

Instilling Pancasila Student Profile Values in The Formation of Student's Character in Civic Education Subjects

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Abstract: This study aims to provide knowledge about the inculcation of Pancasila student profile values in the formation of student character. The type of research used is qualitative research with a descriptive method. This study has a uniqueness, namely that usually character formation is only through civic education subjects, but in this study character formation is carried out through the profile values of Pancasila students. The results of this study show that the inculcation of Pancasila student profile values in the formation of student character is carried out through divinity and piety programs, namely dhuha prayers, memorization of surah and yasinan, work harvest programs, and mutual cooperation. This study is important to provide knowledge of PKn teachers in instilling the values of the Pancasila student profile to form student character. Therefore, with this study, it is hoped that readers, especially civic education teachers, can instill the values of the Pancasila student profile to shape the character of students. Thus, the implication of this study is that the research supports curriculum renewal by including activities that integrate Pancasila values more deeply. The curriculum can be expanded with practical projects and hands-on experience to reinforce the internalization of those values.

Keywords: Civic Education, Pancasila Students, Student's Character

A. Introduction

In the context of education in Indonesia, the subject of Civic Education plays a very important role in shaping students' character and their understanding of their rights and obligations as citizens. Civic Education is designed to foster good national attitudes and ethics among students, as well as equip them with the knowledge necessary to live a life as active and responsible citizens. One of the latest efforts in the national education curriculum is the introduction of the Pancasila Student Profile, a concept that integrates six dimensions of character: Faith and Fear of God Almighty, Noble Character, Mutual Cooperation, Independence, and Global Diversity. This profile aims to make students not only academically intelligent, but also have strong personalities, deep empathy, and a positive attitude towards diversity.

Hidayat & Abdillah (2019) explained that education is a process that influences students to adapt to the environment until changes occur that can be used in community life. The meaning of the process in the definition of education also emphasizes that education does not only focus on results, but how the process is passed in receiving education. V.R Taneja, quoted the statement of Proopert Lodge, which means that human beings will always coexist with education (Sakina & Sukiatni, 2020). The importance of this education raises it to the top of human life. This further causes humans to compete more and more in getting education.

From an Islamic perspective, education is a medium that humans do to elevate their status. This is stated in the Qur'an Surah al-Mujadalah:11 which means "Stand up for yourselves, then stand up, surely Allah will raise up (the degree) of those who believe among you and those who are given some degrees of knowledge. And Allah is very careful what you do". In addition to the above words, there is also a hadith that emphasizes the obligation to seek knowledge, which means "Husayn bin Ali narrated that the Prophet once said, "Seeking knowledge is mandatory for every Muslim". (HR. al-Baihaqi, at-Tabrani, Abu Ya'la, al-Qudha'I, dan Abu Nua'im al-Ashbahani). From the two postulates above, seeking knowledge is highly recommended in Islam in order to make humans perfect creatures of Allah without distinction between genders. The importance of education for humans cannot be doubted, because humans desperately need education in their lives (Turmuzi, 2021).

Education in Indonesia today is intensively carrying out education that develops students' character to be even better. Arifudin interpreted character education as including moral education, ethics, and character education. In the implementation process, emphasis is placed on learning directly from the events that occur around (Larasati & Mawardi, 2023). This character education is carried out to form individuals who are good-natured, commendable behavior and a good mindset. Character education is expected to be able to shape students into human beings who understand ethics, behavior and good ethics in community life.

Recently, education in Indonesia has implemented an independent curriculum that emphasizes character education. According to the National Education Standards Agency, the independent learning curriculum is a policy set by the Ministry of Education, Culture, Research, and Technology given to education units as an additional step taken to restore learning in the 2022-2024 period (Putri & Aly, 2023). The implementation of the curriculum must be in line with the 3 domains of Bloom's Taxonomy, namely its implementation must touch all aspects, namely cognitive, affective and psychomotor aspects. The concept of Bloom's Taxonomy was developed by Benjamin S. Bloom in 1956 (Yuswanto, 2022). Bloom's taxonomy is very helpful for designing learning objectives (Putri & Aly, 2023).

The embodiment of character formation in the independent curriculum is applied to the Pancasila Student Profile program. Based on the regulation of the Minister of Education and Culture number 22 of 2020 concerning the strategic plan of the Ministry

of Education and Culture for 2020-2024, it is explained that Pancasila students are a manifestation of students with global competence and behavior in accordance with Pancasila, with six main characteristics, namely, faith, fear of God Almighty, noble character, global diversity, mutual cooperation, independence, creativity and critical reasoning. According to Irawati in Pratiwi & Nanna (2023) The Pancasila Student Profile itself is a program that can support the achievement of Indonesia's educational goals and become a sustainability in character strengthening programs. The Pancasila Student Profile emerged against the background of the erosion of character education in students. The solution in improving the character of students is to realize the Pancasila student profile program.

Character formation is needed in the current generation, this can be pursued by the application of character education in school subjects such as civic education, social sciences, religion and so on. Education of Pancasila values in the world of education is taught through a field of study that is a means of learning for students to get to know Pancasila better, namely in the field of civic education. Civic education is a field of study that is taught in all schools. Civic education is education that prioritizes the value of formation and attitude of students. This civic education is expected to change the character of students derived from the values of Pancasila.

However, although the Pancasila Student Profile has been implemented in the educational curriculum, there is a lack of understanding of how these values are translated into daily practice in the classroom. While some schools may have adapted various teaching methods to internalize these values, such as the use of case studies, simulations, and group discussions, the effects of these methods on student character formation have not been fully understood (Fauziah et al., 2020). There is an urgent need for more in-depth research on the effectiveness of these methods in different contexts as well as how the values of the Pancasila Student Profile are internalized and accepted by students. In other words, there are still shortcomings in the literature that assess how different teaching approaches affect students' attitudes and behaviors outside the classroom.

The state of art in educational practice shows that there are various approaches applied by teachers to teach the values of the Pancasila Student Profile. For example, some teachers may focus more on project-based teaching that engages students in social and community activities, while others may apply discussion or simulation methods to facilitate deeper understanding (Basyaruddin & Rifma, 2020). However, the effectiveness of each of these approaches in internalizing the values of Pancasila and its impact on the character of students has not been explored systematically. In addition, the role of the surrounding environment, such as family and community support, is often not thoroughly considered in the evaluation of teaching methods. This indicates the need to identify the most effective methods and understand how external factors play a role in supporting the learning process (Primasari et al., 2019).

The main contribution of this study is to provide a deeper understanding of the effectiveness of teaching the values of the Pancasila Student Profile and its impact on student character. The results of this study are expected to provide practical guidance for educators in designing and implementing more effective teaching strategies. In addition, this research also aims to provide useful information for policymakers in developing educational policies that support the formation of student character in a more holistic manner. Thus, this research has the potential to contribute to improving the quality of civic education in Indonesia, helping to create a younger generation with more integrity, empathy, and responsibility.

Based on the description above, the application of the Pancasila student profile in the independent curriculum is considered to be able to produce student character in facing today's era. The researcher is interested in studying and exploring more deeply the problem of "Instilling Pancasila Student Profile Values in the Formation of Student Character in Civic Education Subjects". Through this research, we will see the extent to which students are able to instill the values of the Pancasila student profile in shaping character and how the role of teachers in instilling the values of the Pancasila student profile in shaping the character of students. Thus, the research question that will be answered in this study is how the implementation of the values of the Pancasila Student Profile in the subject of Civic Education affects the formation of student character, and what teaching methods are most effective in instilling these values. This research itself will be carried out at Ali Imron Junior High School/Madrasah Tsanawiyah in grade VII which has implemented learning with an independent curriculum.

B. Methods

In this study, the method used is a descriptive qualitative research method. According to Bogdan and Taylor, as cited by (Moleong, 2017), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. This study examines the inculcation of Pancasila student profile values in the formation of student character in civic education subjects. Creswell in Murdiyanto (2020) revealed that the qualitative approach is a research and interpretation process based on the methodology of investigating social phenomena and problems that occur in humans.

In this study, the data sources used are primary data sources and secondary data sources. The primary data source in this study is in the form of the results of interviews with predetermined informants related to the inculcation of Pancasila student profile values in the formation of student character in civic education subjects. Meanwhile, secondary data was obtained from books, daily magazines, newspapers, journals and previous studies that are relevant to the cultivation of Pancasila student profile values in the formation of student character in civic education subjects.

The Data Collection Techniques used in this study, the researcher conducted several techniques, namely observation, where observation was carried out at the junior high school/madrasah tsanawiyah Ali Imron which is located at Jalan Bersama, Number 21, Bandar Selamat, Medan Tembung District, Medan City. Then interviews, where interviews were conducted with informants at the Ali Imron tsanawiyah madrasah, namely the principal, civic education teachers and 5 grade VII students. And finally, Documentation, in the implementation of documentation techniques, researchers investigate written objects such as books, magazines, documents, diaries and so on.

The Data Analysis Technique used in this study, the researcher carried out three flow of activities, namely first, Data Reduction, Reduction is carried out since data collection, starting with making summaries, coding, searching for themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified; Second, Data Presentation, Qualitative data presentation is presented in the form of narrative text, with the aim of being designed to combine information that is arranged in a cohesive and easy-to-understand form; And third, Drawing Conclusions, is carried out after the previous steps have been carried out, so in this step the researcher must draw conclusions and verify, both in terms of meaning and truth of the conclusions that have been agreed upon by the place where this research is carried out.

C. Results and Discussion

Character education, according to Lickona, is interpreted as education that is carried out to produce individuals with good personalities through ethics education, the results of which can be seen from the good behavior of the individual, his honest attitude and responsibility (Gunawan, 2022). Lickona explained in her book entitled education for character: how our schools can teach respect and responsibility that the prominent shortcomings that many see from children are their moral values and character, this is the important reason for teaching character education to children (Ningsih, 2021). There are several parties that have a role in shaping children's character, namely the school or those within the scope of the school and parents (Lickona, 2013). The character formation carried out in schools through the independent curriculum program is the Pancasila student profile. Students are expected to have a character rooted in the values of Pancasila. Then it will be implemented by teachers in learning activities, so that the character of students is achieved from the values of Pancasila.

1. Values of Pancasila Student Profile in Civic Education Subjects

The Pancasila student profile is the hope of realizing the competencies and characters inherent in students in Indonesia, both those who are pursuing formal education and those who are implementing their knowledge in society (Pratiwi & Nanna, 2023). The existence of the Pancasila Student Profile is very necessary, because with this program

students are able to implement and understand the values of Pancasila in their daily lives (Kumala, 2023). Yunita argued in Fauzi et al., (2023) that the Pancasila Student Profile Program is the answer to the question of what competencies must be possessed by students. The profile of this Pancasila student contains the following six characteristics (Pratiwi & Nanna, 2023):

Faith, fear of God Almighty, and have noble character

This is the main identity of the Pancasila student profile. Indonesia students must understand the religion and beliefs they adhere to in order to implement it in their daily lives. Based on the results of interviews conducted by the character of students who have faith, fear God Almighty and have noble morals, it can be seen from their daily life at school. Students with character will look diligent in worship, calm in nature and behave well with teachers and friends. This was said directly during an interview with Mrs. Yanti as a civic education teacher "students who have that character are those who have knowledge that makes them more fearful of Allah by always carrying out worship to Allah".

Global diversity

The variety of cultures in Indonesia requires students to open their minds as widely as possible and continue to interact with other students. The openness of the minds of these students will make the realization of an attitude of respect for each other. Students with global diversity will be more respectful of each other. In line with the results of an interview conducted with Mr. Jamaludin as a social science teacher "Students who are not tribalistic, meaning that wherever they go, not only to one tribe, so globally in, the term is one with their friends, regardless of religion or ethnicity".

Gotong Royong

The meaning of mutual cooperation here is to be able to cooperate with others in carrying out various activities. Mutual cooperation can make the work carried out easier, faster, lighter and run smoothly. In line with the results of an interview conducted with Mrs. Yanti as a civic education teacher "Students with the character of working together are students who have a high social spirit of mutual help, especially in this school where mutual cooperation is often held".

Self-sufficient

Independence here is interpreted as a student who is able to develop himself even before the guidance from the teacher, has good self-control. In line with the results of an interview conducted with Mrs. Yanti as a civic education teacher "Independent students are students who do not depend on others, for example, when the teacher

has not entered the class, he first reads the material that will be studied that day. "In addition, he is also able to take responsibility, and can solve his own problems".

Creative

Creative in this case is defined as students who have high curiosity, are able to make changes, and want to try new things. In line with the results of an interview conducted with Mrs. Yanti as a civic education teacher "that is, students who are usually curious, like to try new things, besides that they must dare to express their opinions".

Critical reasoning

Students who are critically reasoned are usually seen as active, have a high level of curiosity, students who have the ability to ask questions, analyze and evaluate the information received. In line with the results of an interview conducted with Mr. Jamaludin as a social science teacher "Every teacher explains quickly catching, then always corrects the material given by the teacher, so the teacher's answers are not all accepted".

2. The Role of Civic Education Teachers in Implementing the Pancasila Student Profile

In the implementation of a value, it is inseparable from the role of various parties, as well as the profile of Pancasila students. The implementation of the Pancasila student profile requires the participation of teachers, namely civic education teachers in its implementation. Based on observations and interviews that have been conducted, there are several roles that civic education teachers play in implementing the Pancasila student profile, including the following:

Supervisor

Teachers have a role as a guide in implementing the Pancasila student profile. Teachers are also obliged to guide students in learning activities, guide students' character, and help students who experience problems, both learning problems, and personal problems. Teachers as supervisors also direct students in developing student potential. This is in line with an interview conducted with Mr. Jamaludin as a social science teacher "If I often have discussions with students, sometimes during breaks, I often notice that students who lack morals still need to be improved, I invite them to discuss together".

Example

Teachers have a role as role models in implementing the Pancasila student profile for students. The example of teachers can be seen from good behavior, attitude and

personality so that they can be used as role models for students. The good attitude and behavior shown by teachers are expected to be imitated and applied by students. This is in line with an interview conducted with Mr. Jamaludin as a social science teacher "Because human beings value their morals, and we as teachers must also be able to set an example and example for students".

Motivator

The role of teachers as motivators is defined as teachers' activities to increase students' passion and motivation (Hafiz et al., 2023). Teachers motivate students to be able to explore the potential that exists in them, such as the talents and abilities that have existed in the students, then hone and motivate students to develop them to become the best in their fields.

3. How to Instill Pancasila Student Profile Values in the Formation of Student Character in Civic Education Subjects

The values of the Pancasila student profile that are instilled aim to shape the character of students, especially in the subject of civic education. The student profile of this student is expected to be able to change the character of students according to the grades in each item. Each school and teacher have its own ways of instilling these nilai. The programs carried out at the Ali Imron tsanawiyah madrasah to instill the values of the Pancasila student profile are as follows:

Divinity and piety program

The program aims to increase the faith and piety of students at the Ali Imron tsanawiyah madrasah. The program contains dhuha prayers every art day, Wednesday and Thursday, then continued with literacy reading short surahs every Tuesday, and yasinan every Friday. This is in line with an interview conducted with Rifandy as a grade VII student "If it is about piety, every morning we have a duha prayer, if Friday is changed to yasinan, if Tuesday it is a prayer in the field while memorizing the letter an-naba".

Global diversity

According to Nurgiansyah in Nur Wijayanti & Muthali'in (2023) revealed that global diversity is a sense of tolerance for the diversity of tribes and cultures in Indonesia while still respecting each other with existing differences. Based on the results of the observations made on diversity, it can be seen from the attitude that teachers reflect on students is to not discriminate against students in terms of ethnicity, culture, race, and beliefs so that teachers can apply equally to all students and reflect diversity behavior.

Cooperation

Cooperation is an activity of working together and helping others which if done together will feel lighter and will be completed soon (Nur Wijayanti & Muthali'in, 2023). The profile of Pancasila students must be embedded in students, among them is the value of mutual cooperation. Based on the observations made, this mutual cooperation activity is carried out by cleaning the school environment every Saturday. This is in line with an interview conducted with Rifandy as a grade VII student "Every Saturday before entering we usually work together to improve the school environment, that's it"

Self-sufficient

Independence is one of the important aspects that must be instilled in students because it will shape the character of students. Cultivating independence can be done in many ways in daily life, namely through simple things that students can do such as pickets cleaning the classroom, in addition to entrepreneurial independence by making and selling soap.

Creative

The practice of this creative value is carried out with a work harvest program, this program is one of the ways schools especially at the Ali Imron tsanawiyah madrasah to develop student creativity. The activities carried out are soap making, entrepreneurship, several extracurriculars such as paskibra and dance. This is in line with an interview conducted with Mrs. Fitri as the principal of the school "the practice is like making soap, which is then sold, namely the theme of independence, which is sold at market b. Then there is their entrepreneurship in these activities selling the results of their work, then other characters such as discipline for example in extracurricular activities such as paskibra, dance arts that will be displayed at the harvest event. So, we have carried out this yesterday in the 2nd month yesterday there displays all the results of the program that we implemented".

Critical reasoning

It is important for every student to have critical reasoning because this is related to the problem-solving ability of students. Critical reasoning can be instilled by teachers through discussion rooms facilitated by teachers in learning, especially civics education subjects. There are many topics in civic education lessons that can provoke students to think critically by coming up with solutions and critical thinking through discussion forums. In line with the observations made by researchers at the Ali Imron school grade VII on the subject of civic education which was seen conducting discussion activities regarding the rights and obligations of citizens.

4. Factors Driving and Inhibiting the Instillation of Pancasila Student Profile Values in the Formation of Student Character in Civic Education Subjects

The cultivation of a value certainly has things that can encourage and some that hinder it, including the cultivation of the values of the Pancasila student profile. The cultivation of Pancasila student profile values has several driving factors and inhibiting factors in its cultivation, which are as follows:

Driving factors

The factors that drive the cultivation of the values of the Pancasila student profile at the Ali Imron tsanawiyah madrasah are as follows:

High enthusiasm for learning

The most important supporting factor in the success of planting the values of the Pancasila student profile is the high enthusiasm of students. The high enthusiasm of students in the learning process can make learning in the classroom more enjoyable, besides that this also plays a very important role in maximizing the cultivation of Pancasila student profiles because students are the target of instilling these values. This is in line with an interview conducted with Mr. Jamaludin as a social science teacher "the supporting factor is from the enthusiasm of the students, and teachers are given complete freedom to create". This was then supported by Mrs. Yanti as a civic education teacher "If there are many supporting factors, especially if the students look happy if they have been told to create creativity or make works".

Support from various parties

Another factor that is supportive in instilling the values of the Pancasila student profile is the support from other parties. One of them is the support of students' parents, the support of students' parents also has an important role, for example when students are supported to carry out work harvesting activities, participate in extracurriculars, and entrepreneurial activities. In addition to support from students' parents, support from the surrounding community in the environment around the school also has an important role in instilling the values of the Pancasila student profile. This is in line with an interview conducted with Mrs. Yanti as a civic education teacher. "In addition, the parents of the students also support that no one has ever protested if their children collect money to make crafts or are told to bring craft materials because the materials are also minimal, so it is not burdensome". This was then supported by Mrs. Fitri as the principal of the school "the supporting factor is that all school residents must be involved in the activity so that the activity can run well, especially I as the principal must support all programs that will be implemented in the school for this Pancasila student profile activity, then teachers must also support, then support from parents, besides that we also ask the surrounding community to support what we carry out in this school".

Inhibiting factors

The factors that hinder the cultivation of the values of the Pancasila student profile in the Ali Imron tsanawiyah madrasah are as follows:

Facilities and infrastructure

The lack of supporting facilities and infrastructure in instilling the values of the Pancasila student profile will hinder the process. The process of instilling the values of the Pancasila student profile at the Ali Imron tsanawiyah madrasah experienced a lack of facilities and infrastructure, especially in the field of technology. Lack of infrastructure in the field of technology, such as the lack of InFocus so that learning with video media is rarely carried out, so that students feel bored. This is in line with an interview conducted with Mrs. Yanti as a civic education teacher. "In this school, technology such as InFocus has not been used much, in fact, there is, but the number is inadequate, so children never learn like watching learning videos". This was then supported by an interview with Meilani as a grade VII student. "If you cut too much, you will get bored of writing it, so you will be lazy to do it".

Financial

Each activity certainly requires costs in its implementation. Costs are needed to support all forms of agendas such as consumption, materials, and so on, as well as planting Pancasila student profiles that require costs or finances. The costs needed in instilling the values of the Pancasila student profile are in the form of fees for student learning purposes such as making craft skills. This is in line with the results of an interview with Mr. Jamaludin as a social science teacher. "If the obstacle is more about the cost, because the students here are from the lower middle class, sometimes it is a bit difficult to make a product if you have to spend money". Supported by an interview conducted with Mrs. Yanti as a civic education teacher. "The inhibiting factor is usually about cost, if you want to make this craft, it will cost money, so to reduce this cost, materials that are easy to get at an affordable cost are used".

Teacher

The instillation of the values of the Pancasila student profile is inseparable from the contribution of teachers, it is because teachers are pioneers and the party whose children instill these values in students. Good teacher performance in instilling the values of the Pancasila student profile will maximize the instillation of these values in students, but if teachers are not responsive in instilling these values, the instillation of student profile values will be hampered. The lack of responsiveness of teachers in efforts to instill the values of the Pancasila student profile can be seen from the lack of responsiveness when making appeals to students, teachers tend to wait for directions from the principal when they will direct and urge students so that this reduces the

optimality of planting the values of the Pancasila student profile. This is in line with the results of an interview with Mrs. Fitri as the principal. "If the inhibiting factor is a little bit in the part of the teacher's ability to remain disciplined in carrying out the Pancasila student profile program is still lacking, if the teacher has always reminded the child to always carry out Pancasila student profile activities, surely the child's character must also change like that, yes, this is sometimes the principal who reminds the new teacher that the teacher starts moving again, so that's a little bit of an inhibiting factor".

From the results and discussions that have been presented above, there are previous findings that support the results of this article's research, such as research conducted by (Nasution, 2017) The results of his research show that the relationship between character education and education that character education can be interpreted as value education, ethics education, moral education, character education, which aims to develop students' ability to make good and bad decisions, maintain goodness, realize and spread goodness in daily life wholeheartedly. There are other studies that support current research, such as research conducted by (Ito & Manasikana, 2024) The results of his research show that the implementation of the Pancasila Student Profile at SDN 2 Balerejo is carried out through learning activities, extracurriculars, habituation and the Pancasila Student Profile Strengthening Project. Supporting factors are school commitment, parental support, and active student participation. However, there are several obstacles such as lack of literacy, students' interest and willingness, and the role of parents is still low.

This research suggests increasing school program innovation, increasing parental support, and optimizing the learning process. Thus, it is hoped that the Pancasila Student Profile can effectively form student characters that are in accordance with Pancasila values and can be actualized in daily activities. Then the research conducted by (Fakurulloh, 2022) The results of his research show that Pancasila Education for students, in addition to the formation of the state, also plays an important role in building character for the nation's next generation. Based on Pancasila values, with the Pancasila student profile, it has a big impact on efforts to develop intelligent, creative, and noble characters. In the world of education, the values contained in Pancasila can be done in one way, namely by studying Pancasila through education. Basically, character formation can be done from an early age to create the next generation of the nation whose character.

In accordance with the values of Pancasila. Because basically, Pancasila is the starting point for personal character development, namely an intelligent, creative and noble character. The values contained in Pancasila are the values of divinity, humanity, unity, populism, and justice. Pancasila is subjective, meaning that the values contained in Pancasila are related to users and practitioners of Pancasila values, namely. nation, state of Indonesia, and of course the people.

However, although the current research is also supported by the results of previous research or findings, it is undeniable that there are also those who reject the results of current research such as the research conducted by (Bachrudin & Kasriman, 2022) The results of his research show that in his research, they criticized conventional methods in teaching Civic Education, such as lectures and direct teaching, which are considered less effective in instilling character values. They found that students who were only exposed to conventional methods showed less significant results in character development compared to students who followed more interactive and experiential methods. This finding rejects the notion that the traditional approach in teaching Citizenship education is quite effective in shaping students' character. Not only that, but there are other studies that reject the results of current research such as the research conducted by (Al Inu, 2021) The results of his research show that even though the values of Pancasila are integrated into the curriculum, major challenges still exist in its implementation in secondary schools. The study shows that various factors, such as lack of training for teachers and lack of resources, hinder the effectiveness of teaching these values. This finding rejects the optimistic view of the direct impact of the implementation of Pancasila values in the PKn curriculum on the character of students. Then there is also research conducted by (Fadilla & Najicha, 2022) The results of his research show that the results of the approach used in Civic Education in high school, by showing that teaching that focuses on theory without real practice does not significantly affect the formation of students' character. Sari said that students who get theoretical learning about civic values without practical experience show little difference in their character compared to students who do not follow the teaching.

So from previous research that is relevant to the current research, it can be concluded that although this study shows some good impacts, it is undeniable that there are also previous studies that state that civics learning does not have a significant impact on the formation of student character.

Thus, the implications of the current research are:

For teaching practice, this study shows that value-based teaching methods, such as case studies and community-based projects, are more effective in instilling the values of the Pancasila Student Profile. Teachers are advised to adopt this method so that students can better understand and apply these values in their daily lives.

For curriculum development, the results of the study support curriculum renewal by including activities that integrate Pancasila values more deeply. The curriculum can be expanded with practical projects and hands-on experience to reinforce the internalization of those values.

For further research, this study opens up opportunities for further studies on the effectiveness of teaching methods in various contexts and the impact of educational policies on the formation of students' character. Further research can explore various

factors that affect the implementation of Pancasila values.

D. Conclusions

Based on the results of the research that has been carried out, it can be concluded that civic education teachers have several roles in instilling the values of the Pancasila student profile, including as guides, role models and motivators. Furthermore, in instilling the values of the Pancasila student profile, there are factors that encourage and hinder. The driving factor comes from the high enthusiasm of students so that they can make learning activities more enjoyable, followed by support from several parties such as students' parents and the surrounding community who are involved in instilling the values of the Pancasila student profile. There are also supporting factors that hinder the cultivation of Pancasila student profile values, including the lack of supporting facilities and infrastructure such as inFocus which is still rarely used so that students are bored when learning activities are carried out. Another factor comes from insufficient financial, this causes some activities to be less than optimally implemented due to reducing the necessary costs. Finally, there are still teachers who are not responsive in instilling the values of the Pancasila student profile, this also hinders the course of this activity. The cultivation of Pancasila students' values is carried out with a program of divinity and piety which is carried out with dhuha prayers, yasinan and memorization of short surahs. Not discriminating between students, the implementation of mutual cooperation, classroom hygiene pickets and independence in entrepreneurship. The work harvest program is filled with soap making activities, entrepreneurship, several extracurriculars such as paskibra and dance, as well as group discussions conducted by students to remind them of problem-solving skills.

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