appreciation and develop a positive new culture that does not undermine the national culture that deserves to be portrayed, Indonesian students place respect for the culture of nobility, local wisdom, and identity as a highly respected principle, while maintaining an open and inclusive attitude when interacting with other cultures. Build in-depth knowledge and appreciation of cultural diversity and have effective and sensitive communication skills in interaction with individuals or groups of different cultures (Auladi & Marzuki, 2023). The inculcation of religious tolerance in the school environment has been done in an attempt to develop a culture of tolerance among students. One of them is the implementation of "Ruhani Friday" in State Vocational High School 6 Surakarta. Student tolerance has also awakened in the relationship between students of different religions in the school environment, which is demonstrated by solidarity and enthusiasm for friendship between students. Create religious and noble moral students who are knowledgeable, devout, intelligent, productive, honest, fair, ethical, disciplined, tolerant, maintain personal and social harmony, and develop a religious culture in their lives as citizens and citizens of the world (Mustaqim, 2019). The forms of tolerance implanted in schools can be developed into a school culture that is tolerant of all differences, not only in the school environment but also in society (Fauzan et al., 2017)

Children are protected in the school environment so that they can participate optimally in school activities. It has been refined in Act No. 35 of 2014 on the Protection of Children and Law No. 4 of 1979 on the Welfare of Children. The regulation has guaranteed protection and freedom from discrimination, especially in school. The efforts made by State Vocational High School 6 Surakarta in preventing such things can be done by instilling tolerance in the school environment in friendship without the presence of negotiation, which refers to the attitude of mutual respect, acceptance, and understanding the differences between classmates. It includes an appreciation of diversity, be it cultural differences, tribes, religions, or other individual characteristics. Providing school services to students who receive counseling treatment creates an inclusive environment where every friend is appreciated and accepted in the school environment. The tolerance instilled in students promotes awareness of the uniqueness of each individual as well as respect for their limits and rights without the presence of any forms of counseling or adverse treatment. Indonesian students understand and fulfill their rights and duties as good citizens and recognize their role as citizens, placing humanity, unity, interests, and security of the nation and country as common interests above personal interests. In the national context, global decadence promotes the growth of pride and understanding of national diversity and identity, the spirit of nationality, unity, and genuine patriotism, and the love of the homeland as the essence of nationalism (Zulkhi et al., 2023). In the results of the research, an attempt to cultivate a sense of nationalism was made through participation in Monday ceremonies and the commemoration of the great day in Indonesia. Through active participation in flag ceremonies and commemoration of days of national importance, students can build and strengthen national identity as well as their love for the nation. By participating in such events, students have the opportunity to express their loyalty and pride towards Indonesia, which in turn helps to strengthen unity and national spirit.

It is undeniable that one of the determinants of the success of the curriculum lies with teachers (Juraidah, 2022). The role of the teacher becomes a central figure in implementing an introduction that can be implied in the teaching of a subject. One is the role of the teacher, not only as a teacher but also as an educator, where the teacher gives motivation and education to the student from the aspects of values, ethics, and attitudes to ultimately form the personality of the student's education. On the one hand, the teacher as educator has a great responsibility in developing the student and building personality, cultural values, and ethics, which is the responsibility of realizing the educational goals of citizens (Bhughe, 2022). In addition to the guidance and example given by the teacher being a factor that can enhance the understanding of the student's sensitivity, the teacher exemplifies how attitudes and behavior contribute to appreciating diversity (Nurasiah et al., 2022). In teaching in the classroom, teachers can instill values of diversity in students by teaching using a language that is conscious and never offends sensitive issues related to religious and tribal differences (Zein et al., 2023).

From the above results, teachers instilled a global sense of understanding in learning activities, appreciating differences of opinion among friends, especially when discussions about learning are taking place. Students are able to communicate both with teachers and among friends and appreciate the differences that exist without losing their opinions. Through group discussions related to having harmonious relationships with fellow human beings, students are accustomed to appreciating the diversity of thinking and the diverse backgrounds of friends in their group in order to be able to solve the problems planned by the teacher (Ramadhani, 2018). Besides, the use of gamification in learning is one way of implementing Pancasila's global integrity element. Gamification can be understood as "the use of game design elements to motivate user behaviour in a non-game context." Gamification represents the integration of game elements into non-gaming software applications to enhance user experience and engagement

(Saman et al., 2022). The game leads to a free and exploratory nature that is rule-based and purpose-oriented.

The values of global autonomy in students are also embedded in freelance and field work practices (PKL). In fact, field work is a training program organized in the field or outside the classroom in a series of learning activities as an integral part of the training program (Kusnaeni et al., 2016).. The purpose of this activity is to prepare the workforce in accordance with the field of expertise acquired at school (Mutoharoh, 2019). This program provides an opportunity for students to apply knowledge in real-world situations. With this, students will gain global cultivation indirectly. At the time of field work practice (PKL) in the world of industry, they will meet with consumers and customers, where brands must be equal in providing services with a good word of decency and not discriminate between certain tribes and races, so that will generate a sense of tolerance. In an effort to cultivate respect and remain open to the possibility of developing a positive culture of integrity, remain open-minded when connecting with people in the workplace. Elements and keys to global sensitivity include understanding and respecting different cultures, being able to communicate with people from other cultures, and considering and taking responsibility for the experience of diversity (Istianah, 2021).

The cultivation of global values can be implemented in the daily lives of students with a significant impact. This enables students to continue to nurture human values such as respect, tolerance, and empathy for the environment. Students are well aware that differences are not a reason to ignore ethical values in everyday life. It is important for students to continue to develop personally and professionally, preparing them to face the world of work in their fields with a more inclusive, ethical, and self-reliant attitude. Based on the results of the impact of globalization on students, it can be concluded that the values of global sensitivity are crucial for their development as they prepare for life in society. Bringing the attitudes of tolerance that are taught in the school environment will apply them to the workplace and society, giving room to the people around them about the beliefs they have, and being friends without distinction. A respectful attitude of respect and appreciation as well as cooperation and help among others without regard to differences characterize the tolerance that occurs in the social life of the community (Sodik, 2020).

Two important notes relating to the cultivation of globally recognized values in State Vocational High School 6 Surakarta need to be clarified. First, the school's success in inserting global values in the school environment can be seen through the achievement of student profiles that advance the principles of Pancasila, tolerance, cultural practice, and the spirit of nationalism that are well integrated into student life. Secondly, the important role of teachers in instilling global awareness among students must be respected. Teachers can give an in-depth understanding of the importance of self-reliance values in preparing students for the school environment, society, and the world of work. By combining these approaches, State Vocational High School 6 Surakarta can provide a strong foundation for students to appreciate diversity, understand ethical values, and prepare them professionally for the future. Overall, the results of this research support theories in the field of education that are globally sensitive to the key elements of recognizing and appreciating cultures, being able to communicate interculturally when interacting with each other, reflecting, and taking responsibility for the experience of sensitivity. The findings provide a deeper insight into how schools can cultivate a value of global independence in vocational high school students and the importance of building a global awareness of independence among pupils. It can be the basis for developing more effective educational strategies to prepare students to face an increasingly complex global world. The strategies those are implemented in other vocational high schools through various steps. First, there needs to be a curriculum adjustment in vocational high schools by adding modules or

subjects that specifically promote the values of global diversity. Second, training for teachers and educators should be enhanced so that they can effectively teach with a global diversity approach, including the utilization of technology and digital resources. Third, regular evaluation and continuous monitoring need to be conducted to ensure the effectiveness of the implementation of global diversity values, involving students, teachers, and parents. Fourth, the findings of this research can be documented and disseminated to other vocational high schools and integrated into national education policies to encourage positive changes throughout the Indonesian education system.

Conclusion

The profile of Pancasila students is rooted in the Vision and Mission of the Ministry of Education, Culture, Research, and Technology as outlined in Ministerial Regulation No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for the 2020-2024 period. According to this regulation, "Pancasila students" embody Indonesian learners as lifelong learners with global competence and behavior in line with the values of Pancasila. They exhibit six main characteristics: faith, piety towards God Almighty, virtuous conduct, global diversity, mutual cooperation, independence, critical thinking, and creativity. The profile of Pancasila students is derived from the Vision and Mission of the Ministry of Education and Culture, as detailed in Ministerial Regulation No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for the 2020-2024 period. "Pancasila students" refers to the identity of Indonesian students who continually learn throughout their lives, possess global skills, and practice Pancasila values through six distinctive traits: faith and piety towards God Almighty and virtuous conduct, global diversity, promoting collaboration, independence, critical thinking, and creativity.

The second indicator, which is the main result and discussion point of this research, depicts global diversity, where Indonesian students are expected to maintain their noble culture, locality, and identity while keeping an open mind when interacting with other cultures. This fosters mutual respect and the potential formation of new positive cultures that do not contradict the noble culture of the nation. The success of instilling global diversity values can be observed through school culture or habits in learning and Friday art appreciation activities showcasing dance, music, martial arts, and the habit of playing regional songs during break time. Additionally, spiritual activities on Fridays are implemented to instill mutual respect among students. To enhance nationalistic sentiments, flag-raising ceremonies are conducted on Mondays and on national day. The project outlines the profiling of Pancasila student. Given the limitations of this writing, which only examines the element of global diversity, an important question arises regarding how the elements of faith, piety towards God Almighty, virtuous conduct, mutual cooperation, independence, critical thinking, and creativity are instilled at State Vocational High School 6 Surakarta. The recommendations for Further research can focus on assessing the impact of technology in learning on understanding the values of diversity, and analyzing the role of the curriculum in supporting diversity awareness in Vocational Schools

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