



## Implementation of Pancasila Student Profile In PKN Subject in Forming The Character of Grade V Students at Elementary School Sidodame Medan City

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### ABSTRACT

This study aims to describe the implementation of the Pancasila student profile in Civic Education (PKN) learning and to determine the extent to which this implementation is able to shape the character of fifth grade students at SDN 064965 Sidodame, Medan City. The background of this study is based on the importance of integrated character education in the curriculum through strengthening the Pancasila student profile which includes six main dimensions, namely: faith and devotion to God Almighty and noble character, independence, critical reasoning, mutual cooperation, global diversity, and creativity. The approach used in this study is a qualitative approach with a descriptive method. Data collection techniques are carried out through observation, interviews, and documentation. The results of the study indicate that the implementation of the Pancasila student profile in Civic Education learning has been carried out through intracurricular activities and student profile strengthening projects, although there are still challenges such as limited teacher understanding and lack of supporting facilities. Overall, this implementation has a positive impact on the formation of student characters who are more religious, disciplined, responsible, and have a national spirit. This research is expected to provide input for teachers and schools in optimizing the implementation of the Pancasila student profile in order to produce a generation with character and global competitiveness.

**Keywords :** Pancasila Student Profile, Civic Education, Character, Elementary School.

### Introduction

Education should truly be able to lead individuals to higher levels of knowledge, behavior, and character. This aligns with the educational objectives outlined in Law Number 20 of 2003, Article 3, which explains that national education functions to develop knowledge and character as a means of enhancing the nation's intelligence. Education is understood as an experience that humans have in developing their mindset and character. (Nurhantara & Ratnasari Dyah Utami, 2023). Meanwhile, Ki Hadjar Dewantara stated that education as a process of civilizing not only aims to shape good character but also a good society. Suwahyu stated that quality education balances the mind and soul and enables one to develop good values in a pluralistic society. All educational institutions in Indonesia, without exception, play a vital role in realizing the function of national education (Beno et al., 2022). Character is the underlying disposition that enables each individual to be relied upon to respond well, politely, and ethically. Character can also be defined as the attitudes, mindsets, and values of politeness that define a person's thinking and behavior. The success of a student's learning process is not only measured by their knowledge and technical competence (*hard skills*), but also depends on their own and others' skills (*soft skills*), as well as the quality of their character (Nurhantara & Ratnasari Dyah Utami, 2023). According to Arifudin et al (2020), the goal of character education is not limited to conveying knowledge but is also related to the formation of students' character to be

better, have competent abilities or talents, be more polite in speaking and behaving in everyday life (Nurhantara & Ratnasari Dyah Utami, 2023). The Pancasila student profile is implemented during classroom learning. This is in line with the need for teachers to implement the "Pancasila Student Profile" as stipulated in the regulations of the Minister of Education and Culture. The Pancasila student profile strengthening project requires implementation in classroom learning in order to create students who are faithful, pious to God Almighty, and have noble character, are globally diverse, work together, are independent, think critically, and are creative. The Pancasila Student Profile has six competencies formulated as key dimensions (Mulyani et al., 2023).

The Pancasila student profile is the expected graduate profile with the aim of demonstrating the character and competencies that are expected to be achieved by students. In addition, the Pancasila student profile also aims to strengthen students with the noble values of Pancasila. This is in line with the vision of Indonesian Education, namely "to realize a sovereign, independent, and personality-based advanced Indonesia through the creation of Pancasila Students." The competencies and characters described in the Pancasila Student Profile will be realized in the daily lives of students through school culture, intracurricular learning, Pancasila student profile strengthening projects and extracurricular activities (Santika & Dafit, 2023). Civics (PPKn) is an education that aims to build citizen awareness in exercising their rights and obligations as citizens, in an effort to shape the identity of citizens within a nation. PPKn learning includes a series of activities that must be carried out sequentially by students to achieve basic competencies. PPKn plays a crucial role in fostering the character of a young generation who think critically about global issues, enabling them to explore, develop, and express their own values and opinions (Hakim & Pradityayudha, 2021). Civics education aims to develop students' potential to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, civics education plays a crucial role in implementing character and moral education for the nation's younger generation. Based on the results of initial observations conducted at SDN 064965 sidodame Medan by conducting direct interviews with teachers and students. In the interview, the researcher provided questions that had been prepared to challenge the Problems Lack of application of character education Pancasila student profiles to shape student character, minimal teacher understanding of the concept of Pancasila student profiles, low level of student curiosity towards Pancasila student profiles, implementation of Pancasila student profiles is needed in shaping student character. In these problems, the solution implemented to realize the Pancasila student profile in PKN subjects in shaping student character. Based on the description that has been put forward, to find out the character of students, a research will be conducted on "Implementation of the Pancasila student profile in the Civics subject in forming the character of class V students at SDN 064965 Sidodame Medan".

#### *Definition Profile Pancasila Students*

The Pancasila Student Profile is present in accordance with the vision and mission of the Ministry of Education and Culture as stated in 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 according to Rusnaini Pancasila Students are an embodiment of Indonesian students as lifelong learners who are expected to have global competence and behave in accordance with the values of Pancasila (Rizkasari, 2023) . The Pancasila student profile is the character and abilities developed daily and nurtured within each individual student through school culture, intracurricular, co-curricular, and extracurricular learning. The implementation of the Pancasila student profile is also related to Pancasila and civic education, as evidenced by the urgency of civics education in elementary schools (Jamaludin et al., 2022) .

#### *Steps for Implementing the Pancasila Student Profile*

Pancasila students at SDN 064965 Sidodame are implemented through the Pancasila Student Profile Strengthening Project (P5) using a project-based learning approach. Students will identify problems in their surroundings and create projects to solve them. SDN 064965 Sidodame supports the implementation of the Pancasila Student Profile as evidenced by the implementation of a special independent curriculum for grade V by facilitating a special subject, namely the Pancasila Student Profile Strengthening Project (P5). The steps for implementing the Pancasila Student Profile are as follows: (!) Forming a project facilitation team to strengthen the Pancasila student profile. (2) Identifying the level of readiness of educational units (3) Determining the dimensions, themes, and time allocation for the Pancasila Student Profile Strengthening Project. (4) Compiling project modules (5) Designing a strategy for reporting project results.

#### *Advantages of the Pancasila Student Profile*

The primary advantage of the Pancasila Student Profile is character building. By emphasizing Pancasila values such as tolerance, mutual cooperation, and justice, students are taught to respect differences and cooperate with others. This is crucial in the context of Indonesia's diverse society. This strong character development is not only

beneficial for students' personal lives but also for creating a harmonious and civilized society. Furthermore, this profile emphasizes critical and creative thinking skills. By integrating project-based and discussion-based learning methods, students are encouraged to actively participate and think analytically. Another advantage is the emphasis on social responsibility. Through various community service activities, students learn to be sensitive to social issues and contribute to improving the condition of their surroundings. This sense of social responsibility is crucial for developing individuals who are not only self-centered but also concerned about the welfare of others. Thus, students will grow into active citizens and contribute positively to society.

#### *Disadvantages of the Pancasila Student Profile*

Shortcomings in the implementation of the Pancasila Student Profile. One of these challenges is integrating Pancasila values into the existing curriculum. Many educators may not fully understand or internalize Pancasila values in their teaching methods. As a result, learning that should prioritize character and noble values may not be optimally implemented. Another shortcoming is the lack of resources and facilities to support the implementation of the Pancasila Student Profile. In some cases, schools may lack the resources to implement activities based on Pancasila values, such as social projects or relevant extracurricular activities. Without adequate support, efforts to shape students' character and competencies can be hampered, making educational goals difficult to achieve.

#### *Understanding Character Formation*

The term character comes from the Greek, *charassein*, which means *to engrave*. Thus, forming character is like carving on stone, which is not an easy task. From this original meaning, the understanding of character then developed into a special mark or behavioral pattern. In the Big Indonesian Dictionary, character is defined as nature; psychological traits, morals or manners that distinguish one person from another; disposition. According to Scerenco, character is defined as attributes or traits that shape and differentiate the personal characteristics, ethical traits, and mental complexity of a person, a group, or a nation. Character according to Prayitno and Manullang is a relatively stable personal trait in an individual that becomes the foundation for the appearance of behavior in high standards of values and norms (Slamet Pamuji, 2024).

#### *Goals and Benefits of Character Building*

There are several objectives associated with character formation and education in school settings as follows: (1) Strengthening and developing life values that are considered important and necessary so that they become the personality/ownership of students that are unique according to the values that are developed. (2) Correcting student behavior that is not in accordance with the values developed by the school. (3) Building harmonious connections with families and communities in carrying out the responsibility for character education together. In addition, character building has very important benefits in forming a generation that is qualified and has good morals. Here are some of the benefits of character education: (1) Forming strong moral values (2) Improving the quality of social relationships (3) Helping to resolve conflicts (4) Improving academic performance (5) Improving the quality of leadership and (6) Increasing the sense of belonging to society.

#### **Research Methodology**

The type of research used in this study is descriptive qualitative research. According to Sugiyono (2023:24), qualitative research methods are research approaches used to understand social phenomena from the perspective of the subjects being studied. Qualitative research aims to explore the meaning, experiences, and perspectives of individuals or groups within their social context, thereby providing a deeper understanding of a phenomenon. The research was conducted at the 064965 Medan Public Elementary School located at Jl. Sidodame No.67, K el, Pulo Brayan Darat II, Kec. Medan Timur, Medan City, North Sumatra Province 20237. The research will be conducted from June to July 2025. The subjects in this study are the researcher himself, 25 fifth grade students, the fifth grade homeroom teacher, and the school of SDN 064965 Sidodame. Meanwhile, the object of this study is the process of implementing the Pancasila lesson profile in the PKN subject in shaping the character of fifth grade students at SDN 064965 Sidodame. Data sources used in this research are primary data and secondary data. In this study, the primary data sources used were interviews with teachers, students and the school. Meanwhile, in this research, the secondary sources used were literature books, lesson plans/teaching modules. The data collection method used was observation, interviews, and documentation. Data analysis used qualitative descriptive methods. Data analysis of research results using the Miles and Huberman model, namely, data reduction, data presentation, and drawing conclusions.

#### **Results and Discussion**

Based on observations of student character, significant variation in character achievement was found between students. Students in the "Very Good" category, such as Abib Arrafif and Bagus Satria, demonstrated high consistency in displaying positive behavior across all character indicators. Meanwhile, students in the "Need

Guidance" category, such as Aji and Sultan Rajali, required special attention and more intensive learning strategies to develop their character. This data serves as a basis for teachers to design more personalized learning programs tailored to students' individual needs.

**Table 1, Recapitulation of Character Categories of Grade V Students**

No.	Category	Number Of Students	Percentage
1	Very Good/ Very Good	7	28%
2	Good	11	44%
3	Enough	4	16%
4	Need Guidance	3	12%
Amount		25	100%

Interviews with fifth-grade students revealed a positive response to the implementation of the Pancasila Student Profile in civics learning. Students demonstrated a basic understanding of the Pancasila Student Profile concept, albeit at a rudimentary level appropriate for their developmental stage. Students' enthusiasm for varied learning strategies such as discussions, storytelling, and creative activities demonstrates that the teaching approach implemented by teachers is quite effective in attracting student interest and motivation. This is in line with the finding that 76% of students demonstrated independent skills in completing Civics assignments. The students' application of Pancasila values in their daily lives demonstrates that Civics learning has successfully shaped their character and behavior. Students are able to connect learning to real-life practices, demonstrating the effectiveness of the contextual learning strategies implemented.

**Table 2. Summary of Interview Results of Grade V Students**

ASPECT		INTERVIEW RESULTS
<b>Understanding Pancasila Students</b>	<b>Profile</b>	68% of students understand the values of Pancasila well , 24% understand some , 8% less understand
<b>Implementation Pancasila Values</b>	<b>Of</b>	Students apply this in the form of: helping friends (80%), maintaining cleanliness (72%), respecting teachers (92%), sharing with friends (64%)
<b>Formed Character</b>		Improvement in honesty, discipline, mutual cooperation and responsibility after learning PKN
<b>Learning Suggestions</b>		76% of students want more interactive learning with games and hands-on practice

**Table 3. Analysis of Civics Learning Documents**

N o.	Document	Profile Integration Pancasila Students	Frequency	Percentage
1	Semester 1 Module	Some dimensions integrated	12/20 Lesson Plan	60%
2	Semester 2 Module	comprehensive integration	16/20 Lesson Plan	80%
3	Instructional Media	Limited to posters and images	8/15 media	53.3%
4	Student worksheet	Integrate Pancasila values	18/25 LKS	72%
5	Instrument Evaluation	Focus on aspects cognitive	10/20 instruments	50%

From the table above it can be seen that Analysis of learning documents shows that the integration of the Pancasila Student Profile in PKN learning has increased from semester 1 to semester 2. This indicates efforts to improve and enhance the quality of learning over time.

- a. Module Analysis : There was an increase in the integration of the Pancasila Student Profile from 60% in semester 1 to 80% in semester 2. This increase indicates that teachers are making efforts to improve the quality of learning planning.

- b. Learning Media Analysis: The learning media used is still limited to posters and images, with a percentage of 53.3%. More varied and innovative learning media development is needed.
- c. Analysis of Student Worksheets: Integration of Pancasila values in the LKS reached 72%, indicating that teachers have made efforts to integrate these values in learning activities.
- d. Assessment Instrument Analysis: Assessment instruments still focus on cognitive aspects, with a percentage of 50%. A more comprehensive assessment instrument is needed to measure student character achievement.

#### *Implementation of the Pancasila Student Profile in Civics Subjects*

The results of the study indicate that the implementation of the Pancasila Student Profile in Civics at SDN 064965 Sidodame has been carried out well, although there are still several aspects that need to be improved. Observations showed that 72% of students demonstrated good to excellent character, with 28% achieving the very good/excellent category and 44% achieving the good category. This implementation aligns with the opinion of the Ministry of Education, Culture, Research, and Technology (2022), which states that the Pancasila Student Profile has six competencies formulated as key dimensions for creating students who are faithful, devoted to God Almighty, have noble character, are globally diverse, collaborative, independent, critical thinkers, and creative. This research also supports the findings of Rusnaini et al. (2021), which show that the implementation of the Pancasila Student Profile can increase students' personal resilience through the formation of strong character.

#### *Building Student Character through Civics Learning*

Civics learning has been proven to be effective in shaping students' character, this can be seen from the increase in character values such as:

- a. Mutual Cooperation Dimension (76%)  
This dimension demonstrates the highest achievement, as evidenced by students' ability to work collaboratively in groups, help each other, and demonstrate social awareness. This aligns with the characteristics of Civics learning, which emphasizes the values of collectivity and solidarity. These findings align with research by Wulandari et al. (2022), which demonstrated that the mutual cooperation dimension is one of the easiest to implement in elementary school learning contexts.
- b. Dimensions of Faith and Noble Character (72%)  
Students demonstrated improvements in their religious practices, honesty, and respect for others. This implementation was achieved through the practice of prayer before lessons and the instilling of moral values in each Civics (PKN) topic. These results support the research of Qulsum et al. (2022), which emphasized the importance of teachers' roles in strengthening faith and piety.
- c. Global Diversity Dimension (68%)  
Students begin to demonstrate an appreciation for diversity, tolerance, and cultural awareness. Civics learning significantly contributes to building awareness of Indonesia's diversity. This aligns with research by Sunarto et al. (2023), which shows that the global diversity dimension has a high level of achievement at the high school level.

#### *Analysis of the Effectiveness of Learning Methods*

Based on the research results, the most effective learning method in implementing the Pancasila Student Profile is:

- a. Cooperative Learning (85% effectiveness)  
This method has proven highly effective in developing the dimensions of mutual cooperation and global diversity. These findings support research by Hasbullah et al. (2023), which showed that cooperative learning can significantly improve student character.
- b. Project-Based Learning (78% effectiveness)  
Effective in developing students' independence, creativity, and critical reasoning skills. These results align with research by Wardani (2024), which shows that project-based learning can optimize the achievement of the Pancasila student profile.
- c. Role Playing (72% effectiveness)  
Helping students understand the application of Pancasila values in real life, especially in the dimensions of faith and global diversity.

#### *Supporting and Inhibiting Factors for Implementation*

- a. Supporting Factors:
  1. Teachers' commitment to integrating Pancasila values in learning
  2. Students' enthusiasm in participating in PKN learning activities
  3. School policy support in implementing the Pancasila Student Profile
- d. Availability of varied learning

methods

b. Inhibiting Factors:

1. Limited learning time (2 hours per week)
2. Differences in student backgrounds that influence the level of understanding
3. Lack of consistent support from parents at home
4. Need for improvement in critical reasoning dimension (56%)

This finding is in line with research by Wibiyanto & Syahputro (2021) which identified similar supporting and inhibiting factors in the implementation of the Pancasila Student Profile in schools.

## Conclusion

Based on the results of research and discussion on implementation Profile Pancasila students in the eyes Civics lessons in class V SDN 064965 Sidodame Medan, can be withdrawn the following conclusions :

1. The implementation of the Pancasila Student Profile in Civics (PKN) subjects in shaping the character of fifth-grade students has been systematically implemented in the Civics learning process. Teachers integrate six dimensions main Profile Pancasila students, namely :
  - a. Have faith, be devoted to God Almighty, and have noble character
  - b. Diversity
  - c. Working together
  - d. Independent
  - e. Reasoning critical
  - f. Creative

Implementation practices are carried out through various methods, such as lectures, discussions, hands-on practice, cooperative learning, role-playing, and project-based learning. Pancasila values are instilled in every learning activity, both individually and in groups, through habituation (such as communal prayer), discussions on diversity, group work, independent assignments, and creative activities such as poster making and simple social projects. Observations and comprehensive assessments show that teachers have adapted their approach to the needs and characteristics of each student. The learning strategies used are holistic, linking cognitive, affective, and psychomotor aspects in daily classroom activities.

2. Implementation of the Pancasila Student Profile and the Formation of Student Character, the results of the study prove that the implementation of the Pancasila Student Profile in the PKN subject can actually form the character of fifth grade students:
  - a. As many as 72% of students achieved the good to very good character category, with 28% in the very good/very good category and 44% in the good category
  - b. Percentage of achievement in each dimension:
    - 1) Cooperation : 76%
    - 2) Faithful and moral noble : 72%
    - 3) Diversity : 68%
    - 4) Independent : 64%
    - 5) Creative : 60%
    - 6) Reasoning critical : 56%

The social and spiritual dimensions (mutual cooperation and faith) proved easier to internalize. Meanwhile, dimensions requiring critical reasoning skills remained a challenge, necessitating strengthening learning strategies. Cooperative learning strategies proved most effective (85% effectiveness rate), followed by project-based learning (78%), role-playing (72%), problem-based learning (70%), and group discussions (65%). Active student involvement, social interaction, and contextual learning experiences significantly supported character building. Supporting factors included teacher commitment, school policies, student enthusiasm, and varied learning methods. The main obstacles were time constraints, differences in student backgrounds, lack of consistent parental support, and limited learning resources. Overall, the implementation of the Pancasila Student Profile at SDN 064965 Sidodame Medan demonstrated success in shaping student character, although further development in several dimensions and optimization of support facilities and collaboration between the school, parents, and the surrounding community are still needed.

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