

Analysis Implementation Profile Pancasila Students at Juwangi Middle School through the Integration of Pancasila Values

Adelia Novita Sari¹, Triyanto²

^{1,2}Sebelas Maret University, Indonesia

*) Corresponding author: adelianovitasari@student.uns.ac.id

Abstract

This research aims to implement the application of the Pancasila Student Profile at Juwangi Middle School through the integration of Pancasila values in the curriculum, extracurricular activities and learning environment, as well as identifying the obstacles and solutions faced. A qualitative approach was used with data collection methods through literature studies and interviews with teachers, students and education staff. The research results show that the school has attempted to instill Pancasila values such as mutual cooperation, tolerance and national awareness through thematic learning and social activities. However, this implementation overcomes challenges such as low student understanding, lack of support from parents and the community, and limited facilities. To overcome these obstacles, Juwangi Middle School holds teacher training, strengthens school culture, and involves students in social activities. It is hoped that this effort can shape students' strong character based on Pancasila values.

Keywords: Pancasila Student Profile; Educational Character; Pancasila Values; Curriculum Integration; Juwangi Middle School.

Introduction

Education in Indonesia aims for to form character generation young based on the values of Pancasila as ideology the basis of the state. In matter this, school own role important in to plant Profile Pancasila students, namely character students who reflect values noble Pancasila. Profile Pancasila students become one of the priority agendas in curriculum national for create generation young people with integrity, empowered compete, and have concern social high. In in practice, Juwangi Middle School try apply Profile Pancasila students through integration Pancasila values in curriculum, activities extracurricular, as well as in learning everyday, which is expected can produce students who have mutual cooperation, tolerance, and awareness nation (Rachmadtullah et al., 2023).

The values of Pancasila become base character for every Indonesian citizens. However, in reality, implementation values the in life daily still face various challenges,

especially in the world of education. At Juwangi Middle School, various effort done for apply Profile Pancasila students, such as integration Pancasila values in learning and extracurricular programs, as well as activities involving public like devotion social. However, schools this also faces challenges, including the lack of understanding student to Pancasila values, lack of support from community and parents, as well as difficulty in integrate Pancasila values to in all eye lesson (Setiawan et al., 2023).

For overcome problem said, Juwangi Middle School apply a number of solutions, including by stage training for teachers to deepen understanding they about method teach Pancasila values, involving student in project social and activities community, as well as to weave work the same with parents and community for support education character students. With thus, school make an effort for to form students who do not only intelligent in a way academic, but also has character that reflects the values of Pancasila.

In general, character education is an important component of the education system in Indonesia. It aims to shape students' attitudes and behaviors in accordance with the norms and values upheld in society, particularly the values of Pancasila (de Lima-Hernandez & Vergauwen, 2022). According to the constructivist view of education, students should not only receive knowledge passively but should also be actively engaged in the learning process to develop their attitudes and character. By implementing this theory, schools are expected to create a supportive learning environment that helps students understand and apply Pancasila values in their daily lives (Wijaya & Weinhandl, 2022).

Foundation law implementation Profile Pancasila students are there in The 1945 Constitution and Law Number 20 of 2003 concerning National Education System, which emphasizes that education national aiming For develop potential participant educate to become a man of faith and piety to Almighty God One, and moral noble. Profile Pancasila students are also listed in The Independent Learning policy initiated by the Ministry of Education and Culture, which emphasizes importance education based on the values of Pancasila (Rahayuningsih, 2022).s

According to character education experts, such as Thomas Lickona, character education is a deliberate effort to help individuals understand, appreciate, and practice ethical values. In Indonesia, education experts also believe that implementing character education based on the values of Pancasila can help shape resilient students with strong social solidarity who understand and appreciate cultural diversity. This implementation requires support from a robust system and cooperation from all parties, including society and families.

Study show that education characters based on Pancasila can produce students who do not only superior in a way academic but also has strong morals (Vuk, 2023). Literature in education the character and values of Pancasila show that effort build character student need collaboration between school, family, and society. Books such as " Character Education : Concept and Implementation " work Zubaedi emphasize importance integration

Pancasila values in all over aspect life schools, including in activity extracurricular and relationships social student.

In reality, the implementation of the Pancasila Student Profile at Juwangi Middle School has not yet been fully successful. Several obstacles still need to be addressed, such as students' lack of understanding of Pancasila values, insufficient support from the community and parents, and limited resources and facilities to support activities related to character education. Another challenge is the difference in understanding between students and teachers regarding Pancasila values, which leads to inconsistencies in its implementation.

The importance of implementing the Pancasila Student Profile in schools is increasing in response to the challenges of globalization, which can erode national values. Juwangi Middle School, as an educational institution, plays a crucial role in instilling Pancasila values in students from an early age. By applying the Pancasila Student Profile, the school strives to shape students who are not only intelligent but also possess a strong sense of nationalism, character, and readiness to become future leaders grounded in Pancasila values (Guzik et al., 2023). The objective of this study is to deeply analyze how the implementation of the Pancasila Student Profile is carried out at Juwangi Middle School through a comprehensive approach, integrating Pancasila values into the formal learning curriculum as well as extracurricular activities as part of character formation for students. This research also aims to identify various obstacles and challenges that arise during the implementation process of the Pancasila Student Profile in the school environment, including limitations in resources, teacher understanding, student involvement, and other technical constraints. Additionally, this study seeks to explore strategic solutions implemented by the school to overcome these obstacles, providing recommendations for other educational institutions to optimize the implementation of the Pancasila Student Profile in shaping a

young generation with character aligned with national values.

Method

This study employs a qualitative approach to gain a deep understanding of how the Pancasila Student Profile is implemented at Juwangi Middle School, as well as the challenges and solutions encountered during the process. A qualitative method was chosen because it allows researchers to explore the perceptions, understanding, and experiences of various stakeholders involved in implementing Pancasila values in schools. This approach is expected to provide a holistic picture of the Pancasila Student Profile implementation and uncover factors that are difficult to measure quantitatively, such as community support, challenges in integrating values, and student responses.

Data collection methods in this study include a literature review and interviews. The literature review aims to obtain relevant theoretical and empirical frameworks from various sources related to character education based on Pancasila values and the implementation of the Pancasila Student Profile in the national education system. The referenced literature includes books, research journals, articles, and education policy documents. The literature review serves to provide a comprehensive perspective on the concepts and practices of implementing Pancasila values in schools and assists researchers in designing more specific and appropriate interview questions aligned with the study's objectives.

Meanwhile, the interview method is used to collect primary data from individuals directly involved in implementing the Pancasila Student Profile at Juwangi Middle School, namely teachers, students, and education staff. In-depth interviews are conducted to gather firsthand information about their experiences, challenges, and perspectives on the process of character formation based on Pancasila values. During the interviews, researchers use open-ended questions that allow respondents to provide rich and detailed answers, thereby revealing various aspects of the Pancasila Student

Profile implementation in greater depth. The data from these interviews will be analyzed thematically to identify patterns or key themes relevant to the research focus.

By using these two data collection methods, namely literature review and interviews, this study is expected to provide a comprehensive overview of the efforts and obstacles faced by Juwangi Middle School in implementing the Pancasila Student Profile. It also aims to offer constructive recommendations for improving character education based on Pancasila values in schools.

Result and Discussion

Implementation of the Pancasila Student Profile at Juwangi Middle School

The Pancasila Student Profile in accordance with the Vision and Mission of the Ministry of Education and Culture, as stipulated in the Regulation of the Minister of Education and Culture Number 22 of 2020, defines Pancasila Students as the embodiment of Indonesian students who are lifelong learners with global competence and behavior in accordance with Pancasila values. This profile consists of six main characteristics: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Tricahyono, 2022). The background to the formation of the Pancasila Student Profile is related to the decline in character education among students and the disorientation of identity experienced by Indonesian students amidst the development of the times (Tricahyono, 2022). Therefore, the government took the initiative to brand Indonesian students by emphasizing the importance of character education that is internalized through education, which is expected to create intelligent and characterful individuals (Sriwisathiyakun & Dhamanitayakul, 2022).

Pancasila Students are designed to address the question of what competencies should be developed in alignment with the Vision of Education in Indonesia to achieve a sovereign, independent, and self-reliant nation (Yunita, 2022). The implementation of the Pancasila Student Profile is conducted through

habituation activities and intracurricular, co-curricular, and extracurricular learning, which aim to develop students' character in their daily lives (Fitriya Alfin & Listiadi, 2021). This profile can be implemented at various levels of education, from early childhood education to higher education, and also as part of lifelong learning, where education continues throughout life (Sulastri et al., 2014).

By integrating the six dimensions of the Pancasila Student Profile into the curriculum, it is hoped that Indonesian students can face the challenges of the 21st century with strong character and Pancasila values as a guide in life (Bateman et al., 2023). At SMP Juwangi, the implementation of the Pancasila Student Profile is carried out by integrating Pancasila values in the curriculum and extracurricular activities. The results of interviews with teachers showed that classroom learning includes values such as mutual cooperation and tolerance, which are taught through a thematic approach that links subject matter to everyday life. Students are encouraged to work together in group activities, which not only improve academic achievement but also instill the importance of collaboration and respect for the opinions of others (Liu et al., 2020).

Furthermore, SMP Juwangi introduced extracurricular programs that support the implementation of the Pancasila Student Profile, such as arts and culture and sports activities that teach cooperation and respect for diversity. Community service activities and national holiday celebrations are also part of efforts to foster a sense of love for the homeland and social concern, where students are actively involved in these activities. In this context, teachers act as role models in exemplifying Pancasila values and creating an inclusive learning environment, so that students can learn about tolerance and mutual respect (Rahayuningsih, 2022).

However, the implementation of the Pancasila Student Profile at SMP Juwangi still faces obstacles, such as the difficulty of teachers in integrating Pancasila values into all subjects due to the dense demands of the curriculum. Several teachers also stated the need for special training so that they are better prepared to teach these values effectively in various subjects (Alt et al., 2023). Overall, although SMP Juwangi has made efforts to implement the Pancasila Student Profile,

increased training for teachers and more opportunities for students to engage in Pancasila value-based activities are needed to achieve more optimal implementation, with full support from the school and parents (Setiawan et al., 2023).

Obstacles and Challenges in Implementing the Pancasila Student Profile

The implementation of the Pancasila Student Profile at SMP Juwangi faces several significant obstacles in the effort to instill character values in students. One of the main obstacles is the lack of students' understanding of the values of Pancasila (Setiawan et al., 2023). The results of interviews with teachers indicate that many students do not fully understand or internalize these values, even though they have been taught in various subjects and activities. Most students only see the values of Pancasila as ordinary lesson material without linking them to everyday behavior (Wijaya & Weinhandl, 2022). This results in a gap between the teaching and application of these values in their lives.

Support from the community and parents is also a challenge in implementing the Pancasila Student Profile. Several teachers mentioned that the values taught in schools are sometimes not supported in the family or community environment. For example, there are differences in views or practices of values at home that make students confused in internalizing Pancasila values. The lack of parental involvement in school activities is also an obstacle for students to apply these values continuously outside of school, making it difficult for them to integrate these values into their daily lives (Gao et al., 2023).

Limited resources and facilities also contribute to this obstacle. Based on interviews with education personnel, existing school facilities are still inadequate to support various programs involving the implementation of Pancasila values. For example, social activities that require transportation facilities or larger learning spaces sometimes cannot be implemented optimally. These limitations limit the school's room to implement Pancasila value-based programs optimally, thus reducing the positive impact that should be generated from these activities.

In addition to limited facilities, differences in understanding between students and teachers regarding Pancasila values are also a challenge in the implementation process. Interview results show that not all teachers have a uniform understanding of how these values should be applied in the context of education. Some teachers still have different approaches in teaching Pancasila values, which can confuse students and hinder the consistency of implementation in schools. Therefore, it is important for schools to improve training for teachers so that they can have the same understanding of the implementation of Pancasila values (Fauzi et al., 2023).

To overcome these obstacles, SMP Juwangi has attempted to make various adjustments and collaborations with related parties. The school is aware of the importance of strengthening the understanding of Pancasila values through more interactive activities and involving the community. It is hoped that with better support and coordination, these challenges can be overcome so that the implementation of the Pancasila Student Profile at SMP Juwangi can run more optimally. With these steps, it is hoped that students will not only understand, but also internalize and apply the values of Pancasila in their daily lives.

Solutions Implemented by Juwangi Middle School in Implementing the Pancasila Student Profile.

Character education at SMP Juwangi faces various challenges that require educators to provide clear explanations and concrete steps in solving problems. To ensure that the interventions carried out are not just temporary solutions, it is important for education instructors to apply an independent learning approach. This approach can help students, especially those with special needs such as mental retardation, to be more actively involved in the learning process and grow the Pancasila profile. The implementation of problem-solving strategies by educators has the potential to improve students' cognitive abilities, allowing them to solve complex problems more effectively (Waluya et al., 2022). Success in achieving learning objectives depends heavily on the skills of the

instructor and the students' abilities in facing learning challenges (Rahman et al., 2023).

Obstacles that arise in instilling Pancasila values are often caused by limited understanding among students regarding the values of justice, environmental awareness, and the implementation of the Pancasila student profile which is still low. The decline in moral values among students also adds to the difficulties. Each student has different characteristics, so self-awareness is needed to understand the unique nature of each individual. In addition, the attitude and behavior of teachers as role models greatly influence the formation of student character (Suharyoso, 2021). Therefore, it is important for educators to maintain good attitudes and behavior in order to be a positive example for students.

To overcome these obstacles, SMP Juwangi has made various efforts, including holding training for teachers. This training aims to deepen teachers' understanding of how to integrate Pancasila values into each subject. Interview results show that this training helps teachers to be more creative in conveying values such as mutual cooperation and national awareness. In addition, SMP Juwangi also involves students in social projects and community activities as part of the implementation of Pancasila values. Through these activities, students gain real experience in applying the values they learn, such as social awareness and collaboration with the community.

Collaboration with parents and the community is another important step in SMP Juwangi's efforts to instill character education. The school involves parents in various activities to support students' character education at home. Meetings between the school and parents serve as a forum to discuss the importance of family support in implementing Pancasila values. With this collaboration, it is hoped that the values taught in schools can be applied consistently both in the school environment and at home, so that the formation of students' character becomes more comprehensive.

To strengthen the implementation of Pancasila values, SMP Juwangi also strives to create a school culture that reflects these values. Through daily activities, such as flag ceremonies and group discussions, students are

accustomed to behaving in accordance with the values they have learned. Teachers play an active role in guiding students so that every activity becomes an opportunity to apply Pancasila values. With these various solutions, SMP Juwangi hopes to optimize the implementation of the Pancasila Student Profile despite facing challenges, so that students can grow into a generation with integrity and are ready to contribute to society.

Conclusion

The implementation of the Pancasila Student Profile at SMP Juwangi is a strategic step in an effort to create a generation of students who are not only academically intelligent, but also have strong characters and are based on Pancasila values. Through the integration of these values in the curriculum and extracurricular activities, students are expected to be able to apply the principles of mutual cooperation, tolerance, and national awareness in everyday life. The school has attempted to link learning with relevant real experiences, so that students not only learn theoretically but also live these values practically.

However, the implementation of the Pancasila Student Profile at SMP Juwangi is not without challenges. Some significant obstacles faced include students' minimal understanding of Pancasila values, lack of support from parents, and limited facilities that support value-based activities. These limitations create a gap between teaching in schools and implementation in the home environment, which has the potential to hinder the internalization of Pancasila values in students' lives. In addition, differences in understanding between teachers and students regarding these values also pose a challenge to consistent implementation in schools.

To overcome these obstacles, SMP Juwangi has made various efforts including teacher training, student involvement in social projects, and collaboration with parents and the community. The training for teachers aims to deepen their understanding in integrating Pancasila values into each subject, so that they can deliver the material in a more creative and interesting way for students. Student involvement in community activities also

provides important practical experience in applying Pancasila values.

Cooperation between schools, parents, and the community is essential to ensure that Pancasila values are consistently applied in various environments. By involving parents in school activities, SMP Juwangi hopes to build strong support in student character education, so that the values taught can be internalized well. This is expected to strengthen the foundation of students' character, which can then have a positive impact on their behavior in society.

Overall, although SMP Juwangi faces various challenges in implementing the Pancasila Student Profile, the efforts made show a strong commitment to shaping student character. By continuously improving teaching methods, increasing training for teachers, and involving all parties in education, SMP Juwangi strives to create a generation of students with integrity, a national spirit, and ready to make a positive contribution to society. This is an important step in achieving educational goals based on Pancasila values in this modern era

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