



# TECHNIUM EDUCATION & HUMANITIES



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# Implementation of Pancasila and Citizenship Education in the Pancasila Student Profile Program at Schools

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## Abstract

Learning Pancasila and Citizenship Education consistently incorporates Pancasila values into its teachings. By studying this subject, students can grasp their rights and responsibilities as citizens and address issues related to citizenship, such as national unity, maintaining values and norms, human rights, power and politics, a democratic society, Pancasila and the State constitution, and globalization. The Pancasila student profile aims to develop graduates who are both of strong character and highly competent, reinforcing the fundamental values of Pancasila. This study employs a literature review method, sourcing data from books and journals. A literature review involves identifying, evaluating, and interpreting all relevant research findings related to a specific research question, topic, or phenomenon. The implementation of Pancasila and Citizenship Education within the Pancasila student profile in schools focuses on enhancing content related to cooperation, independence, creativity, global diversity, critical thinking, and faith in God Almighty with noble character. These elements are essential features of the Pancasila student profile program and must be practically applied in all school learning activities.

*Keywords: Pancasila and Citizenship Education, Pancasila Students, Pancasila Student Profile Program.*

## 1. INTRODUCTION

Legally and formally recognizes the critical importance of education in Indonesia. This is demonstrated by the inclusion of education as one of the national goals, as outlined in Law No. 20 of 2003 concerning the National Education System. Article 3 states, "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, and are healthy, knowledgeable, capable, creative, independent, and democratic, as well as responsible citizens." [1].

Ramdan argues that quality education can produce the next generation of the nation who are virtuous, wise, and value goodness. Education does not only have a purpose that is more than just educating the life of the nation. Intelligence is not only interpreted as the development of intellectual aspects but also includes the dimension of mentality, intelligence in generating ideas and ideas, as well as the ability to be intelligent in managing emotions and behavior. Sternberg, Papalia & Old, and Gardner illustrate intelligence as an

activity in adapting, choosing, and shaping the environment according to the individual's life. Furthermore, intelligence is not a single entity but consists of several types of diverse intelligence, known as multiple intelligences.

The Pancasila student Profile represents Indonesian college students as lifelong inexperienced persons who possess international competence and encompass Pancasila values. It encompasses six foremost traits: faith and reverence to God, precise individual, international diversity, cooperation, independence, crucial questioning, and creativity. The successful implementation of the Pancasila Student Profile aims to develop Indonesian students who are virtuous, nationally and globally competitive, cooperative, independent in their duties, capable of critical thinking, and creative. Achieving these goals requires the cooperation of students across Indonesia, who must be highly motivated to progress and evolve into international students while upholding local cultural values. [2]

Within the Merdeka curriculum, there is a project called the "Pancasila Student Profile." This profile outlines a vision of students who embody Pancasila values in their daily lives, both at school and at home. The Minister of Education and Culture, Mr. Nadiem Makarim, established the Pancasila Student Profile as a primary objective through Regulation

Number 22 of 2020, which outlines the Ministry's strategic plan for 2020-2024. This profile aligns with the Ministry of Education and Culture's vision and mission to develop Indonesian students with global competence who reflect Pancasila values. The Pancasila Student Profile includes six key elements: faith and reverence to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity [3].

The Pancasila Student Profile aims to develop students' character in alignment with Pancasila values. This character formation aligns with the national education goals and Ki Hajar Dewantara's view that education encompasses character, physical, and mental values, preparing students to become ethical citizens. The Pancasila Student Profile in the Merdeka curriculum symbolizes Indonesian students who are cultured, have strong character, and embody Pancasila values. This program is an innovation designed to enhance character education from the previous curriculum. [4].

Pancasila and Citizenship Education (PPKn) serves as a subject aimed at strengthening student character, particularly in relation to enhancing the Pancasila Student Profile. PPKn is a learning program designed to humanize and civilize students, enabling them to become citizens with positive character traits. In practice, PPKn emphasizes character development, with the goal of improving students' character, particularly in reflecting Pancasila values. This program teaches ethical, democratic, social, and political ideals, as outlined in Permendiknas No. 22 of 2006. PPKn focuses on creating citizens who understand and can fulfill their rights and responsibilities, becoming intelligent, skilled, and virtuous Indonesian citizens as mandated by Pancasila and the 1945 Constitution. Consequently, it is anticipated that elementary school students studying history will develop critical, logical, and imaginative thinking skills to address problems from various perspectives using historical principles. In PPKn, college students are recommended to think severely and act morally and wisely as own family participants, community participants, faculty participants, and citizens as a part of the civic schooling mandated with the aid of the nation. The learning method have to be dependent around energetic engagement, problem-solving in social contexts, social engagement, and intercultural interplay, all tailor-made to the scholars' life reviews. [5].

## 2. RESEARCH METHODS

The research method employed is a literature study, with data sourced from books and journals. A literature review involves identifying, evaluating, and interpreting all relevant research findings related to a specific research question, topic, or phenomenon [6]. When conducting a literature study, researchers must ensure that the sources are up-to-date, relevant, and credible. It is also important to select literature that includes diverse perspectives and viewpoints to guarantee

a thorough and objective analysis. Following the literature study, researchers can analyze the data using appropriate methods such as content analysis and text analysis. The research on the implementation of Pancasila and Citizenship Education within the Pancasila Student Profile Program in schools will focus on credible and current journals, providing pertinent data on the topic..

## 3. RESULTS AND DISCUSSION

### 3.1 Pancasila and Citizenship Education

PPKn subjects are rich in character values and focus not only on theory but also on shaping students' character. These lessons aim to develop students' personalities in accordance with Pancasila values, making it fair to say that the goal of PPKn is to create good citizens. Character education plays a crucial role in achieving this objective. According to the government's program outlined in Regulation Number 22 of 2020 concerning the Ministry of Education and Culture's strategic plan for 2020-2024, strengthening character education can be achieved by implementing and integrating the Pancasila Student Profile within the school environment. [7].

Studying Pancasila and Citizenship Education helps students understand their rights and responsibilities as citizens and equips them to address issues related to citizenship, such as national unity, maintaining values and norms, human rights, power and politics, democratic society, Pancasila and the State constitution, and globalization. Mastery of Pancasila and Citizenship Education enables citizens to develop skills such as critical, rational, and creative thinking to address citizenship and globalization issues. It also encourages active and responsible participation in community, national, and state activities, fostering positive and democratic development based on Indonesian values. Additionally, it prepares individuals to interact with other nations, using information and communication technology while preserving national identity. [8].

Pancasila and Citizenship Education plays a crucial role in fostering citizens' awareness of their rights and responsibilities. In this context, the PPKn subject is strategically important for developing a more civilized government system. Character development within the community promotes good habits, which in turn enhance the cultural quality of the government system. Achieving this requires a complex and prolonged process, necessitating collaboration from various societal components. Education, especially formal education, is a key element in building a progressive social order. Formal education bears the responsibility of nurturing national character. According to Government Regulation Number 32 of 2013, PPKn lessons aim to build a progressive social order by promoting civic attitudes such as firmness, commitment, and responsibility, as

well as civic skills including proficiency and active participation.

In PPKn learning, students can acquire various competencies, including civic knowledge, which involves academic and scientific abilities derived from political, legal, and moral theories and concepts. Civic skills encompass both intellectual abilities and the capacity to engage in national and state affairs, while character competencies (civic dispositions) emerge from the development of these skills. The Civic knowledge component of PPKn illustrates that the subject is inherently multidisciplinary, covering a broad range of topics such as citizens' rights and responsibilities, human rights, democratic principles and processes, government and non-governmental institutions, national identity, rule of law, and the values and morals of the community. [9].

Pancasila and Citizenship Education (PPKn) plays a crucial role in shaping students' attitudes and daily behavior, with the aim of helping them become better individuals. It is essential to foster students' interest in PPKn, as this interest significantly supports the success of the learning process. Additionally, student interest driven by their needs is vital for engaging in activities effectively. Pancasila and Citizenship Education emphasizes the importance of understanding citizens' rights and obligations, ensuring that actions align with national goals and ideals. Recognizing its significance, this education is introduced early and integrated throughout all levels of schooling, from early education to higher education, to develop capable individuals prepared to contribute to the nation and state. [10].

### 3.2 Implementation of PPKn in the Pancasila Student Profile Program in Schools

The Pancasila Student Profile aims to depict Indonesian students as lifelong learners with extensive abilities and character aligned with Pancasila values. This profile encompasses traits such as faith, devotion to God Almighty, strong ethics, global diversity, cooperation, independence, critical thinking, and creativity. The goal of establishing the Pancasila student profile is to cultivate students with high character and exceptional qualities for Indonesia. It focuses on developing students who can compete both nationally and globally, collaborate effectively, fulfill responsibilities independently, and possess critical reasoning and creative problem-solving skills. [11].

Reaching this goal necessitates collaboration among students across Indonesia. Each student must have a strong motivation, whether conscious or unconscious, to engage in activities with a high vision, aimed at evolving into internationally competitive students who uphold local cultural values. The Pancasila Student Profile was created to address educational challenges in countries where students need to be globally competent. [12]. This objective aligns with Indonesia's educational goals, which aim to advance the

nation, ensure its sovereignty, promote independence, and build character through student creativity. The development of the Pancasila Student Profile is intended to address deficiencies in human resources within the education sector and to reflect the noble principles of Pancasila. The goal is for students to achieve the desired character and competencies based on values of faith and to exhibit behaviors and abilities that align with the Pancasila Student Profile. This implementation should also be consistent with Pancasila values on a global scale [13].

Merdeka Belajar marks the beginning of developing the Pancasila Student Profile concept. According to Nadiem the Minister education of Indonesia, Merdeka Belajar is the most effective solution for addressing Indonesia's learning framework and aligns with contemporary advancements [14]. For Merdeka Belajar to be successfully implemented, it requires support from all stakeholders and collaborative efforts to enhance our education system. Minister education of Indonesia approach involves cooperation among the government, educational institutions, educators, and students. The Pancasila Student Profile concept is rooted in Ki Hajar Dewantara's philosophy, which emphasizes that education should allow children the freedom to learn according to their interests and talents. The principle of Merdeka Belajar must adhere to this philosophy of. *"Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani"*. This implies that teachers carry significant responsibility in shaping students' character. They must serve as role models at the forefront, provide motivation and enthusiasm during the learning process, and act as supportive guides from behind to help students become independent individuals [15]. The fundamental attributes of the Pancasila Student Profile program include: a. cooperation, b. independence, c. creativity, d. global diversity, e. critical thinking, f. faith in God Almighty, and noble character.

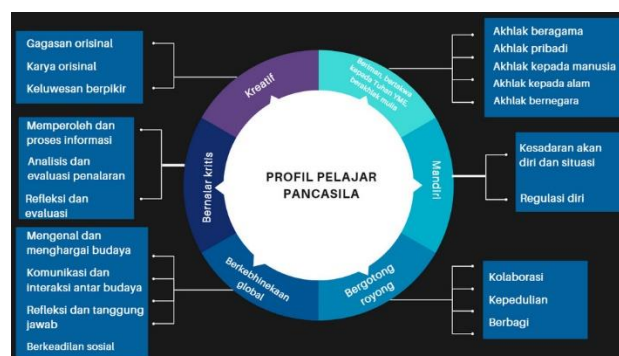


Figure 1. Pancasila Student Profile Dimensions

Source : <https://mamakpintar.com/dimensi-dan-elemen-profil-pelajar-pancasila/>

The Pancasila Student Profile is designed to develop graduates with strong character and competence, aiming to reinforce the core values of Pancasila [16]. The

implementation of the Pancasila Student Profile places significant emphasis on applying Pancasila values in daily life, influencing students' mindset both in their school studies and as Indonesian citizens. The six characteristics that have been described must be understood thoroughly because according to Latif in [17]. When the principles of Pancasila are considered individually, their impact may be diminished. If any of the six characteristics are neglected, the Pancasila Student Profile will not be fully realized. Therefore, the Pancasila Student Profile represents students who embody Pancasila values both at school and at home. Additionally, it reflects students who not only practice but also thoroughly understand the dimensions of Pancasila, aiming to achieve the overarching goal of becoming lifelong learners capable of competing globally.

One of the goals of implementing the Pancasila Student Profile is to develop a millennial generation that embraces Pancasila values. According to the Character Strengthening Center (Puspeka) of the Ministry of Education and Culture, Millennials, also known as Generation Y, are currently between the ages of 20 and 40, encompassing those born in the 1980s, 1990s, and early 2000s. This generation, often referred to as the "present generation," faces unique challenges compared to previous generations, having grown up with rapid digital technological advancements that accelerate their work processes. Despite concerns about maintaining positive values, Millennials are expected to actively engage in collaborative efforts to strengthen Pancasila through the Pancasila Student Profile. This concept arises from ongoing concerns about the state of national character in Indonesia. Researchers observe that each generation continually evolves and acts to reinforce Pancasila values, as embodying these principles remains a noble ideal that must be pursued continuously. The willpower to Pancasila has been an essential element of Indonesia's countrywide philosophy since it was instituted by the state's founders.

consistent with Wreksosuhardjo, Pancasila people are deeply connected to the core of human nature, which ought to be comprehended as a whole in place of in fragmented phrases like rational animals, homo fabers, homo economists, or zoon politicon. According to the center for strengthening (Puspeka), the values of Pancasila are highly relevant for the younger generation to navigate contemporary developments. Therefore, the Pancasila Student Profile, a policy initiative of the Ministry of Education and Culture, serves as a guide for enhancing the quality of national education. It should be integrated into the educational culture and address the urgent challenges of preserving national noble and moral values, preparing students to be global citizens, achieving social justice, and meeting 21st-century competencies [18]. In essence, the millennial generation must consistently uphold and practice Pancasila in their daily lives. Education should

instill in both the millennial generation and future generations the understanding that Pancasila values such as divinity, humanity, unity, cooperation, consensus, social justice, patriotism, nationalism, and respect for diversity—are not just for memorization but for active application. It is crucial for these values to be embodied personally and shared with others to foster a peaceful and prosperous Indonesia. The millennial generation and those that follow must advance with a commitment to igniting the spirit of building a glorious Indonesia, aiming for a better present and future.

#### **4. CONCLUSION**

The Pancasila Student Profile aims to shape Indonesian students into individuals who are lifelong learners with extensive abilities and character aligned with Pancasila values. This profile includes traits such as faith, devotion to God Almighty, high ethics, global diversity, cooperation, independence, critical thinking, and creativity. The goal is to develop students with strong character and exceptional qualities for Indonesia. PPKn learning materials are designed to guide students positively toward becoming responsible citizens, helping achieve the government's broader objectives. For the Pancasila Student Profile to be effectively implemented in schools, all involved parties must collaborate, support each other, and consistently apply each dimension of the program.

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