



# Character Education through the Pancasila Student Profile Project toward Indonesia's Golden Generation 2045

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## Abstract

The Strengthening the Profile of Pancasila Learners project is a project-based learning that is implemented to achieve the profile of Pancasila learners, namely faith, devotion to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity. These dimensions indicate that the Pancasila learner profile does not only focus on the cognitive domain, but also instills attitudes and behaviors that are in accordance with the values of Pancasila. This study aims to analyze the implementation of the Pancasila learner profile strengthening project (P5) in Islamic religious education and ethics subjects to foster students' mutual cooperation and independent characters and factors that hinder its implementation. This research method uses a qualitative method with a descriptive type and a field research approach. Research data were collected using observation, interview and documentation techniques. Data analysis uses interactive techniques of Milles and Huberman, and Saldana models which include data collection, data reduction, data presentation and verification or conclusion drawing, then testing data validity using source triangulation and technique triangulation. The results of the study revealed that i) The development of students' mutual cooperation character is carried out through the formation of activity groups as an effort to strengthen student cooperation in making waste banks, regarding this matter, all students work together to clean the school environment. ii) The development of students' independent character is shown by the continuation of student behavior after making a waste bank, namely students independently dispose of garbage in its place. iii) Factors inhibiting student character development such as the habit of littering behavior, differences in individual character, lack of supervision and guidance from educators and education personnel, and the non-implementation of sanctions for violators.

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## INTRODUCTION

The education curriculum requires development in each generation to generasi, the matter is adjusted to the level of development of the times and the technology that surrounds it so that the dynamism of the education curriculum can adjust to the level of students' needs in facing future global challenges (Handayani et al., 2024). Regulation of the Minister of Education, Culture and Research Number 12 of 2024 stipulates that the independent curriculum is officially used as the basic framework and structure in the curriculum at the education unit level in Indonesia (Anas et al., 2023; Niam & Dartono, 2024). The policy was established as a form of effort to be able to improve the quality and quality of education for all students regardless of their background (Satrial et al., 2025).

The independent curriculum gives great confidence to the teacher as a successor who designs a series of lessons according to the context needed by students in dealing with the circumstances or conditions in the education unit given the diversity of education units in each region of Indonesia which cannot be equalized (Mursalin et al., 2024). The independent curriculum upholds the relevance of literacy to the development of the times which includes digital literacy, health literacy, financial literacy and climate change literacy which refers to the student talent and interest approach (Kusumawardani et al., 2024).

The characteristics of the independent learning curriculum are that there is an emphasis on developing soft skills and personality projected through the Pancasila Student Profile Strengthening Project, hereinafter better known as (P5) (Adla & Maulida, 2023). Referring to Permendikbudristek No.56/M/2022 Khuluqi et al (2024) it is revealed that the projection of P5 activities is emphasized on co-curricular activities designed with efforts to encourage character and competence and adapted to the Pancasila learner profile which is composed of graduate competency standards based on the project. Then implemented as a learning recovery effort which reveals that the preparation of the curriculum in the primary, junior and senior education levels is in the form of co-curricular learning to form a Pancasila learner profile. Furthermore, in equivalency education, it is composed of general group subjects and empowerment and skills activity programs based on the Pancasila learner profile (Ismail et al., 2021; Raharjo, 2010).

The Pancasila Learner Profile Strengthening Project is an interdisciplinary projection based on the level of community needs around the school environment and various problems that are within the scope of education and depend on the context of implementation (Triasa et al., 2024). Equalization of education in the form of a project to empower skills through the Pancasila learner profile, the matter becomes a characteristic and skills built in everyday social life that can be utilized in individual students through acculturation, education units, co-curricular learning, projected strengthening of the Pancasila learner profile and extracurricular activities (Ichsan et al., 2023).

The Pancasila Student Profile Strengthening Project becomes a description or identity of a student with understanding, behaving and acting in accordance with various Pancasila values (Hijran & Fauzi, 2023). The issuance

of Permendikbud 2020 number 22 relating to the strategic planning of the Ministry of Education and Culture related to the vision of education reveals that the Ministry of Education and Culture provides support for the vision and mission of the President of the Republic of Indonesia in realizing an advanced Indonesia that has sovereignty, independence and personality through the realization of Indonesian students who are able to reason creatively, critically, have faith, are independent and devoted to God Almighty, have good morals, have global diversity and work together (Miranti, 2024).

The Pancasila Student Profile dimension is portrayed in 6 identities which include i) Belief, devotion to God Almighty and noble character ii) Mutual cooperation iii) Independence iv) Global diversity, v) Critical reasoning and vi) Creative (Mulyani et al., 2023). All of these dimensions can be integrated in all aspects contained in teaching and learning activities (Inayah, 2021). The realization effort is a challenge for stakeholders, especially the teachers as education personnel in its realization, which requires creativity and effectiveness in preparing learning designs in teaching modules so that they can carry out learning that is fun, interesting and internalized in the form of implementing social life in the surrounding environment (Rohmah et al., 2023).

The implementation of the P5 activity is a form of means to achieve the profile of Pancasila students who provide equal opportunities for students to be able to know the series of character building processes that go hand in hand with learning in the environment where they live (Hamzah et al., 2022). The implementation of the project is expected to enable students to study various important themes related to learning about the issues of radicalism, climate change, mental health, entrepreneurship, culture, democratic life and technology so that they are able to take real action when answering various problems related to these issues in learning and social life (Astutik & Farista, 2023; Astuti et al., 2024).

The implementation of the independent curriculum was implemented at the beginning of the 2022/2023 learning year by schools/madrasas that are considered capable of implementing it, hereinafter referred to as driving schools. In connection with the implementation of the Pancasila Student Profile Strengthening Project (P5) in learning Islamic religious education and character as a form of effort to foster the characteristics of students working together and independently, it is the focus of this research so that it can find out the problems that hinder the implementation from the two dimensions that exist in the scope of education (Muswara & Zalnur, 2019).

## METHODS

The research method approach uses a qualitative approach with a type of case study, this research is a form of tradition in the realm of social science that depends on observing the environment, terminology or human behavior fundamentally so that it can collect various descriptions contained in the scope of research in real terms and described in qualitative form (Moeloeng, 2018; Engkizar et al., 2021; Sugiyono, 2020). The research was located in one of the secondary schools in Indonesia. The research subjects as data sources amounted to 8 people consisting of the principal, vice principal of student affairs, teachers of Islamic religious education and character, P5 coordinator, P5 person in charge and 3 student representatives from each level. Research

data were collected using observation, interview and documentation techniques (Sugiyono, 2020; Engkizar, Sarianti, et al., 2022; Murniyetti et al., 2023; Engkizar et al., 2021). The research data were analyzed using the Milles and Huberman, and Saldana models theoretical analysis techniques including data collection, data condensation, data presentation and verification or conclusion drawing. Data validity techniques use triangulation techniques (Miles et al., 2018; Engkizar, Kaputra, et al., 2022).

## RESULT AND DISCUSSION

Referring to the results obtained from the implementation of the research, it can be seen that the process of character building through the Pancasila Student Profile Strengthening Project (P5) in Islamic religious education and ethics subjects in junior high schools consists of the character of mutual cooperation and independent character so that it can find out the inhibiting factors in the project.

### Character Building for Student Mutual Cooperation through the Pancasila Student Profile Strengthening Project (P5)

The implementation of the independent learning curriculum provides a new atmosphere in the world of education, this matter is accompanied by the Pancasila Student Profile Strengthening Project (P5) as a means of fostering student character. Character as a student identity is a habit that can be trained with training and habituation that is continuously implemented so that it becomes an identity (Kulsum & Muhid, 2022; Harmathilda et al., 2024). The character of student mutual cooperation is a form of student activity that is carried out voluntarily as an effort to fulfill the goals to be achieved together (Imah et al., 2022). Mutual cooperation activities can be rooted and cultured in a social community environment because its application is carried out continuously so that it becomes a character or identity in that environment, but habituation in generating mutual cooperation character must start early.

Based on the results of the research through observation, interviews and documentation activities that have been carried out, it can be seen that the junior high school as a driving school has implemented P5 activities that are tailored to the theme that has been determined by students in groups and changes every three months. In the implementation of this research, students have applied the theme of waste banks as the theme of P5 activities. This is a form of effort to foster students' mutual cooperation character so that they are able to i) Cooperation, ii) Respect for others, iii) Help, iv) Empathy, v) Consensus and vi) Solidarity.

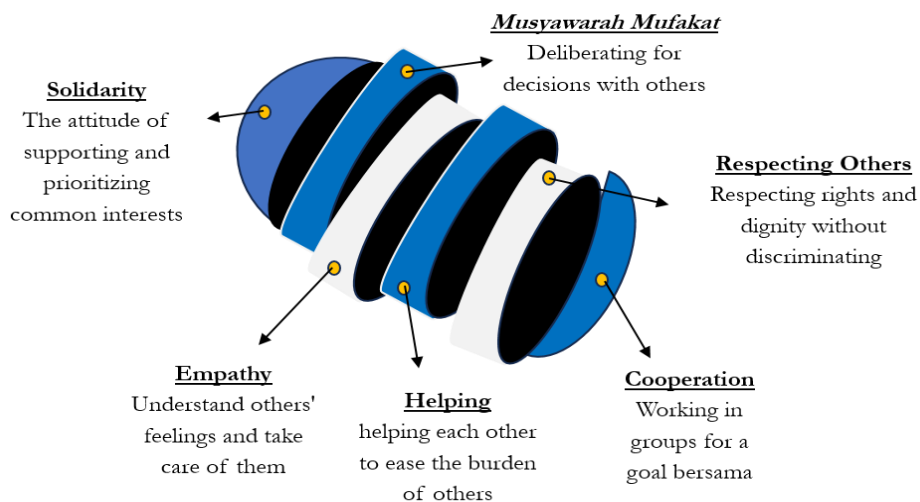
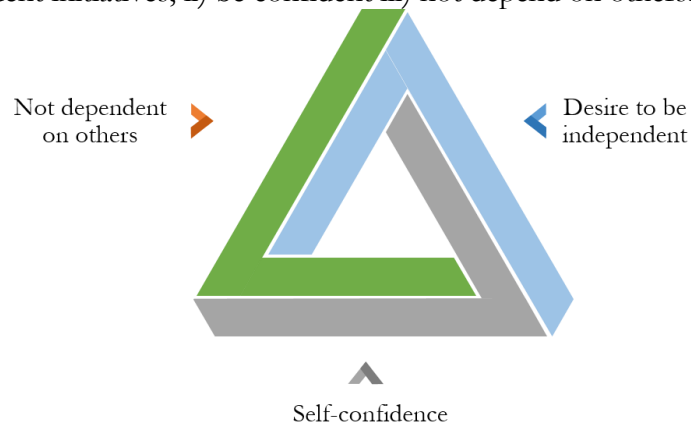


Fig 1. Fostering mutual cooperation character

### Character Building for Independent Students through the Pancasila Student Profile Strengthening Project (P5)

Character as a student identity is a habit that can be trained with training and habituation that is continuously implemented so that it becomes an identity (Kulsum & Muhid, 2022; Harmathilda et al., 2024). Independent character is a character that can separate dependence on others so that it is able to regulate itself in acting and is able to be responsible for its own behavior without the intervention of others (Saudah & Hidayah, 2024). The independent character of students can be fostered through habituation in fulfilling their life needs without depending on others, this matter is a form of effort to solve problems independently first in every face of life problems and can be responsible for themselves independently.

Based on the results of research through observation, interviews and documentation activities that have been carried out, it can be seen that the junior high school as a driving school has implemented P5 activities tailored to the theme that has been determined by students in groups and changes every three months. In the implementation of this research, students have applied the theme of waste banks as the theme of P5 activities. This is a form of effort to foster students' independent character so that they are able to i) take independent initiatives, ii) be confident iii) not depend on others.



**Fig 2. Fostering Independent Character**

### CONCLUSION

Based on the results obtained from the implementation of the research, it can be concluded that fostering the character of mutual cooperation of students is carried out through the formation of activity groups as an effort to strengthen student cooperation in making waste banks, the matter is that all students work together to clean the school environment. Indicators of student mutual cooperation include i) Cooperation, ii) Respect for others, iii) Helping hands, iv) Empathy, v) Consensus and vi) Solidarity. The development of students' independent character is shown by the sustainability of student behavior after making a waste bank, namely independently disposing of waste in its place. Students' independent character can grow through indicators of independent initiative, self-confidence and not depending on others. However, not all indicators of independent character can be seen in the individuals of all students because there is still garbage scattered in the school environment.

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