



## Project on Strengthening the Profile of Pancasila Students : Implementation, Role of Teachers, and Student Character

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**Abstract:** This study aims to analyze the project of Strengthening the Profile of Pancasila Students (P5), the role of teachers in improving P5, and the characters developed in P5 implemented by PPG-STPKat students of St. Francis Asisi Semarang. The mixed method research design was used. The probability sampling technique was used to select 14 schools for the research population. Quantitative data was collected through questionnaires assessing the implementation of the P5 project and the role of teachers and analyzed using ANOVA Linearity, Linear Regression, and the F Test. Interviews were used to collect qualitative data, which was then analyzed using data reduction, data presentation, and conclusion drawing. The results showed that the simultaneous implementation of the P5 project and the role of the teacher had a high effect on student character building (99.1%). The linearity test revealed a linear relationship between P5 project implementation and learner character, with a significance value (p) of 0.000 0.05. P5 has been implemented in elementary schools, and teachers serve as role models, motivators, inspirers, and evaluators, according to qualitative findings. Students' Pancasila character profile depicts a character of faith, piety to God Almighty, and noble character. Positive aspects of mutual cooperation included improved collaboration skills and various aspects of mutual cooperation. This study's recommendations include increasing the number of meeting hours, involving a team of facilitators, and ensuring school readiness. Students must be encouraged to participate actively in the P5 project and to develop the Pancasila learner profile attitude.

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## Introduction

Indonesia wants its students to become Pancasila learners, which means they will have the skills, character, and behavior that are in line with Pancasila values for life. According to Umi, et al. (2022) and Jamiatul (2022), the independent curriculum is an effort to meet the needs of Pancasila students by putting character education first. The independent curriculum is a new way of thinking about education because it focuses on making students into people who have the spirit and values of Pancasila. The OECD wants students to learn in a way that prepares them for problems that will come up in the future (Zahra Apriantika, et al., 2022). In line with Ki Hajar Dewantara's ideas, the independent curriculum is also seen as a new way to improve character education, especially the Pancasila learner profile. Rosmana (2022) said that character education is a key part of helping students reach their full potential and make good Indonesian citizens. The Pancasila learner profile program in the independent curriculum is a new way to improve character education. It turns the school into a place where morally strong people are made (Wawan, 2022). The Pancasila Learner Profile shows the traits and skills that students need to develop in order to follow Pancasila's values. All



schools, even those using the 2013 Curriculum, need to work on developing parts of the Pancasila Learner Profile like faith, world diversity, mutual cooperation, independence, critical thinking, and creativity (Rofi, Ambiro, 2022). Indonesian teachers and students can use this profile as a guide, showing that they want to build a democratic state society and good people in the 21st century.

As part of the Pancasila Learner Profile Strengthening Project, a project-based learning method is used, with a focus on the Pancasila Learner Profile's dimensions. Subject teachers and classroom teachers need to work together on the project, and the Education Unit needs to be involved in every subject, event, and activity. According to Faiz and Faridah (2022), the teacher mobilizer program gives teachers a chance to improve their teaching methods by combining the main value of Pancasila with different subjects. It will lead to a new and better direction in Indonesian education (Syahril, 2020). Improving the profile of Pancasila students in schools is a step toward educating the whole country, including how students learn (Yayuk & Suyitno, 2021). Article 3 of Law Number 20 of 2003 says that national education is an important part of building knowledge and character. It is a real effort to educate the life of the nation. Character education is seen as very important and should be put into place. It should be the main goal of national education to shape the character of the country (Pratomo & Herlambang, 2021). The Pancasila Student Profile Strengthening Project (P5) is a plan to reach the Pancasila Student Profile using a new method, project-based learning. The Pancasila Learner Profile says that teachers should help students build a good character and improve their skills and abilities through P5 (Suresh & Clinton, 2021). The Pancasila learner profile is a key strategy for improving the quality of education in Indonesia. It focuses on developing students' personalities and everyday skills through school culture, learning both inside and outside of school, and the Pancasila Learner Profile project (Faiz & Kuarniawaty, 2022).

The creation of the Pancasila learner profile answers the main question of what skills and traits are needed from the education system to produce lifelong learners who are in line with Pancasila values (Dini Irawati et al., 2022). The process of implementation includes school culture, learning that happens inside of school, and activities that happen outside of school that focus on developing character and everyday skills (Nugraheni, 2022). The Ministry of Education and Culture, on behalf of the government, has said that it will support the P5 project to strengthen students' character education. The project is meant to build students' skills and create a more active and involved global community over time (Ismail et al., 2021; Sufyadi et al., 2021; Merry, et al., 2022).

As Sufyadi et al. (2021) explain, the Pancasila learner profile project is put into action in several steps. These steps include planning the theme's time frame and dimensions, putting together a project facilitation team, checking to see if the education unit is ready, choosing a general theme based on guidelines from the Ministry of Education and Culture (Dikti), having the project facilitation team choose specific topics, and creating project modules to help with implementing learning in line with the goals of improving the Pancasila learner profile. Also, education units can pick two themes for elementary school and share project modules that are made to fit the students' learning needs, the environment, and their vision.

Nadiem Anwar Makarim, the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, said that the Merdeka Curriculum aims to help Pancasila students by focusing on character education (Ismail, et al., 2021). With its six dimensions, the Pancasila learner profile shows the aim to create top-notch workers who are able to work with people from other countries and follow Pancasila's values (Rusnaini, 2021). Children as young as preschool are taught with a focus on the six characteristics of the



Pancasila learner profile in order to create lifelong learners with Pancasila personalities (Kemendikbud, 2020). Asarina Jehan (2021) supports the policy of strengthening character education by focusing on three areas: preparing the "golden generation" of Indonesia 2045; recognizing and valuing cultural diversity; and reviving the education ecosystem. It will help the Pancasila learner profile become a real tool for dealing with and overcoming the problems of value loss in society.

Teachers play a big part in shaping their students' personalities. They are not only responsible for teaching but also for setting a good example and giving moral support during the teaching and learning process (Widianti, 2014; Rofi & Ambiro, 2022). People who can learn about the world and live by the values of Pancasila are good employees. The Pancasila Learner Profile stresses that Indonesian cultural values and Pancasila are the basis for national development, which parents, teachers, and students must achieve, and the whole community must work together (Kalderanews, 2020). The main job of teachers is to teach, train, guide, test, and grade their students. Because of this, teachers are very important to achieving the goals of national education. As a consistent role model, inspirer, motivator, dynamize, and evaluator (Rofi & Ambiro, 2022). These are some of the most important parts of a teacher's role in character education, showing that teachers play a central role in shaping children's character through a comprehensive and multidimensional approach. Because of this, Adriani et al. (2020) said that character development happens through learning in many places, like at home, school, and in the neighborhood. Character education in schools is not a new idea, but it is still not being used in the best way possible. It is true even for the Merdeka Curriculum, which includes the Pancasila Student Profile (Apriantika et al., 2022).

Many issues come up when trying to build character. For example, the strong currents of globalization are making young people less interested in local wisdom values (Rofi & Ambiro, 2022). The bad effects of globalization, like bad behavior, promiscuity, and a loss of morals from one generation to the next, show that character education is important. To improve the Pancasila Student Profile, teachers are very important. They not only help with teaching and learning, but they are also like a second parent to their students at school (Apriantika et al., 2022). People who work with kids have to help them deal with character flaws like not taking responsibility for their work and not caring about the school environment (Jehan, 2021). Fighting, bullying, and moral issues in schools are on the rise. It is a sign of worsening morals that needs immediate attention (KPAI, 2020). It is a sign of worsening morals that needs immediate attention. First, Indonesia still has issues with diversity and intolerance, which shows that Pancasila is not being used in the country's and nation's life (Yayuk & Suyitno, 2021). Second, the policy to improve the Pancasila Student Profile has not been fully put into place in schools, as shown by both the 2013 Curriculum and the Merdeka Belajar Curriculum (Atika et al., 2019). It's also not ideal for teachers to carry out the strengthening program, which means that lessons and activities don't fully cover the project of strengthening the Pancasila student profile (Apriantika et al., 2022).

Character education helps students become smart, brave, hardworking, and caring people (Siregar et al., 2021). 21st-century skills and character development go hand in hand, which is why character education is so important for reaching national education goals (Pratomo & Herlambang, 2021). When the Pancasila Student Profile is put into place, it should help make people whose character values match those of Pancasila (Jehan, 2021). This study aims to analyze the project of Strengthening the Profile of Pancasila Students (P5), the role of teachers in improving P5, and the characters developed in P5 implemented by PPG-STPKat students of St. Francis Asisi Semarang.

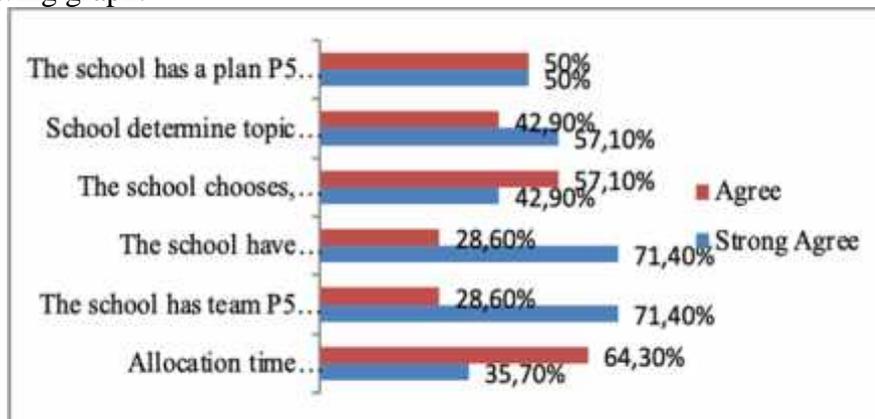
## Research Method

This study used a mixed methods research design that combined quantitative and qualitative methods (Creswell, 2016). There are both quantitative and qualitative parts of the data that was collected. Quantitative parts include scores on instruments, and qualitative parts include in-depth interviews. It makes sure that a full understanding of the research results and processes answers the research questions. 14 schools or students/teachers of the Catholic Religion Study Program PPG-STPKat Semarang who taught in elementary schools during the 2023–2024 school year were part of the study. Probability sampling was used to pick the samples, which means that every member of the population has an equal chance of being in the sample. Questionnaires were randomly sent to the research sample to collect quantitative data. A Likert scale was used to measure the level of answers. At the same time, interviews with research informants were used to gather qualitative data.

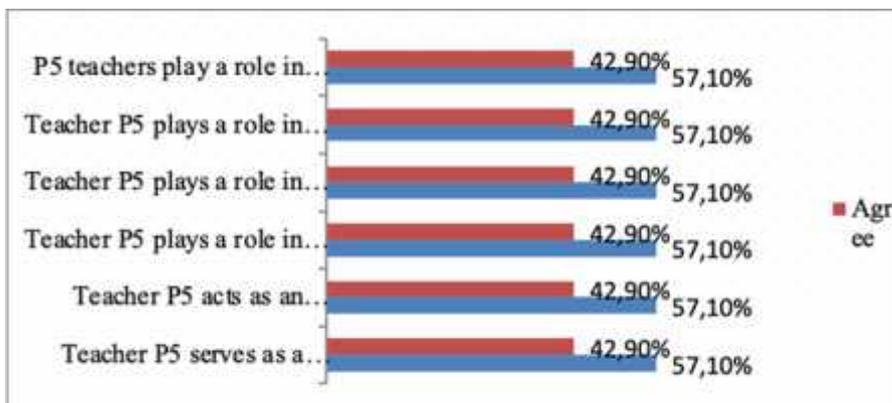
ANOVA Linearity, Linear Regression, and the F Test were used to compare population means and find causal relationships and factors that mattered. The results were easier to understand because SPSS version 26 was used. It took three steps to interactive model analysis: reducing the amount of data, showing the data, and concluding (Miles & Huberman, 2014).

## Results and Discussion

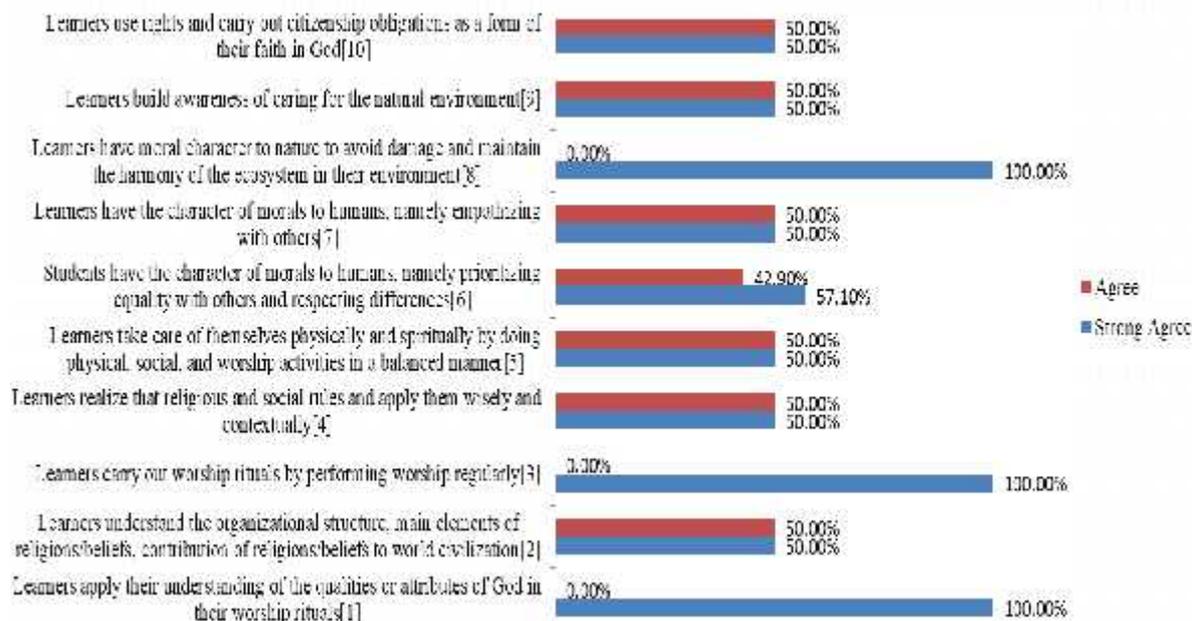
The results showed that the students of Teacher Professional Education-STPKat St. Fransiskus-Semarang have implemented the Pancasila Learner Profile Strengthening Project (P5) at 14 (Fourteen) levels of primary school education units with research results described in the following graph.



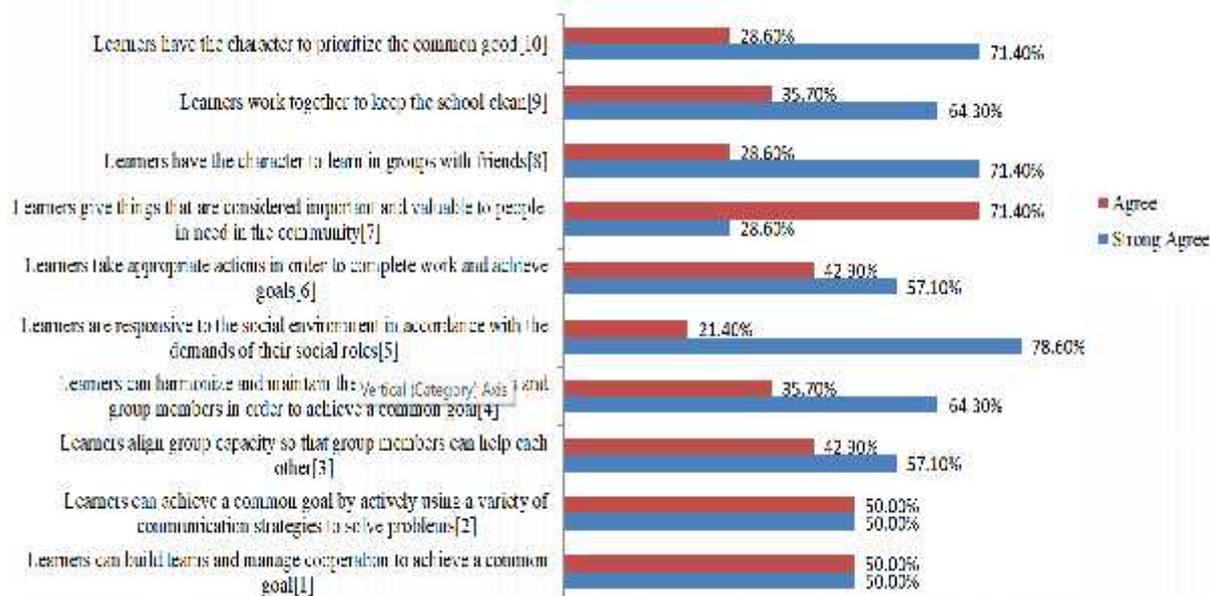
**Graph 1. Implementation of P5 at The Primary Level**



**Graph 2. The Role of Teachers In Improving The Pancasila Student Profile at School**



**Graph 3. Characters of Faith, Fear of God Almighty, and Noble Character**



**Graph 4. Character Dimension of Mutual Cooperation**

**Table 5. Normality Test Results**

Tests of Normality	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
TotalX1	.308	14	.001	.869	14	.040
TotalX2	.221	14	.063	.848	14	.021
TotalY1	.189	14	.188	.868	14	.039
TotalY2	.253	14	.016	.836	14	.014

a. Lilliefors Significance Correction

The P5 implementation variable is normally distributed with a significance value of 0.040 ( $p > 0.05$ ). The variable of the teacher's role in implementing P5 is distributed with a significance value of 0.021 ( $p > 0.05$ ), which indicates that the research data is normally

distributed. The character variables of students who believe, fear God Almighty and have noble character are normally distributed with a significance value of 0.039 ( $p > 0.05$ ). The character variable of Gotong Royong Learners is normally distributed with a significance value of 0.014 ( $p > 0.05$ ), which indicates that the research data is normally distributed.

**Table 1. Linearity Test Results**

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
TotalY1 *	Between Groups	(Combined) Linearity	5.429	5	1.086	.724	.624
TotalX1		Deviation from Linearity	.391	1	.391	.260	.624
			5.038	4	1.259	.840	.537
	Within Groups		12.000	8	1.500		
	Total		17.429	13			
TotalY2 *	Between Groups	(Combined) Linearity	2.054	5	.411	.302	.898
TotalX1		Deviation from Linearity	.027	1	.027	.020	.891
			2.027	4	.507	.373	.822
	Within Groups		10.875	8	1.359		
	Total		12.929	13			

Based on the results of the linearity test, it was found that the significance value of deviation from linearity was  $0.537 > 0.05$  and  $0.822 > 0.05$ . Therefore, it can be concluded that there is linearity between the implementation of the Pancasila Student Profile Strengthening Project and the character of students, namely Believing, Fearing God Almighty, and Having Noble Character and the character of mutual cooperation.

**Table 2. Linear Regression Analysis Results**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995 <sup>a</sup>	.991	.989	.13334

a. Predictors: (Constant), X1, PG

Based on the results of the table, it explains the magnitude of the Regression / Influence (R) value, which was 0.995 and explain the percentage of the influence of the independent variable on the dependent variable called the coefficient of determination, which was the result of squaring R. From the table above, it was obtained that the R square (R<sup>2</sup>) was 0.991, which means that 99.1% of the variance in the character profile of students was influenced by the implementation of P5 and the role of teachers. Standard Error of Estimate, commonly called standard deviation, measures the variation of the predicted value of 1.3334.

To test whether the hypothesis is accepted or rejected, the F statistic (F test) was used. Based on the SPSS output table above, it is known that the significance value is  $0.000 < 0.05$ , so in accordance with the basis for decision-making in the F test it can be concluded that the hypothesis is accepted or in other words, the implementation of the Pancasila Student Profile Strengthening Project (P5) and the role of the teacher can simultaneously affect the character of the Pancasila student profile in the dimension of Believing, Fearing God Almighty, and Having Noble Character and the dimension of mutual cooperation.

**Table 3. F Test Results**

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.304	2	10.652	599.158	.000b
	Residual	.196	11	.018		
	Total	21.500	13			



- a. Dependent Variable: P3
- b. Predictors: (Constant), X1, PG

### **Implementation of the Pancasila Student Profile Strengthening Project (P5)**

Setting up lesson times for the Pancasila Student Profile Strengthening Project in schools is important for several reasons (Tatu Afifah, 2018; Kristiadi, 2010; Soedarsono, 2009). Firstly, Pancasila, as the foundation of the Indonesian state, plays a big part in shaping each person's personality, attitudes, and national values (Hidayat, 2015). Students can learn to love, care about, and be loyal to their country and state by learning a lot about Pancasila (Sudjito, 2012). Sofyan Mustoip, et al. (2018) said that building character is important for promoting national identity and making people care more about their country. So, it is important for everyone to fully understand and internalize Pancasila, and then put it into practice in their daily lives (Zulfa Paolina et al., 2022). During the Pancasila Learner Profile Strengthening Project's implementation in SD, the P5 Facilitator Team and the project team meet an average of 3–6 times a week for Meeting Hours (JP). It is good that the P5 facilitator team is helping to improve the profile of Pancasila learners. This group, which is made up of teachers or educators, comes up with and carries out creative and useful ways to teach about Pancasila values. The facilitator team is dedicated and well-trained to help include Pancasila values in the curriculum, which makes it more organized (Sukardi, 2020, pp. 45–60).

The Pancasila Student Profile Strengthening Project (P5) themes that are chosen are very important because they help shape students' character and values. Schools can make a planned and organized learning program that meets the needs of students and the environment by using themes that are related to real problems. The year 2020 (Hidayat). The schools where this study was done have set P5 themes. "Sorry," "Thank you," and "please" have become magic words for me. My School is Clean, I Am a Healthy Child, Cimpa My Regional Food, Care for the Environment, My Trash My Creations, Natural Environment, Protect the surrounding nature, I Am an Indonesian Child, Environment, Using plastic waste, My Creations from Used Goods. The goal of the P5 activities in the profile project is to teach students how to be responsible and care about the issues around them, as well as how to solve problems in a variety of learning situations (Mohamad Rifqi, et al., 2022). Wibowo (2018) talked about why schools need to have a draft module in the Pancasila Student Profile Strengthening Project (P5) to help put P5 into action. Most of the time, primary schools and teachers write P5 Modules for these reasons: a) Organized Structure: Modules help organize structured and purposeful teaching, making sure that Pancasila values are applied in all areas of life. b) Content That Can Be Measurably Learned: Modules make learning measurable, which helps students fully understand each Pancasila value.

### **The Role of Teachers in Improving the Pancasila Student Profile at school**

Teachers not only teach their subjects, but they also teach students how to be good people by being honest and trustworthy themselves. It is meant to encourage students to do what the teacher does (Reni Triposa, et al., 2021). Teachers are both a role model and an inspiration for their students in the Pancasila Student Profile Strengthening Project (P5) (Metha, 2019). Teachers do not just talk about Pancasila values; they also show how they can be used in real life (Azka et al., 2021). At the elementary school level, P5 teachers have gotten students excited about learning by giving them real-life examples and encouraging them to reach their full potential. In the Pancasila Student Profile Strengthening Project (P5), teachers play a very important role as motivators. As motivators, teachers need to know how to get students excited about learning. Teachers push their students to do well in school activities (Siti Nurzannah, 2022). P5 teachers at this primary level have been in charge of



helping and supporting students, even when they are having a hard time, by giving them praise, direction, and guidance that encourages growth. Also, the teacher's job as an evaluator includes choosing topics to evaluate, using evaluation methods, making sure that P5 is gradually used at the primary level, and making sure that students are involved in the P5 assessment process (Lilik Nur, 2022). According to Nuraini et al. (2023), teachers are responsible for keeping an eye on how their students' learning outcomes change over time and deciding if there is an increase or decrease. They should also look at how P5 learning affects the development of good character in their students.

Follow-up by P5 teachers is an important part of improving the quality of the Pancasila Learner Profile Strengthening Project. The main reason for this is that consistent and purposeful follow-up makes sure that the program keeps getting better. Taking P5 steps by working with partners outside of the education unit, such as parents, other schools, communities, groups, and government agencies at the local, national, and even international levels, is what needs to be done for follow-up to move the P5 Program forward. b) Encouraging the education unit environment to keep doing the best things that were done when the profile project was being carried out. c) Combine different profile projects in a way that makes them work better together. Avoid making them compete and help each other out. d) Ask the education unit environment to come up with the best ways to make the most of the good effects and benefits.

### **Character of Elementary Level Learners in the Dimension of Believing, Fearing God Almighty, and Having Noble Character**

Learners in elementary schools have religious morality because they know and love God. This gives them a strong moral base and helps people get along with each other (Smith, 2019). Knowing about God's qualities also helps people grow as people, is useful in everyday life, and can be shown in worship, both alone and with others. Al-Makki (2018) says that students develop Religious Character by regularly and independently carrying out religious rituals and actively taking part in religious activities. At the elementary level, students use this character. According to Peter Meindl (2018), elementary school students show moral character by taking care of their bodies by exercising regularly and eating well, keeping up good relationships with other people, and keeping their spiritual lives in balance by worshiping and thinking about their lives. Primary school students also show moral character toward people by recognizing common problems, coming up with solutions that include everyone, putting human values first, and respecting differences in society. Learners show empathy by actively listening, respecting other people's points of view, and trying to see things from different angles (Smith, 2019). Jones et al. (2020) say that being open and understanding about other people's experiences helps build empathy, improves communication, and makes the environment more welcoming. Lastly, students can show moral character in nature by finding problems in the environment and taking real steps to fix them or stop them (Nicole, et al., 2021). Learners have moral character toward nature when they know how Earth's ecosystems are linked and can spot and fix environmental problems in their area. Learners become more grateful and aware of how important it is to care for the environment by protecting it. Learners also show the moral character of the state by exercising their rights and fulfilling their duties as citizens (Peter Meindl, 2018). They show their faith in God by putting the needs of others ahead of their own (Jones, 2019).

### **Character of Elementary Level Learners in the Dimension of Mutual Cooperation**

As a critical component of student development, Gotong Royong is the Pancasila learner profile for collaboration skills, including the capacity to form teams and manage cooperation (Johnson, 2018). Effective team participation necessitates proficiency in



communication, leadership, listening, and contribution (Kamila, 2021). Primary school students can form teams, collaborating, and managing cooperation to accomplish predetermined objectives. Team development and team building are essential for the growth of students, as they foster academic excellence and shape vital social competencies (Johnson & Johnson, 2018). Collaborative endeavors teach individuals to value diversity, effectively allocate responsibilities, and navigate conflicts. The development of robust social skills is contingent upon the collaboration and formation of teams as students gear up for the professional world (Karim, 2016). According to research findings (Johnson & Johnson, 2018), learners can collaborate by forming teams and managing cooperation to accomplish predetermined objectives. Collaborative learning is predicated on the capacity of learners to form teams and oversee cooperation (Johnson & Johnson, 2018). They gain the ability to delegate responsibilities, resolve conflicts, and recognize their strengths to accomplish a common objective. Through the formation of teams and the management of cooperation, students can work together to accomplish predetermined objectives (Johnson & Johnson, 2018).

Learners engage in social coordination within the context of P5 in order to achieve a common goal, thus demonstrating the mutual cooperation dimension. Learners can synchronize their actions with group members to ensure that individual endeavors are congruent with the collective vision and objectives. At the primary level, learners possess the ability to engage in collaboration, demonstrate social coordination, and take responsibility for the outcomes of their actions, all with the aim of attaining a shared objective. Furthermore, learners exhibit compassionate behavior. According to Smith and Johnson (1998), learners' caring character is defined by their capacity to comprehend and respond to the needs of others. Individuals with a compassionate disposition can expedite task completion and attain shared objectives by engaging in cooperative efforts guided by social comprehension (Jones, 2019). Even novice individuals possess the inclination to disseminate constructive knowledge within collective settings. The learners' group learning character is manifested by their active participation in discussions, exchange of ideas, and mutual support in comprehending the subject matter (Johnson, Johnson, & Smith, 2014). Furthermore, learners engage in collaborative endeavors within the school setting, such as participating in school cleaning activities (Jones, 2019). They prioritize shared interests and make decisions or take action that benefits a larger group of individuals (Johnson, 2018).

The research findings outlined above have implications both conceptually and practically. **Conceptual Implications:** The research significantly influences the conceptual understanding of education in Indonesia. The highlighted concept of "Profil Pelajar Pancasila" underscores the lifelong development of students' characters aligned with Pancasila values. It contributes to character education as an integral part of the national education process. The findings also underscore the relevance and importance of implementing the Merdeka Curriculum in shaping students' characters, offering a fresh perspective on dynamically integrating character education into the curriculum.

**Practical Implications:** Practically, the research offers valuable guidance for education practitioners, including teachers, administrators, and policymakers. Recommendations, such as optimizing meeting hours and involving a facilitator team, provide practical guidelines for those implementing the Strengthening the Profile of Pancasila Students Project. Emphasizing the effective implementation of themes like Independence, Global Diversity, Creativity, and critical reasoning offers practical guidance for developing modules and learning strategies. Teacher collaboration and the use of Project-Based Learning also hold practical significance in achieving the goal of strengthening students' characters. In summary, the research findings



not only support the concept of character education conceptually but also offer practical insights applicable in educational settings.

### **Conclusion**

The study result showed that the simultaneous implementation of the P5 project and the role of the teacher had a high effect on student character building (99.1%). The linearity test revealed a linear relationship between P5 project implementation and learner character, with a significance value (p) of 0.000 0.05. P5 has been implemented in elementary schools, and teachers serve as role models, motivators, inspirers, and evaluators, according to qualitative findings. Students' Pancasila character profile depicts a character of faith, piety to God Almighty, and noble character. Positive aspects of mutual cooperation included improved collaboration skills and various aspects of mutual cooperation. This study's recommendations include increasing the number of meeting hours, involving a team of facilitators, and ensuring school readiness. Students must be encouraged to participate actively in the P5 project and to develop the Pancasila learner profile attitude.

### **Recommendation**

The facilitation team and teachers carry out activities for the Strengthening the Profile of Pancasila Students project creatively, incorporating other themes such as Independence, Global Diversity, Creativity, and critical reasoning. All stakeholders collaborate and cooperate to design, implement, and evaluate each project, ensuring that Pancasila character is instilled in elementary school students.

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