

THE ROLE OF CHARACTER EDUCATION IN SHAPING THE PANCASILA STUDENT PROFILE

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Abstract

This study aims to analyze the role of character education in shaping the Pancasila Student Profile among secondary school students. The research employed a qualitative approach with a case study method conducted at a secondary school that has implemented character education programs and the Pancasila Student Profile Strengthening Project (P5). Data were collected through in-depth interviews, observations, and documentation, and were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings indicate that character education is integrated through intracurricular, cocurricular, and daily habituation activities. The P5 program has been shown to contribute significantly to the development of students' creativity, collaboration, critical thinking, and social awareness. Teachers play an essential role as role models, facilitators, and mentors in instilling character values. The positive impact of character education is evident in the enhancement of the six dimensions of the Pancasila Student Profile, namely noble character, global diversity, cooperation, independence, critical reasoning, and creativity. Nevertheless, the implementation of character education still faces several challenges, such as inconsistent teacher commitment and limited program implementation time. Overall, this study reinforces that character education plays a central role in realizing the Pancasila Student Profile, and its successful implementation is strongly influenced by school support, teacher exemplification, and the sustained development of a positive school culture.

Keywords: Character Education, Pancasila Student Profile P5, Character Formation, Pancasila Values.

Abstrak

Penelitian ini bertujuan untuk menganalisis peran pendidikan karakter dalam membentuk Profil Pelajar Pancasila pada siswa sekolah menengah. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus yang dilaksanakan pada salah satu sekolah menengah yang telah menerapkan program pendidikan karakter dan Proyek Penguatan Profil Pelajar Pancasila (P5). Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendidikan karakter diintegrasikan melalui kegiatan intrakurikuler, kokurikuler, dan pembiasaan harian. Program P5 terbukti memberikan kontribusi signifikan dalam mengembangkan kreativitas, kolaborasi, berpikir kritis, serta kepedulian sosial siswa. Guru berperan penting sebagai teladan, fasilitator, dan pembimbing dalam menanamkan nilai-nilai karakter. Dampak positif

pendidikan karakter terlihat dari meningkatnya enam dimensi *Profil Pelajar Pancasila*, yakni akhlak mulia, berkebinekaan global, gotong royong, kemandirian, bernalar kritis, dan kreativitas. Meskipun demikian, implementasi pendidikan karakter masih menghadapi beberapa hambatan seperti kurangnya konsistensi guru dan keterbatasan waktu pelaksanaan program. Secara keseluruhan, penelitian ini menegaskan bahwa pendidikan karakter memiliki peran sentral dalam mewujudkan *Profil Pelajar Pancasila*, dan keberhasilan implementasinya sangat dipengaruhi oleh dukungan sekolah, keteladanan guru, serta budaya positif yang dibangun secara berkelanjutan

Kata kunci: Pendidikan Karakter, *Profil Pelajar Pancasila P5*, Pembentukan Karakter, Nilai-Nilai Pancasila.

INTRODUCTION

The rapid advancement of globalization and accelerated technological innovation has brought significant changes that permeate nearly all aspects of Indonesian society, ranging from patterns of social interaction and cultural values to the practices of educational administration. Globalization has created a borderless world in which the flow of information, culture, and technology moves swiftly, influencing the way young generations think, behave, and shape their lifestyles. In this context, schools as formal educational institutions can no longer function solely as centers for knowledge transmission. They are required to transform into strategic environments capable of shaping learners' character so that they become adaptive to change, competitive in the global arena, yet firmly rooted in the nation's noble values as part of their national identity (Tilaar, 2012; Koesoema, 2015).

Various social phenomena in educational settings indicate that moral challenges in the global era are becoming increasingly complex. The decline in learning discipline, the rise of intolerance, weakening social awareness, the dominance of digital culture that promotes individualism, and symptoms of an empathy crisis all demonstrate that students need not only academic intelligence but also moral and social intelligence (Wuryandani, 2021). This is further reinforced by reports concerning deviant behaviors among adolescents, such as bullying, school violence, misuse of social media, and discriminatory actions. These conditions reflect the urgent need to strengthen character education as a fundamental effort to maintain the balance between intellectual development and moral formation, thereby preparing students to become ethical, responsible, and integrity-driven citizens (Setiawan, 2020; Lickona, 2012).

Responding to these challenges, the Indonesian government introduced the *Profil Pelajar Pancasila* (Pancasila Student Profile) as an ideal vision within the *Merdeka Curriculum*, placing character as the core foundation of learning. The Pancasila Student Profile consists of six interrelated character dimensions: (1) faith in God Almighty and noble character; (2) global diversity; (3) mutual cooperation; (4) independence; (5) critical reasoning; and (6) creativity. These dimensions are not only learning outcomes but also guidelines for designing holistic, meaningful, and contextual learning experiences (BPMP Kemendikbudristek, 2022).

The implementation of the Pancasila Student Profile is expected to produce a generation with intellectual competence as well as emotional, social, and spiritual maturity. Through

the integration of character values into intracurricular and extracurricular activities, as well as school culture, students are guided to develop critical thinking, creativity, collaboration, tolerance, and sensitivity to their social environment. Thus, Indonesian students are expected not only to master knowledge but also to become individuals with strong moral integrity, the ability to work collaboratively in diverse settings, and innovative thinking skills needed to face 21st-century challenges (Sagala, 2018; Zubaedi, 2021).

Nevertheless, the success of realizing the Pancasila Student Profile is highly dependent on the effectiveness of character education in schools as the primary foundation for shaping student quality. Character education plays a strategic role in developing students' moral, social, and emotional identity through various approaches, including teacher modeling, positive daily routines, strengthening school culture, and integrating character values into every subject and extracurricular activity (Suyanto, 2018). At the secondary school level, this role becomes increasingly crucial as students undergo adolescent developmental stages characterized by identity formation, shaping personal values, and enhancing critical thinking and decision-making skills. Therefore, character education at this level not only functions to shape behavior but also serves as a strategy to build life skills aligned with the values of the Pancasila Student Profile, such as independence, collaboration, and critical reasoning.

However, the implementation of character education in schools still faces various challenges. Common obstacles include teachers' limited competence in systematically integrating character values into learning processes, suboptimal family support in character formation, and insufficient collaboration among schools, communities, and the government in creating a supportive educational ecosystem (Gunawan, 2017; Kemendikbudristek, 2021). Moreover, the dynamics of the digital era present new challenges in the form of exposure to information that conflicts with moral values, requiring schools to strengthen students' digital literacy and character resilience. These conditions indicate that strengthening character education requires a more holistic, collaborative, and sustainable approach to ensure the optimal realization of the Pancasila Student Profile within secondary school environments.

METHOD

This study employs a qualitative approach using a case study method aimed at gaining an in-depth understanding of the role of character education in shaping the Pancasila Student Profile among secondary school students. This approach was chosen because it enables the researcher to explore phenomena contextually according to real conditions within the school environment. The research was conducted at a secondary school that has implemented character education programs and the Pancasila Student Profile Strengthening Project (P5). The research subjects include the principal, teachers, students, extracurricular supervisors, and relevant educational staff. The data sources consist of primary and secondary data. Primary data were obtained through in-depth interviews, observations of learning and habituation activities, as well as documentation related to

character education practices. Meanwhile, secondary data were collected from curriculum documents, the school's character education program, and archived P5 activity records.

Data collection techniques involved interviews, observations, and documentation to obtain a comprehensive description of the implementation of character education. The collected data were analyzed using the Miles and Huberman model, which includes three stages: data reduction, data display, and conclusion drawing. To ensure data validity, the study employed source and technique triangulation, member checking, and prolonged engagement throughout the research process. The research stages began with instrument preparation and obtaining permits, followed by data collection, continuous data analysis, and the systematic preparation of the research report. This approach enables the researcher to obtain a detailed and authentic depiction of the role of character education in shaping the Pancasila Student Profile among secondary school students.

RESULT AND DISCUSSION

The findings of the study indicate that the implementation of character education in schools has been carried out through intracurricular, cocurricular, and daily habituation activities. In intracurricular activities, teachers integrate character values into the learning process through group work, reflection, and linking learning materials with the values of cooperation, independence, and critical reasoning. Meanwhile, in cocurricular activities, the Pancasila Student Profile Strengthening Project (P5), which includes themes such as sustainable living, local wisdom, and self-development, contributes significantly to fostering students' creativity, collaboration skills, critical thinking, and social awareness. Additionally, habituation activities such as morning literacy, collective prayer, the 5S culture (smile, greet, salute, politeness, courtesy), clean Friday programs, and various social activities have been shown to cultivate students' discipline, responsibility, and empathy.

The role of teachers in shaping the Pancasila Student Profile is also highly significant, particularly as role models who demonstrate discipline, politeness, and positive communication. Teachers also serve as facilitators who create meaningful learning experiences through discussions, projects, and problem-solving, as well as mentors who support students in overcoming social and academic challenges. The implementation of character education has shown positive effects on the achievement of the Pancasila Student Profile dimensions. Students exhibit improvements in noble character through religious habituation, tolerant attitudes and respect for diversity within the global diversity dimension, collaboration skills in the mutual cooperation dimension, independence in managing their learning and completing tasks, as well as enhanced critical reasoning and creativity, particularly through project-based learning and P5 activities.

Supporting factors in the implementation include school commitment, structured P5 programs, a conducive learning environment, and parental support. However, the study also identifies several obstacles, including inconsistencies among teachers in integrating character values into learning, differences in students' backgrounds, suboptimal allocation of time for P5, and uneven supervision of habituation activities. Overall, the

study emphasizes that character education plays a central role in shaping the Pancasila Student Profile, and its success depends heavily on teacher role modeling, school culture, and the consistency of programs implemented.

The study's findings further demonstrate that character education plays a strategic role in developing the Pancasila Student Profile among secondary school students. Character education is not merely understood as the inculcation of moral values but as a holistic process of forming students' identity. This process occurs through the integration of values into learning, habituation, and cocurricular and extracurricular activities. This aligns with Muslich (2011), who asserts that character education must be implemented holistically and integratively so that students can internalize values deeply. In practice, the school has successfully incorporated character values into lesson plans and learning interactions, thereby fostering students' discipline, responsibility, and critical thinking skills.

The implementation of the Pancasila Student Profile Strengthening Project (P5) emerges as one of the most impactful instruments in shaping students' character. Through project-based activities, students are trained to collaborate, plan activities, solve problems, and develop creativity in real-life contexts. These activities reflect experiential learning principles which, according to Dewey (1938), strengthen the relationship between knowledge, skills, and values. P5 activities designed with relevant themes such as local wisdom and sustainable living help students build social awareness and adaptability to global challenges. This is consistent with the Pancasila Student Profile framework, which emphasizes collaboration, creativity, and depth of reasoning.

Moreover, the role of teachers in shaping the Pancasila Student Profile is a key factor in the success of character education in secondary schools. Teachers act not only as transmitters of knowledge but also as role models who demonstrate noble character, discipline, integrity, and respect in daily interactions. Through such examples, students gain a concrete understanding of how character values are manifested in behavior. This supports the view of Samani and Hariyanto (2016), who argue that teacher role modeling is a fundamental element determining the effectiveness of character education in schools.

Beyond modeling, teachers facilitate learning that promotes active and dialogic participation, allowing students space to express themselves, ask questions, and develop more critical ways of thinking. Project-based learning, group discussions, and guided self-reflection contribute to building independence, cooperation, and critical reasoning—core dimensions of the Pancasila Student Profile. Structured reflection helps students understand the moral reasoning behind actions and evaluate their choices in daily life. Consistent with this, the Ministry of Education, Culture, Research, and Technology (2021) emphasizes that teachers play a strategic role in orchestrating learning activities that holistically nurture character both inside and outside the classroom. Thus, the successful development of the Pancasila Student Profile relies heavily on teachers' pedagogical competence, role modeling, and their ability to create a positive, ethical, and collaborative learning climate.

The impact of character education implementation is evident in significant improvements in students' behavior, attitudes, and social interactions within the school environment. Strong evidence shows that learners have made notable progress across the six dimensions of the Pancasila Student Profile. They display religious attitudes and noble character through polite behavior, discipline, and mutual respect. They also demonstrate collaboration skills in group projects and cooperative learning activities. Furthermore, students' critical thinking abilities have increased through their involvement in context-based problem solving, while creativity is evident in their ability to generate new ideas during P5 activities. These behavioral changes affirm that character education implemented in a planned, systematic, and consistent manner contributes to producing learners who are not only academically competent but also morally, emotionally, socially, and spiritually mature. This aligns with Nucci & Narvaez (2014), who contend that effective character education fosters individuals capable of making moral decisions and acting based on virtuous values.

However, the implementation of character education in secondary schools faces various challenges. Limited time allocation for P5 often results in suboptimal project-based learning activities. Additionally, variations in teacher commitment to applying character values and the diverse socioeconomic backgrounds of students influence the consistency of the expected outcomes. These challenges indicate that the success of character education requires synergy among all school components, including supportive policies, visionary school leadership, and active participation from parents and the community. This aligns with Berkowitz & Bier (2017), who assert that character education can only be sustained when supported by a conducive learning environment, a positive school culture, and multi-stakeholder collaboration.

Overall, this discussion reaffirms that character education is a fundamental foundation in shaping the Pancasila Student Profile. Its success depends on the integration of character values into learning, teacher role modeling, the quality of P5 implementation, and the support of a conducive school environment. By strengthening these elements, schools can nurture learners who are strong in character, globally competitive, and firmly grounded in the nation's noble values.

CONCLUSION

This study demonstrates that character education plays a crucial role in shaping the Pancasila Student Profile among secondary school students. The integrated implementation of character education through intracurricular, cocurricular, and Pancasila Student Profile Strengthening Project (P5) activities has proven effective in developing the six core dimensions of the Pancasila Student Profile: noble character, global diversity, cooperation, creativity, independence, and critical reasoning. Through habituation, teacher role modeling, and project-based learning, students show improvements in religious behavior, collaborative skills, problem-solving abilities, and the quality of social interactions.

The successful implementation of character education is strongly influenced by the role of teachers as role models and facilitators, a positive school culture, and collaborative

support from parents and the community. Nevertheless, the implementation process still faces several challenges, such as limited time allocation for P5, variations in teacher commitment, and differences in students' backgrounds. Therefore, program consistency, strengthened teacher competencies, and a more holistic system of support are needed to ensure that character education can optimally realize the Pancasila Student Profile.

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