Primary Schools in Border Areas' Strategies to Build Early Digital Economy Concept through The Critical Reasoning Dimension of *Pelajar Pancasila* Profile

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Abstract

The objective of this research is to further examine the strategies used by primary schools in Bengkayang, a border area, in developing the concept of digital economy through the *Pelajar Pancasila* Profile in the dimension of critical reasoning. This research is an exploratory study with a qualitative approach. The research subjects consist of three primary schools in the border area with different accreditation levels: A, B, and C accreditation. Four teachers were selected from each school, making a total of 12 teacher respondents in this study. The data collection includes interviews, open questionnaires, observations, and literature review. The results of this study show that the concept of digital economy is still unstructured, which can be seen from the fact that the teaching materials used have not been constructed comprehensively. The limitations of understanding related to the concept of the digital economy in elementary schools have not been fully mastered by teachers, so it also has an impact on student understanding. Such conditions encourage the need for training, especially in designing teaching materials and assessments that can accommodate this need. In addition, schools also need to support the improvisation of teaching materials so that they do not depend on the textbooks.

Keywords: Critical Reasoning, Digital Economy, *Pelajar Pancasila* Profile, Primary Schools

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INTRODUCTION

Digitalization can be interpreted as a change from analog technology to digital technology. The concept of digitalization plays a facilitating role. The terms "digital economy" and "digital education" are no longer unfamiliar as they have grown alongside the advancements. Although these two sectors may seem different, they are inherently interconnected. Education plays a vital role in driving the success of digitalization in the economy. In other words, the development of the digital

economy is influenced by advancements in education (Retnahayati, 2019; Geng, et al, 2023; Maymina, et al, 2018).

Conversely, education also contributes to the development of the digital economy (Ministry of Finance of the Republic of Indonesia, 2022). The concept of the digital economy emerged to achieve efficiency and effectiveness in labor and cost (Setiawan, 2018; Kholiavko, et al, 2022). Activities to fulfill life are included in economic studies, and the strongest things in economics are production, distribution, and consumption (Permana & Puspitaningsih, 2021). Currently, these three activities have also been digitalized.

In the Kurikulum Merdeka (Independent Curriculum) for primary school, the concept of economics is included in the Natural and Social Sciences (IPAS) subject, like previous curricula that have been implemented in Indonesia. Economic concepts need to be introduced early because students need to be equipped to make intelligent life decisions to achieve a balanced life (Anisha & Mulyono, 2020). Furthermore, the study of economics is related to daily life needs (Permata, Wahyono, & Wardoyo, 2020). Digital economy also brings significant changes in people's lives, such as digital transformation in business, smart MSMEs, market development, and other developments (Retnahayati, 2019; Permata, Wahyono, & Wardoyo, 2020; Maria & Widayati, 2020; Kumala, 2022). These changes reflect the current living situation and can continue to evolve in the future. Students, who are considered the future generation, need to master various skills that are currently being implemented and the skills that will be needed in the future. Education at the primary school level can be seen as the foundation for building various concepts of knowledge, including digital economy as part of IPAS.

As a field of knowledge, it is important to teach the concept of digital economy to students and assess their level of understanding and response regarding knowledge, skills, and attitudes. Furthermore, early character development is considered important in preparing a society that is not only intelligent but also wise enough to counteract the negative impacts of digital technology advancement (Akbar & Tracogna, 2022; Sui & Yao, 2023). The government's support for achieving smart and character-based education can be seen through the *Pelajar Pancasila* Profile.

The goal of the *Pelajar Pancasila* Profile is to shape the character of students so that they can practice the values of Pancasila (i.e. the official philosophical foundation of Indonesia) (Xie & Wang, 2023; Barkykin, et al., 2022). Each dimension of the *Pelajar Pancasila* Profile encompasses various student characters that align with existing concepts and subjects. This indicates a positive relationship that aims to create an intelligent and character-oriented society (Spiegel & Waldfogel, 2021). This relationship is also consistent with the scope of study in the concept of digital economy, especially in the dimension of critical reasoning. As members of society, students need to have these characteristics to use the concept of digital economy intelligently and wisely (Anisha & Mulyono, 2020). However, it is not yet fully known whether schools have been able to internalize the concept of digital economy with a critical reasoning character in the *Pelajar Pancasila* Profile.

This situation is particularly evident in the Bengkayang region of West Kalimantan, which is a border area between Indonesia and Malaysia. The implementation of the *Pelajar Pancasila* Profile dimensions is still an ongoing

effort to achieve success, including the cultivation of the concept of digital economy in primary schools. Students, who are considered the future generation, need to master various skills that are already being implemented and the skills that will be needed in the future. In this case, the cultivation of character is seen as a provision to prepare a society that is not only intelligent but also wise, so as to be able to fend off various negative impacts arising from the progress of digital technology (Mega, 2022; Rachmawati, et al., 2022). Government support for the achievement of intelligent and character-based education is evident through the *Pelajar Pancasila* Profile, where the goal is the integration of Pancasila values into life (Sumarsih & Muhtar, 2022; Kahfi, 2022). This shows that there is a positive relationship that aims to create an intelligent and character-based society (Rusnaini, et al., 2021).

When conducting observations in three primary schools in Bengkayang, it was found that students are not very familiar with the concept of digital economy. However, when interviewed, the schools have made efforts to maximize the understanding of each study material by the students. The policy of Merdeka Belajar (Independent Learning) with an emphasis on the *Pelajar Pancasila* Profile is considered to be one of the solutions for schools to instill various understandings, including understanding of the digital economy. However, in reality, not all schools are able to implement this. Out of the 3 primary schools surveyed, all of them faced similar obstacles.

In this study, the focus is on how the strategy of schools in border areas to build the concept of the digital economy through students' critical reasoning. No research has been found that addresses this topic. The developing research focuses separately on the digital economy, critical thinking skills, and *Pelajar Pancasila* profiles. The research conducted by Anisha and Mulyono (2020) focuses on improving the understanding of economic concepts through a cooperative learning model; this research illustrates how to apply a teaching strategy to improve students' understanding of economic concepts. In addition, research conducted by Nursalam & Suardi (2022), Rusnaini et al. (2021), and Rahcmawati et al. (2022) examined separately related to the profile of *Pelajar Pancasila*, critical reasoning. Moreover, no similar research has been conducted in the Bengkayang area, which is the location of this study.

Therefore, to achieve success in planting the concept of digital economy through the *Pelajar Pancasila* Profile with the dimension of critical reasoning, appropriate strategies are needed. Thus, it is necessary to further examine what strategies are used by primary schools in Bengkayang as a border region to build the concept of digital economy through the *Pelajar Pancasila* Profile with the dimension of critical reasoning, as this can strengthen the character of the border community from an early age.

RESEARCH METHOD

This research uses an exploratory research concept with a qualitative approach. This type of research is used to explore and deeply investigate the strategies implemented by each school in building the concept of digital economy through the *Pelajar Pancasila* Profile. The subjects of this research are 3 primary schools in the border region with different accreditation levels: one school with A accreditation, one school with B accreditation, and one school with C accreditation. Four teachers were selected from each school, making a total of 12 respondents in this study. Four

teachers were selected from each school, making a total of 12 respondents in this study. The literature review is necessary to identify the gap between the actual situation in the field and the desired outcome to avoid bias in this research. The collected data were then analyzed using the Miles and Huberman technique. The analysis process involved cyclic and interactive steps, including data collection, data presentation, data reduction, and conclusion drawing. The following diagram illustrates the interactive analysis process.

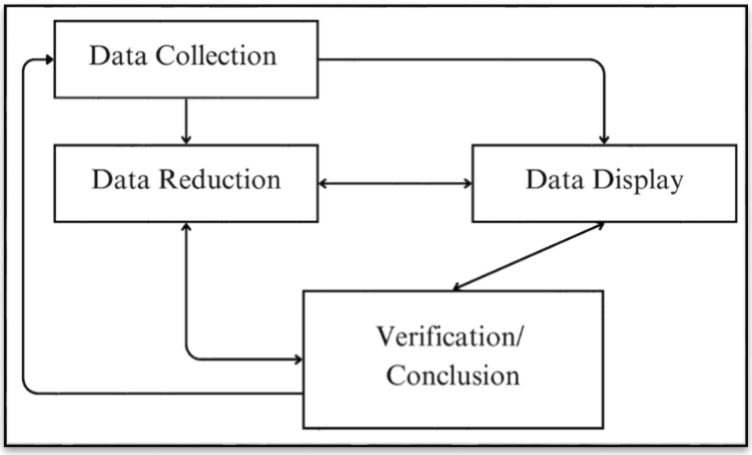

Figure 2. Miles and Huberman Interactive Analysis Model

The diagram of the Miles and Huberman interactive analysis model is described as follows (Miles and Huberman, 1994).

1. Data Collection

   Data collection was carried out by distributing open-ended questionnaires, interviews with respondents, and literature studies. Data collection was carried out by researchers using a variety of instruments, namely interview transcripts, open questionnaires, note takers, and the most important instrument is the researcher himself. Data collection is the initial stage, which is carried out using several instruments. This stage is the basis for data display, but to obtain a display that is in accordance with the research's focus, data reduction stages are necessary.

   Data collection uses an open questionnaire to examine whether this digital economy concept has been implemented and how ready it is. Then, to support the questionnaire data, interviews were conducted with 12 respondents to explore in depth the teachers' views on how the concept of the digital economy is learned and how students' critical reasoning is one of the components of the *Pelajar Pancasila* Profile in understanding the concept of the digital economy. In addition, the researcher also examined the research results that developed related to similar topics to see how the relationship between the results of the research obtained and other studies, as well as the possibility of the gap appearing. The selection of respondents in this study, which is categorized based on the level of accreditation, aims to see how the strategy of schools that research respondents are is seeking to instill the concept of digital economy through the *Pelajar Pancasila* Profile. The categorization of respondents also aims to see if there are

differences in strategies and whether schools that are more highly accredited have better strategies.

2. Data Display
   After data collection, the next stage is to reduce the data. Data from questionnaires, interviews, observations, and literature reviews were reviewed. The data collected but not in line with the research's focus are separated so that the data that is in line can be mapped to study in depth related to school strategies to learn the concept of the digital economy through critical thinking skills in the *Pelajar Pancasila* Profile. The data was reduced by compiling the data as well as possible with steps: selecting data, grouping data, selecting data and summarizing data. The activities carried out at the time of reduction were to collect all the results of observation and documentation into a form of writing that was neatly and systematically arranged so that it was easy to present.
   Furthermore, the researcher classifies the responses from the questionnaire data by grouping the respondents by answer type. Then, for the interview data, the researcher summarized and separated the appropriate and inappropriate responses to make it easier to map the data. This stage helps researchers display research results more directly. Data reduction can be carried out in more than one activity to present the research results more optimally. The stages of data reduction are also continuous, with the data display stage and verification/conclusion drawn. This stage can be said to play an important role after the research data is collected, considering that at this stage, data is filtered and sorted so that the data displayed is in line with the focus of the research and conclusions.
3. Data Display
   Furthermore, after the data has been reduced, the data is ready to be presented. Data presentation is an activity of conveying information based on data that is owned and arranged systematically so that it is easy to see, read and understand about an event or action or event into narrative form.
4. Verification
   The last step is verification/ conclusion. Verification/ conclusion is the stage of drawing conclusions based on data obtained from various sources, namely by providing an interpretation between written theories which are compared with the reality that occurs in the field. This test is intended to see the truth of the analysis results to produce reliable conclusions. The steps taken by researchers are testing the conclusions that have been taken by comparing relevant theories, double-checking starting from the implementation of observations and documentation studies of the data and information that has been collected; and making conclusions to report as a result of the research that has been done.

To test the validity of data or data credibility, the researchers used the data triangulation technique. The data triangulation technique is a technique for checking the validity of data by utilizing something other than the data itself as a comparison to the data, which in this case is done by reviewing the gap from the literature study. Thus, the data triangulation technique used is the source triangulation technique.

RESULTS AND DISCUSSION

Digitalization in Primary School Perspective

Digitalization is inevitable when every aspect of life cannot be separated from this aspect. The use of digital tools that actually make human life easier is an attraction in itself. Even digitalization has become a proud advancement of life. Many parties from various sectors use digitalization in fulfilling their work, which has an impact on the ease of life for society as a whole. The concept of digitalization targets not only industry, but also the fields of economy, health, culture, education, and other areas that support human life. Digitalization has even infiltrated the "entertainment" context for society.

The integration of digitalization in every aspect of human life makes digitalization slowly enter the basic needs of humans beyond shelter, clothing, and food. Moreover, digitalization can flexibly merge and integrate into those three basic needs. This means that the existence of digitalization is becoming a primary need for humans and can develop into a vital need. Therefore, every sector should be prepared to transition and use, develop, and even control digitalization to support life activities.

In the context of the digital economy, education is a tool to align student understanding so that the concept of digital economy can be implemented. Therefore, the context of the digital economy is the subject of study. As a matter of fact, the scope of digital economy is grouped so that it is easy for students to learn.

The content of digital economy, especially in primary schools, is included in the IPAS subject. In the Kurikulum Merdeka, this content can be integrated into the Pelajar Pancasila Profile, where one of the associated targets is the critical reasoning dimension. Considering this, it is clear that the relationship of this content of digital economy does not contradict the value scope of the Pelajar Pancasila Profile. The critical reasoning dimension, as one of the mandatory dimensions for students to master, provides an idea that this cognitive level will encourage students to meet the demands of contemporary society, which requires critical reasoning and the ability to follow social patterns in society.

These social patterns require every layer of society to be both actors and developers. These patterns also intersect with the subject matter in the field of economics. Although at the primary school level, the subject matter in the field of economics is not as in-depth as in higher education, it is still important to introduce it early on. The goal is to prepare students as part of the wider community to be able to apply every discipline learned in the classroom. Economics itself is one of the subjects that is applied in the sense that the components of life are formed through the study of this field, such as trade, household, agriculture, and even the concept of early education empowerment.

The results of direct observation in the field show that the content of the economic science collection is in the study materials that students learn in class. Of the 3 primary schools, two of them are aware that IPAS contains economic material and is not a side subject while one school still views that economic content is not included in IPAS. This difference in view makes the diversity of understanding of the concept of digital economy in primary schools.

School Perspective on the Digital Economy

Education aims to prepare students for personal growth and equip them with the necessary skills and mindset to navigate society effectively. The social fabric of society encompasses various aspects of human life, including interactions between individuals and the management of non-living entities like jobs, policies, and supporting infrastructure. Each level of education has its own targets but should also be interconnected and complement each other to ensure that students develop into well-rounded individuals with the competencies required to thrive in the social order. Primary schools, as a part of basic education, play a crucial role in providing students with a foundation of fundamental knowledge and concepts that will form the basis for further learning in subsequent levels. In this regard, primary schools also introduce important aspects of societal order through simplified learning materials that are more easily understandable for students. Economics, just like mathematics, should be taught from an early stage as it holds significant importance in life. However, it is unfortunate that not all schools recognize this fact. One of the findings from a school is that there is still a narrow view that economics is a higher-level subject that should not be taught in primary schools, even though in reality, if we thoroughly examine the basic concepts of economics, we will see that they are simple concepts that should be introduced early on.

In the context of digitalization, the economy is closely related, and nowadays, matters related to the economy also intersect with digitalization. For example, the process of buying and selling involves not only mathematical concepts but also economic concepts. However, this is not realized by teachers, who still perceive economics as a field of study reserved for higher levels of education. Another issue identified is the lack of creativity among teachers in cultivating critical reasoning skills, which is part of the *Pelajar Pancasila* Profile. Among the three schools studied, not all of them have implemented the *Pelajar Pancasila* Profile. As a result, the integration of digital economy concepts with the *Pelajar Pancasila* Profile has not been implemented uniformly.

Table 1. Study Indicators in Primary School

Study Indicator	School Code		
	PS A	PS B	PS C
Implementation of digital economy materials	Already implemented	Already implemented	Not Yet implemented
Concept simplification	Already happened	Not yet visible	Not yet visible
Development of digital economy teaching materials tailored to school potential	Not yet available	Not yet available	Not yet available
Implementation of *Pelajar Pancasila* Profile	Concept drafting stage	Planning stage	Not yet implemented
Program Achievement	Not yet measurable/do	Not yet measurable/does	Not yet measurable/do

Study Indicator	School Code		
	PS A	PS B	PS C
	not have measurement tools	not yet have a measurement tool	not yet have a measurement tool
Critical Dimension Assessment	Measured in the education report card	Measured in the education report card	Measured in the education report card

The result from the interviews, observations, document review, and review of education report cards shows that the three primary schools studied have not stepped on the implementation of the *Pelajar Pancasila* Profile in learning. The *Pelajar Pancasila* Profile Strengthening Project, also known as P5, has not yet been implemented. Although the *Pelajar Pancasila* Profile has not been included in planning documents, processes, and learning outcomes, the essence of the *Pelajar Pancasila* Profile is implicitly present in the learning process. Regrettably, teachers do not fully recognize this, and as a result, have not incorporated it into their planning and documentation. Evidence of the implementation of the *Pelajar Pancasila* Profile can be seen in the measurement of critical reasoning dimensions in education reports. The measured value indirectly indicates that the *Pelajar Pancasila* Profile is incorporated into the learning process, otherwise, there would be no achievement value, or it would be valued at 0. The achievement value also shows the dimension value of critical reasoning. Below are the achievement values of critical reasoning dimensions from three primary schools in Bengkayang.

Table 2. Critical Reasoning Achievements

School Code	Critical Reasoning Achievement	Category
PS A	2.4	Good
PS B	2.4	Good
PS C	1.6	Less

The scores indicate that not all schools receive a good category rating in this dimension. Furthermore, when related to instructional material development, it can be seen that schools with good planning can support the achievement scores of the *Pelajar Pancasila* Profile, particularly in the critical reasoning dimension, receiving better assessments than other schools. This condition shows that good planning will also contribute to good results. On the other hand, schools that are categorized as more prepared in any subject, including digital economy integration into instructional materials, tend to be more ready to incorporate the components of the *Pelajar Pancasila* Profile into the learning process. This is supported by high achievement scores in education reports.

School Strategy

The school's strategy in encouraging the creation of learning to instill the concept of the digital economy depends on various conditions in each school. In this study, the strategy carried out by each school is reviewed based on readiness. The level of readiness categorized as shown in Table 1 is examined in more depth

and related to each component. Therefore, the school's efforts to overcome components are categorized as lacking. In implementing materials related to the digital economy, it can be seen that each school has implemented. The scope of the materials and teaching materials has contained this context, albeit with less in-depth weight. The development of teaching materials has also not been seen. Teachers in schools with higher accreditations tend to be more motivated to develop teaching materials than those with lower accreditations. Likewise, school support is provided, but the burden on teachers in schools with higher accreditation tends to be higher than those with lower accreditation. This condition causes teachers with more workloads not to have more time to improve their abilities.

Examining other aspects of readiness, such as the readiness of satisfactory and linear assessments, we see that not all schools are ready for this. Therefore, anticipations include holding regular meetings between teachers, joint discussions, and developing teaching equipment. However, the focus on digital economy content is still very minimal. This condition can be seen in all three schools; in this case, the level of accreditation does not have a significant influence. Furthermore, although the same strategies are used to improve teacher competence, the practice or realization is very different. Teachers in schools with C accreditation do not get the same competency development opportunities as teachers with accreditation levels A and B. Such conditions also make the implementation of the designed strategy different between schools.

Discussion

The Profile of *Pelajar Pancasila* has become an interesting issue to be studied, considering that this program is one of the programs in Merdeka Belajar. One intriguing aspect that needs to be studied is whether all schools are ready for the actual realization of this program. Assessing this readiness can be done in various ways, one of which is through direct observation, to uncover strategies for implementation and efforts to overcome various challenges. Considering the diverse educational landscape in each region of Indonesia, it is natural to encounter different issues.

These differences ultimately result in a depiction of education distribution in Indonesia that varies, and even reveals significant disparities (Amelia, 2019). Indonesia is classified into five major islands, namely Sumatra, Java, Kalimantan, Sulawesi, and Papua. Each of these islands has a different educational landscape. Of the mentioned islands, Java is categorized as having more advanced education compared to the others. Apart from Papua, the education in Kalimantan, especially in border areas, needs attention to be improved (Purnasari & Sadewo, 2021).

If the current benchmark is the educational report, each indicator can be evaluated to identify the main needs. One of the findings is the need for alignment in understanding the implementation of the Pelajar Pancasila Profile, which is currently being emphasized as a student's character. In terms of learning, which emphasizes the concept of the digital economy, it is still not optimal. Learning is still very dependent on textbooks, and the development of teaching materials is still infrequent. Learning development focuses more on developing teaching strategies than the content taught. Meanwhile, each region has its peculiarities. This condition requires the development of teaching materials, including constructing teaching materials that contain the concept of the digital economy. It does not stop at

developing teaching materials; teachers must also develop appropriate assessments. So that the learning that is designed and implemented has a clear flow and direction; thus, the concept of the digital economy will be easy to learn.

Understanding the concept of the digital economy is essential for individuals to utilize it effectively. Through education, economic concepts can be instilled in learners, who will become part of the future society responsible for using, developing, and evaluating digitalization. By comprehending these concepts, individuals can ensure that digitalization is targeted toward its intended purpose. Just like other branches of knowledge, the concept of digital economy is important to learn because economics is closely related to human activities. Therefore, early cultivation of this concept is necessary. This means that economics education is also worth studying from primary school to university level. The difference lies in the breadth and depth of the study materials, which should be adjusted to the students' level of development.

The field research data shows that the Bengkayang region also needs improvement in critical dimensions, just like the Bengkulu (Sumatra) (Susanti & Darmansyah, 2023), and Makassar (Sulawesi) (Nursalam & Suardi, 2022). This is consistent with the comparison findings of a study (Kibtiyah, 2022) where the Java region also needs improvement in the critical reasoning dimension. As is known, critical reasoning can be synergized into various learning contents, including the concept of the digital economy. However, of course, this learning requires the role of the school, including teachers and principals involved. It is possible to involve the role of parents, but this study does not explore the extent to which this possibility arises. The limitations studied in this discussion highlight how the strategy of each school in creating learning that instills the concept of the digital economy through the Pelajar Pancasila Profile is a critical reasoning dimension.

Furthermore, reviewing the results of these studies, it can be concluded that the island of Java, which has a better educational landscape, also indicates the need for improvement in critical reasoning components. This condition shows that the Pelajar Pancasila Profile itself is a new issue in the world of primary education, as it has been proven not to be fully implemented when viewed from the educational report achievement.

On the other hand, the learning process that focuses on the concept of digital economy is not highlighted much due to the current issues of numeracy and literacy that are being emphasized. However, the content of digital economy is important considering that the economy itself is a part of life that shapes the order and patterns of society (Firdaus, Suherman, & Fadlullah, 2022). Based on field research, the biggest challenge for schools is that they tend to be bound by old educational patterns that do not encourage teachers to develop teaching materials. When related to current learning patterns, teachers are not yet aware that the development of teaching materials needs to be done. The government itself has made efforts to encourage the development of teaching materials, learning patterns, and other components related to the concept of Merdeka Belajar, which allows schools to adapt their teaching, including the material, to be more contextual and in accordance with the environmental conditions, as depicted in the Operational Curriculum of Educational Units (KOSP). Furthermore, with the existence of this policy, it is shown that teachers should be able to develop teaching materials and not only focus on textbooks. From the analysis conducted, several challenges faced by schools in

building the concept of digital economy through the Pelajar Pancasila Profile, especially in the critical reasoning dimension, can be identified: (1) lack of readiness of schools to adapt to the new curriculum; (2) lack of knowledge related to the meaning of digital economy concept; (3) difficulty in simplifying the concept of digital economy; (4) lack of clear indicators for each school to measure the success of implementing the Pelajar Pancasila Profile and its connection to the study materials, and; (5) separation of the Pelajar Pancasila Profile concept from teaching and learning materials.

The above points provide an overview that building the concept of digital economy from an early age is difficult when teachers have different views on the depth and breadth of the study materials. Furthermore, the relationship between the Pelajar Pancasila Profile is seen as something different for teachers and is difficult to implement. A further review regarding this matter leads the teachers to points of complaint, which ultimately leads to difficulties in integrating the Pelajar Pancasila Profile into the learning process.

However, some teachers in Bengkayang have different views and are making efforts to integrate the Pelajar Pancasila Profile into learning, including building the concept of digital economy. The analysis shows that there are several strategies that schools can develop to build the concept of digital economy through the Pelajar Pancasila Profile in the critical reasoning dimension, such as: (1) aligning the understanding of the depth and breadth of digital economy study materials for primary schools; (2) improving awareness related to the concept of digital economy for primary schools; (3) improving awareness of the critical reasoning dimension of the Pelajar Pancasila Profile; (4) improving skills in developing well-planned, structured, and measurable teaching materials; (5) planning of learning by considering supporting components for successful learning; (6) taking real actions based on the planning made; (7) conducting evaluation and reflection, and; (8) performing follow-up action as an improvement effort.

The strategies mentioned above show that the learning needs are not just in the selection of learning strategies; overall, teachers also need to improve their competence in contrast to the research conducted by Anisha & Mulyono (2020), where the findings show that teaching strategies, which in this case are shown through cooperative learning, can support the understanding of the concept of economic activities. This study explores the extent to which teachers and schools are trying to optimize teaching that instills the concept of the digital economy and how to relate it to the Pelajar Pancasila Profile in the critical reasoning dimension so that the discussion is not just a teaching strategy but also examines the readiness to teach the concept of the digital economy explored through questionnaires and interviews in this study. This research is also different from the research conducted by Firdaus et al. (2022), where the efforts made in learning economic concepts in elementary schools are focused on the media. In this study, the two research results from Anisha and Mulyono (2020) and Firdaus et al. (2022) are classified as planning strategies related to sorting out components that support success in learning. Learning is not just about delivering material; teachers also need to build good relationships with students so that the learning process can be more meaningful, and the most significant readiness can achieve the ideal learning lies between teachers and schools.

The entire series of actions mentioned above can be implemented if each school pays attention to and has the same needs in learning. In other words, there is a desire to grow and change so that the old educational system can be replaced by successful adaptation to the new pattern. Those eight steps are also in line with the training models that have been carried out by the government through the Merdeka Belajar program. Training for primary school teachers should be organized and structured to achieve success (Purnasari & Sadewo, 2022). Based on this, it is not appropriate to conduct training only once without evaluation and improvement efforts. On the other hand, it is necessary to strengthen the understanding of target concepts such as digital economy and dimensions in the Pelajar Pancasila Profile. The eight steps mentioned above also indicate the need for an integrated and holistic flow so that there is no separation in understanding the concepts that are being developed.

CONCLUSION

The concept of digital economy is part of the study of basic education that cannot be separated from the field of Natural and Social Sciences (IPAS). Digital economy is important to learn from an early age because it is related to everyday life in society. This concept can also be connected to the critical reasoning dimension that is stated in the *Pelajar Pancasila* Profile.To learn the concept of the digital economy, strategies that can be carried out include: (1) aligning the understanding of the depth and breadth of digital economy study materials for primary schools; (2) improving awareness related to the concept of digital economy for primary schools; (3) improving awareness of the critical reasoning dimension of the *Pelajar Pancasila* Profile; (4) improving skills in developing well-planned, structured, and measurable teaching materials; (5) planning of learning by considering supporting components for successful learning; (6) taking real actions based on the planning made; (7) conducting evaluation and reflection, and; (8) performing follow-up action as an improvement effort. Therefore, schools need to be prepared to build this concept and integrate it with the *Pelajar Pancasila* Profile in the critical reasoning dimension. To support this, schools can prepare teachers through a holistic and comprehensive training program. It starts with aligning understanding, increasing knowledge, improving skills, planning abilities, implementation, evaluation, and follow-up actions for improvement. This holistic training will bring a new culture for teachers to realize that they need to take tangible actions in addition to understanding the concepts and how teachers can make improvements. Thus, the main goal of improving the situation can be achieved.

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