

Practice of Pancasila Student Profile in SMA Warga as an Effort to Form Student Character Based on Pancasila Values

Aurellia Yulia Rahmawati^{1*}, Triyanto²

^{1,2}Sebelas Maret University, Indonesia

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

Abstract

This study examines the implementation of the Pancasila Student Profile at SMA Warga as a strategy to develop student character that is in line with Pancasila values. The profile is outlined in both teaching materials and various activities, both inside and outside the classroom, with an emphasis on aspects such as mutual cooperation, creativity, global diversity, and other core traits. A qualitative approach was used by utilizing literature reviews and in-depth interviews with teachers, principals, and students. The research findings show that SMA Warga overcomes various challenges in implementing the Pancasila Student Profile, such as limited creativity and teamwork skills among some students, through non-cognitive diagnostic assessments and project-based learning methods. By providing supportive infrastructure and adopting an inclusive approach, the school fosters a learning environment that is conducive to character development. The implementation of the Pancasila Student Profile at SMA Warga aims to produce a young generation who not only excel academically, but also have a strong character based on Pancasila values, so that they are able to compete in the global era while maintaining national identity.

Keywords: Pancasila, character, project.

Introduction

According to Damayanti and Winanto (2024), the Pancasila Student Profile is a collection of characters and competencies that Indonesian students must have to form good character through effective learning strategies. The Pancasila Student Profile is a concept developed in the Indonesian education curriculum to form character and skills in accordance with the values of Pancasila. SMA Warga as one of the schools that actively implements this profile, strives to form students who are faithful, pious, have noble character, have a global perspective, work together, are creative, think critically, and are independent. In its implementation, teachers at SMA Warga include the Pancasila student profile into the teaching module and integrate this profile into learning activities, projects, assignments, and daily student interactions. Not only limited to theory, this profile is intended to be an ideal guideline in forming a young generation that is able to face global challenges while still

respecting local culture and values (Fauzi, MIR, Rini, EZ, & Qomariyah, S., 2023).

According to Juliardi (2015), Citizenship Education is expected to be able to revive the character of students who are increasingly declining towards a character that is in accordance with the values of Pancasila. As a school that implements the Pancasila student profile, SMA Warga realizes the importance of instilling character that is in accordance with the values of Pancasila in every aspect of learning. This is implemented through various activities such as discussions, making infographics, role-playing, to thematic projects that raise the theme of local wisdom. Thus, learning is not only limited to academic material, but also includes aspects of student character and personality. However, there are internal obstacles, such as some students who are less creative or less able to work together. However, the school has anticipated this with a non-cognitive diagnostic assessment approach at the beginning of the school year

to identify the characteristics of each student so that teachers can provide appropriate guidance.

Ideally, the Pancasila student profile is a reference that is expected to be able to produce a young generation of Indonesia that is based on Pancasila values and ready to face the era of globalization. In the context of education, ideally every school is able to implement this profile comprehensively and consistently, so that it can foster positive skills, attitudes, and behaviors that reflect Pancasila. This profile contains six main aspects, namely faith and devotion to God Almighty, global insight, mutual cooperation, creativity, critical thinking, and independence. If applied properly, this profile will produce students who have strong personalities, global insight, and are able to adapt to developments in the era without forgetting the nation's identity. (Susilawati, E., Sarifudin, S., & Muslim, S., 2021)

In educational theory, character building through education based on local values and culture is considered important to strengthen individual identity as well as social skills. The implementation of the Pancasila student profile is regulated in government policy through Permendikbud Number 22 of 2020 concerning Curriculum in Emergency Situations and other policies that encourage the development of character-oriented curriculum. This law emphasizes the importance of schools as institutions responsible for developing student character according to Pancasila values (Santika, R., & Dafit, F., 2023).

Education experts state that the success of the Pancasila student profile is not only determined by the curriculum, but also by the active role of teachers in guiding and directing students. According to Ki Hadjar Dewantara, ideal education does not only cover intellectual aspects, but also concerns the development of students' character and personality through a holistic approach. This is in line with the educational principles stated in "Education for Personality Development", where schools are expected to be able to create a learning environment that is conducive to character formation.

In State Senior High Schools, the implementation of the Pancasila student profile has been quite significant with several

adjustments tailored to the characteristics of students and the school environment. However, there are still challenges, especially in encouraging students who have limitations in terms of creativity and collaboration to be more active in mutual cooperation and creativity activities. This obstacle is not too inhibiting, but remains a concern in efforts to achieve character education goals.

The Pancasila student profile is important because it aims to form students who are not only academically intelligent, but also have a strong and competitive personality. In the midst of the increasingly rapid flow of globalization and technology, the Pancasila values instilled in students will be an important foundation for them to be able to live in a diverse society without losing their national identity. SMA Warga has implemented proactive steps to overcome obstacles, ensuring that each student can develop optimally in accordance with the character of the Pancasila student profile.

Method

Qualitative research methods provide an in-depth approach to understanding the implementation of Pancasila values in the formation of student character, so that it is more relevant to the socio-cultural context of Muhadjir (2000). The method used in this study is a qualitative approach with a literature study method and interviews as data collection techniques. The qualitative approach was chosen because it is appropriate for understanding social phenomena in depth, especially in the context of the implementation of the Pancasila student profile in the educational environment. This approach allows researchers to explore descriptive data and provide an understanding of the values, perceptions, and experiences of research subjects related to the implementation of the Pancasila student profile at SMA Warga. Through this method, researchers can obtain an overview of the actual conditions and aspects that influence the success and obstacles to the implementation of the Pancasila student profile. Literature studies were conducted to understand the theoretical framework and concepts relevant to the research topic. The literature analyzed included journals, books, articles, and

policy documents that discussed the Pancasila student profile, character education, and educational theories and practices relevant to the formation of student character in schools. This literature study aims to strengthen the theoretical basis and provide a comprehensive view of the Pancasila student profile. The results of the literature study were also used as a reference for compiling interview guidelines and comparing field findings with existing theories.

In addition, in-depth interviews with relevant informants such as teachers, principals, and students were conducted to obtain direct information regarding the implementation and challenges of implementing the Pancasila student profile at SMA Warga. This interview aims to explore the experiences, perceptions, and strategies used in implementing the Pancasila student profile in schools, as well as to understand how each aspect of the Pancasila student profile is integrated into learning and school life. The interview technique used was semi-structured, thus providing freedom for informants to express their views and experiences freely but still focused according to the research objectives.

Result and Discussion

Implementation of Pancasila Student Profile at Warga High School

According to Rahayu, Sundawa, and Wiyanarti (2023), the Pancasila student profile is a project that aims to strengthen the character values of Pancasila through the independent curriculum, so that students can become part of the global community. The implementation of the Pancasila Student Profile at SMA Warga is carried out through teaching modules compiled by teachers. Each module contains one or more of the six dimensions of the Pancasila Student Profile which include creativity and mutual cooperation, which are integrated into group discussion activities in class (Santika, R., & Dafit, F., 2023). With this approach, the Pancasila Student Profile becomes an integral part of the learning process, not just teaching materials. The project-based approach, discussion, and presentation in the form of infographics encourage students to think

creatively and work together in completing their assignments. In addition to the classroom, the implementation of this profile is also carried out through activities outside the classroom, such as making videos and infographics that require students to work together and think critically. Thus, SMA Warga not only encourages students to understand the concept of mutual cooperation and creativity, but also applies them in their daily tasks. The implementation of this profile has become part of the school culture, which is expected to prepare students to face global challenges without forgetting their identity as Indonesians (Amelia, RF, & Dewi, DA, 2021).

This profile was born because, as conveyed by, it is feared that character education will be increasingly eroded, causing disorientation of identity along with the progress of the times. Therefore, the government has taken steps to strengthen character education through the concept of the Pancasila Student Profile as the direction of national education. In an article written by Zulfikar and Dewi (2021), they highlight that civic education has an important role in shaping the character of the nation. However, the challenge faced is how to effectively integrate civic values into the education curriculum in order to form good citizens and support sustainable development.

The implementation of the Pancasila Student Profile aims to form students who have competencies in accordance with the vision of Indonesian education, namely a generation that is independent, has personality, and is able to face global challenges. Explains that the implementation of this profile is carried out through habituation activities, intracurricular, co-curricular, and extracurricular learning that builds students' character in everyday life.

At the elementary education level, the application of this profile helps shape good behavior and positive character in students added that faith and noble morals in this profile play an important role in providing strength for students to face life's challenges and shape personal, social, and national morals.

Nurhalisyah, Dewi, & Adriansyah (nd.) Civic education has an important role in instilling national values and character based on Pancasila, which aims to form a generation of students with integrity. Pancasila students are also expected to be able to uphold the value of

Bhinneka Tunggal Ika which encourages them to maintain noble culture while being open to other cultures. This attitude of diversity directs students to play an active role in realizing an inclusive and socially just society. Ministry of National Education (2010) National character education is designed to form a generation that has the noble values of Pancasila, with integration in various subjects in schools. In addition, independent students can be responsible for their learning and solve problems with awareness and self-regulation (Sulastri et al., 2022). Another important aspect is critical reasoning skills, namely the skills to analyze, evaluate, and conclude objectively as a basis for making the right decisions (Lestari & Annizar in Ibad, 2022).

Creativity, the last dimension in the Pancasila Student Profile, emphasizes students' ability to create useful innovations by combining critical thinking in developing new ideas (Ainiyah, 2013). Character development through this profile is in line with the concept of "independent learning" from Ki Hajar Dewantara which encourages freedom and development of children's talents in learning. In this context, educators have a great responsibility in shaping students' character through role models, motivation, and encouragement so that they are able to be independent (Rahayuningsih, 2022). Overall, SMA Warga has integrated the Pancasila Student Profile into various aspects of school life, making it part of the school culture and forming students who are not only academically competent, but also have personalities in accordance with the noble values of the nation.

Problems and Obstacles in Implementing the Pancasila Student Profile

According to Dewi and Ulfiah (2021), the increasing number of cases reflecting the deterioration of national character, both those reported in the media and those occurring in daily life, indicates that character education in Indonesia has not been fully implemented. This emphasizes the importance of building national character. Based on Law No. 20 of 2003 concerning the National Education System, education functions to develop abilities and shape the character and civilization of a

dignified nation. Education aims to develop students' potential to become individuals who are faithful, pious, possess noble morals, and become democratic and responsible citizens.

According to Hidayat, Mulyani, Nurhasanah, Khairunnisa, and Sholihah (2020), Civics Education (PKn) in schools still faces several challenges. Some students tend to view PKn as a theoretical and conceptual subject. Additionally, some teachers struggle to encourage students to be active and directly involved in the classroom learning process. Many students also perceive PKn as a subject focused on memorization, which makes them feel bored. This issue is exacerbated by the lecture method still commonly used by teachers, making learning monotonous and less engaging for students.

In general, SMA Warga does not face significant challenges in implementing the Pancasila Student Profile, as these values have long been integrated into all subjects, especially Civics Education. As a national school, SMA Warga supports free and fair religious activities for all students and encourages various creative initiatives through extracurricular activities such as art performances (PENSI). However, minor challenges arise from some students who are less creative or less capable of working together in collaborative activities. Although these challenges are considered minor, the school still pays attention to addressing them to achieve the goals of character education.

One of the steps taken is conducting non-cognitive diagnostic assessments at the beginning of the academic year. Through these assessments, teachers can better understand students' backgrounds, learning styles, and characteristics, enabling them to design learning strategies tailored to students' needs and provide more intensive support to students who are less active or struggle with teamwork. This approach helps anticipate potential challenges in implementing the Pancasila Student Profile early on, allowing teachers to offer more effective guidance.

Additionally, SMA Warga organizes various activities to enhance students' creativity and collaborative spirit, such as creating infographics, videos, and demonstration projects. These activities train students to think innovatively, express ideas confidently, and work collaboratively in teams. Over time, initially passive students are expected to

become more active and creative. This approach focuses not only on academic outcomes but also on developing students' character in line with Pancasila values.

The efforts made by SMA Warga have successfully addressed most challenges in implementing the Pancasila Student Profile, making diagnostic assessments and creative-collaborative activities key to creating a learning environment that supports optimal student character development.

In a study conducted by Sari et al. (2024), it was found that implementing the Pancasila Student Profile faces several challenges. One of these is the lack of application of the global diversity dimension in classroom learning. This is due to the freedom provided by the Independent Curriculum, allowing educators to optimize learning according to local needs and contexts, resulting in this dimension not being prioritized in the learning process.

However, several factors hindering the implementation of the Pancasila Student Profile still need attention, including teachers' limitations in designing effective teaching modules, insufficient time for teaching and learning activities, lack of lesson content, limited teacher skills in utilizing technology, low student interest in certain subjects, and passive student participation in learning. The lack of financial support from parents and limited understanding of Pancasila values in society also pose challenges, especially when divine values are only viewed through ritual practices without deeper appreciation.

According to Sunaryati, T., Safitri, I., Lestari, NA, & Putri, J. (2023). one of the challenges in Indonesian education is the low moral values among students, particularly at the elementary school level. Morality serves as a benchmark for determining the good or bad nature of one's actions and speech, which is crucial for behaving well toward others. Good attitudes and morals lead to positive perceptions, while the absence of moral values tends to invite negative judgments from the environment. Therefore, instilling moral values in students is crucial as it influences their education and behavior. Moral education helps students develop respect, appreciation, and harmonious relationships with others. It also prevents conflicts and shapes a generation that is both intelligent and virtuous (Sunaryati et al., 2023, pp. 2834–2840).

SMA Warga responds to these challenges with several strategies, such as monitoring students' physical and mental well-being, fostering positive character traits like self-confidence and respect for others, increasing motivation and creating a conducive learning environment, and providing better learning opportunities and positive stimulation for students.

SMA Warga's approach to addressing these issues involves the use of self-directed learning methods and effective pedagogical interventions. Through problem-solving strategies implemented by educators, students' cognitive abilities are expected to improve, enabling them to solve complex problems efficiently. The success of implementing the Pancasila Student Profile among SMA Warga students demonstrates that with adaptive methods, schools can support the achievement of national education goals, not only academically but also through the formation of strong student character based on Pancasila values.

Solutions to Support the Success of Pancasila Student Profiles

As an effort to support the successful implementation of the Pancasila student profile, SMA Warga implements a non-cognitive diagnostic assessment at the beginning of the school year to determine the background, character, learning style, and personality of students. With this assessment, teachers can identify the special needs of students, especially those who are passive or less concerned about the environment. Teachers can provide more attention and assistance to students who need it, so that they can develop positively according to the characteristics of the Pancasila student profile. This step is in line with the concept of independent learning, where students are given the freedom to learn according to their interests and talents, but are still directed to have a positive character. In addition to diagnostic assessments, SMA Warga also uses project-based learning methods as an effort to shape student character according to the Pancasila student profile. In this learning, students are invited to participate in thematic projects that reflect values such as mutual cooperation,

creativity, and global diversity. For example, students are given the task of creating a cultural performance or stage work that displays local wisdom, such as traditional clothing, regional dances, and traditional foods. This project not only fosters a love for national culture, but also trains students to work in teams and appreciate differences (Gunadi, SS, Hanifah, N., & Nugraha, RG, 2024).

According to Rahayu, Sundawa, and Wiyanarti (2023), to overcome the challenges in implementing the Pancasila student profile, collaboration between the government, educational institutions, parents, and the community is needed. The government needs to provide support through adequate policies and programs, while educational institutions must improve educators' understanding of the importance of character education based on Pancasila values. Active participation of parents and the community is also essential in supporting this implementation. SMA Warga also provides spaces that support student creativity, such as creative laboratories and art studios. These facilities allow students to develop their talents and interests in various fields, including art, science, and other skills. With the support of these facilities, it is hoped that students will be more motivated to think creatively and innovatively, which is an important element in the Pancasila student profile. Teachers act as facilitators who accompany students in exploring and developing their ideas. The inclusive approach implemented by SMA Warga also supports the achievement of the Pancasila student profile. The school encourages the creation of an open learning environment that accepts differences. In everyday life at school, students are taught to appreciate differences in opinion and cultural backgrounds that support the value of global diversity. This helps students to become open-minded individuals, respect others, and be able to adapt to various social situations.

In addition, the application of the Pancasila student profile is also applied to extracurricular activities. Extracurricular activities are carried out to develop certain aspects contained in the curriculum and in accordance with the needs and living environment of students. This activity is believed to be able to help in the formation of student character, because repeated habits can form students with character. Outside of

learning, students can choose extracurricular activities that suit their interests and potential. For example, dance and Sundanese language activities for the global diversity dimension, drawing for the creative dimension, religious activities for the faith and piety dimension, sports or karate for the independent dimension, ICT for the independent and creative dimensions, and scouts which contain all dimensions in the Pancasila student profile.

In addition to extracurricular activities, character building is also carried out through habituation activities such as flag ceremonies, literacy before studying, blessed Fridays, and gymnastics. SMA Warga also emphasizes the dimensions of Pancasila character in daily learning, including faith, devotion to God Almighty, and noble morals that can be seen from students' habits in worship, maintaining the cleanliness of the school and classroom environment, and the application of greetings, smiles, greetings, politeness, and courtesy (5S). These values emerge and develop through character building that they often do, as well as through other activities such as mutual cooperation. All activities carried out at the school are consistently based on Pancasila values. According to Rusnaini, Raharjo, Suryaningsih, and Noventari (2021), to strengthen students' personal resilience, it is important to intensify the application of the Pancasila Student Profile through the integration of Pancasila values in the curriculum and extracurricular activities.

Meanwhile, Rama, Ambiyar, Rizal, Jalinus, Waskito, and Wulansari (2023) suggested the use of evaluation models in high schools as a solution to improve the quality of education and ensure that educational programs run effectively.

Conclusion

The implementation of the Pancasila Student Profile at SMA Warga has demonstrated a strong commitment to integrating Pancasila values into the educational process. Through learning modules designed by teachers, each dimension of the Pancasila Student Profile—such as creativity and mutual cooperation—is included in project-based and discussion-based learning activities. This makes these values not only as teaching

materials, but as an integral part of student character formation. Activities inside and outside the classroom, such as making videos and infographics, help students to think critically and creatively, and develop effective collaboration.

SMA Warga also pays attention to the challenges and obstacles in implementing the Pancasila Student Profile. Although in general there were no significant obstacles found, some students showed a lack of creativity and collaboration skills. Through non-cognitive diagnostic assessments, teachers can understand the background and characteristics of students, so they can design appropriate learning strategies. This step allows schools to provide more intensive support to students in need, as well as maximize their potential in achieving character education goals. Creative and collaborative activities, such as infographic and video creation projects, are one way to increase the spirit of mutual cooperation among students. By creating an environment that supports the development of creativity, SMA Warga encourages students to dare to express ideas and work in teams. This is in line with the goal of national education to form students who are not only academically competent, but also have personalities that are in accordance with the values of Pancasila.

In supporting the successful implementation of the Pancasila Student Profile, SMA Warga applies various methods, including project-based learning and extracurricular activities. These activities help students to develop their potential and character in accordance with the values they uphold. The inclusive approach implemented by the school also allows students to appreciate differences and adapt to diverse social situations. In addition, habituation through routine activities at school also contributes to the development of positive character in students.

Overall, SMA Warga has successfully integrated the Pancasila Student Profile into various aspects of school life. By implementing adaptive and innovative methods, the school not only supports the achievement of national education goals, but also plays an active role in shaping the character of resilient students. Through the application of Pancasila values in learning and daily activities, SMA Warga strives to create a generation that is intelligent, has character, and is ready to face global

challenges, while still upholding its identity as an Indonesian nation.

References

- Amelia, RF, & Dewi, DA (2021). The importance of citizenship education in minimizing the influence of globalization on the character of love for the homeland in students of SMAN 1 Majalaya . *Journal Encyclopedia*, 3(3), 103-110.
- Damayanti, SP, & Winanto , A. (2024). Evaluation of the implementation of the Pancasila student profile to improve the quality of character of elementary school students. *Basicedu Journal* , 8(4), 2712 – 2721. <https://jbasic.org/index.php/basicedu>.
- Dewi, DA, & Ulfiah, Z. (2021). The Role of Civic Education in Building National Character. *Undiksha Journal of Civic Education* , 9(2), 499. <https://ejournal.undiksha.ac.id/index.php/JJPP>
- Fauzi, MIR, Rini, EZ, & Qomariyah, S. (2024). Application of Pancasila student profile values through contextual learning in elementary schools. *Muhammadiyah University of Surabaya*.
- Gunadi, SS, Hanifah, N., & Nugraha, RG (2023). Analysis of the strategy for implementing the Pancasila student profile in strengthening the character of students in elementary schools. *This: Journal of Educational Sciences*, 6(3), 629.
- Hidayat, H., Mulyani, H., Nurhasanah, SD, Khairunnisa, W., & Sholihah, Z. (2020). The role of technology and learning media for elementary school students in civic education learning. *Undiksha Journal of Civic Education* , 8(2), 57-65.
- Juliardi, B. (2015). Implementation of character education through citizenship education. *Bhinneka Tunggal Ika Journal*, 2(2), 119-126. Retrieved from <https://ejournal.unsri.ac.id/index.php/jbti/article/view/4581>.
- Ministry of National Education. (2010). *Master Plan for the Development of National Character Education*. Jakarta: Ministry of National Education.
- Muhadjir , N. (2000). *Qualitative research methodology: Positivistic, rationalistic , phenomenological , and metaphysical realism approaches to the study of religious texts and research (IV)*. Rake Sarasin .
- Nurhalisyah , A., Dewi, DA, & Adriansyah, MI (nd). *The Importance of Citizenship in Student*

- Education. PGSD Study Program, Indonesian University of Education.
- Rahayu, DNO, Sundawa, D., & Wiyanarti, E. (2023). Profile of Pancasila students as an effort to shape the character of global society. *Visipena Journal*, 14(1), 14 – 28. <https://ejournal.bbg.ac.id/visipena>.
- Rahayuningsih, F. (2021). Internalization of Ki Hajar Dewantara's educational philosophy in realizing the profile of Pancasila students, 1(3).
- Rama, A., Ambiyar, A., Rizal, F., Jalinus, N., Waskito, W., & Wulansari, RE (2023). The concept of the Context, Input, Process, and Product (CIPP) evaluation model in Vocational High Schools. *JRTI (Journal of Indonesian Action Research)*, 8(1), 82.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensification of Pancasila student profiles and their essence towards students' personal resilience. *Journal of National Resilience*, 27(2), 230. <https://doi.org/10.22146/jkn.67613>
- Santika, R., & Dafit, F. (2023). Implementation of Pancasila student profiles as character education in elementary schools. *Jurnal Obsesi: Journal of Early Childhood Education*, 7(6), 6641-6653.
- Sari, MS, Alpia, N., Delilla, M., Said, MF, Sri, AS, & Yovita, K. (2024). Analysis of the application of the Pancasila student profile in elementary schools in 21st century education. *Journal of Elementary Education*, 15(3), 250 – 265. <https://doi.org/10.21009/JPD.XXX>.
- Sunaryati, T., Safitri, I., Lestari, NA, & Putri, J. (2023). The importance of civic education in instilling morals in elementary school students. *Basicedu Journal*, 7(5), 2834-2840.
- Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalization of Pancasila values in learning through the application of Pancasila student profiles assisted by the Merdeka Mengajar platform. *Jurnal Teknodik*, 25(2), 155 – 167. <https://doi.org/10.32550/teknodik.v25i2.897>
- Zulfikar, MF, & Dewi, DA (2021). The Importance of Civic Education to Build National Character. *PEKAN JOURNAL: Journal of Civic Education*, 6(1), 104-115.