



## Implementation of Profil Pelajar Pancasila in Civics Education learning at MAN 1 Medan

Nadiah Firza<sup>1</sup>, Syarbaini Saleh<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Sumatera Utara, Kota Medan, Indonesia  
[nadiah0309213028@uinsu.ac.id](mailto:nadiah0309213028@uinsu.ac.id)<sup>1</sup>, [syarbainisaleh@uinsu.ac.id](mailto:syarbainisaleh@uinsu.ac.id)<sup>2</sup>

### ABSTRACT

Civics Education subjects play a strategic role in instilling national values and shaping students' characters in the madrasah. However, the extent to which Proyek Penguatan Profil Pelajar Pancasila (P5) values are integrated into Civics Education learning and supported by teacher strategies remains unclear. This study aims to describe the implementation of strengthening the Profil Pelajar Pancasila through Civics Education learning in grades X and XI at MAN 1 Medan, as well as identifying supporting and inhibiting factors. This study employs a qualitative approach, utilizing a case study method. Informants were selected through purposive sampling, comprising main informants (the deputy head of the madrasah and Civics Education teachers), key informants (students), and supporting informants. Data were collected through interviews and documentation, and then analyzed using the Miles and Huberman interactive model. The analysis was tested for validity through triangulation and a member check. The results of the study indicate that P5 values have been integrated into the Civics Education learning contextually and collaboratively, supported by the madrasah environment and teacher role models. However, teacher understanding and student backgrounds are obstacles to its implementation. The implementation of P5 in civics learning has a positive impact on student character formation. Innovation in learning and teacher training is necessary to ensure the optimal and sustainable internalization of Pancasila values.

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### ABSTRAK

Mata pelajaran Pendidikan Kewarganegaraan (PKN) memiliki peran strategis dalam menanamkan nilai-nilai kebangsaan dan membentuk karakter peserta didik di madrasah, namun hingga kini belum diketahui secara jelas sejauh mana integrasi nilai-nilai P5 dalam pembelajaran PKN dan strategi guru dalam mendukungnya. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan penguatan Profil Pelajar Pancasila melalui pembelajaran PKN pada peserta didik kelas X dan XI di MAN 1 Medan, sekaligus mengidentifikasi faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Informan dipilih secara purposive sampling meliputi informan utama (wakil kepala madrasah dan guru PKN), informan kunci (peserta didik), dan informan pendukung. Data dikumpulkan melalui wawancara dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman serta diuji keabsahannya melalui triangulasi dan member check. Hasil penelitian menunjukkan bahwa nilai-nilai P5 telah terintegrasi dalam pembelajaran PKN secara kontekstual dan kolaboratif, didukung lingkungan madrasah dan keteladanan guru. Namun, keterbatasan pemahaman guru dan latar belakang peserta didik menjadi hambatan dalam implementasinya. Implementasi P5 dalam pembelajaran PKN berdampak positif terhadap pembentukan karakter peserta didik. Diperlukan inovasi pembelajaran dan pelatihan guru agar internalisasi nilai Pancasila lebih optimal dan berkelanjutan.

**Kata Kunci:** karakter peserta didik; kurikulum merdeka; pendidikan kewarganegaraan; profil pelajar Pancasila

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\*Corresponding author: [nadiah0309213028@gmail.com](mailto:nadiah0309213028@gmail.com)

## **INTRODUCTION**

Education and Pancasila have a significant relationship in building the nation's character. Education is an effort that is carried out consciously, planned, and organized, aiming to develop individuals from ignorance to knowledge, from ability inability, and to form a person with a noble character. On the other hand, Pancasila as the basis of the state is the main foothold in the educational process, especially in facing the challenges of globalization that bring social, cultural, and technological changes (Ndona, 2025). However, in its implementation, the practice of Pancasila values by the younger generation often faces various significant obstacles. The main problems that arise are the lack of a deep understanding and low application in daily life. Empirical data show that most students only understand the theory of Pancasila without being able to apply it in real action (Anugrah & Rahmat, 2024).

The gap between understanding the concept and practical application has the potential to cause a weak character of students in facing the challenges of globalization, such as increasing individualism, intolerance, and a decrease in love for the homeland. The Government of Indonesia provides a solution to these problems through the Independent Curriculum by introducing the Pancasila Student Profile as a tangible form of national education goals. This profile serves as the main guideline in formulating education policies and serves as a reference for educators in developing the character and competence of students. Supported by six main dimensions, namely faith and fear of God Almighty as well as noble character, global diversity, cooperation, independence, critical reasoning, and creativity, the Pancasila Student Profile is a basic framework for integrating Pancasila values into all learning activities (Putri & Pratiwi, 2025).

Operationally, the implementation of the Pancasila Student Profile is carried out through the Pancasila Student Profile Strengthening Project (P5), which is cross-disciplinary and not limited to specific subjects. In this context, the subject of Civic Education (PKN) has a strategic position because it aims to form the character of an ideal citizen and provide optimal space to introduce, instill, and implement the values of Pancasila systematically and sustainably. Based on an in-depth literature search, previous research has explored aspects related to the implementation of the Pancasila Student Profile (Putri & Pratiwi, 2025). The findings of the study show that students are more likely to understand and appreciate the values of Pancasila if the learning process uses a contextual approach, for example, through a problem-based learning model (Setiawati et al., 2024). However, the research has not been specifically associated with the implementation of P5 in PKN subjects.

Furthermore, the results of the study show that PKN teaching is not solely a pressure on material understanding, but is also directed to develop critical thinking skills, innovate creatively, and build cooperative skills in dealing with social problems (Bukoting, 2023). This research shows the importance of innovative approaches in PKN, but it has not integrated with the specific dimensions of the Pancasila Student Profile. The implementation of the Pancasila Student Profile at MAN 1 Medan has been researched before, but the research is general and has not focused on the specific role of PKN subjects in strengthening the character of students through P5 activities (Aulia et al., 2024). Interesting findings from previous studies show that there is a close relationship between the values of Pancasila and

the teachings of Islam. Several dimensions in the Pancasila Student Profile are related to the values described in the QS. Al-Baqarah verse 177, such as the dimensions of critical reasoning, faith and piety, cooperation, and independence, which reflect the noble values in the verse.

Based on the above literature review, this study offers novelty by integrating several aspects that have not been explored in depth in previous research, namely: 1) descriptive analysis of the specific implementation of P5 through PKN subjects at the madrasah level; 2) exploration of the relationship between Islamic values and the implementation of the Pancasila Student Profile in the context of religion-based education; and 3) incorporate project-based PKN learning strategies that support the six dimensions of the Pancasila Student Profile at MAN 1 Medan. Although the Pancasila Student Profile has been implemented through the Independent Curriculum, there is still uncertainty about how to strengthen the Pancasila Student Profile (P5) through the subject of Civic Education (PKN) carried out in madrasas. Especially in MAN 1 Medan, it is not clear to what extent the integration of P5 values in PKN learning in grades X and XI is, as well as how the learning strategies applied by teachers support the implementation.

In addition, there is still a lack of information about the challenges faced during the learning process, both in terms of teachers, students, and the school environment, as well as the extent of the impact of the implementation of P5 on the formation of the character of students in madrasas, as Islamic-based educational institutions. Based on these problems, this study aims to describe the implementation of strengthening the Pancasila Student Profile through PKN learning in grades X and XI students at MAN 1 Medan, as well as identify various supporting and inhibiting factors that affect its implementation. This research also aims to explore the PKN learning strategies applied in supporting P5 values and see how it impacts strengthening students' character. It is hoped that the results of this research can make a real contribution to the development of PKN learning practices that are more effective, contextual, and in accordance with the values of Pancasila, as well as a reference for madrasas in optimizing the role of character education in the context of Islamic education.

## **LITERATURE REVIEW**

### **Implementation Concept**

Implementation refers to the action or process of realizing something. In a scientific context, this term is often used to describe the process of implementing a plan or policy. Implementation reflects the efforts of institutions or organizations in realizing policies that have been set in order to achieve the goals that have been designed. Implementation is the process of implementing a standard that is directed at achieving specific goals. This process is an important part of achieving the desired results, with the support of facilities and carried out within a predetermined period (Syah, 2022). Implementation can be interpreted as the process of implementing actions to realize the goals of a decision by converting these decisions into operational steps to achieve the results that have been designed (Meliza et al., 2024).

Implementation includes the application of ideas, policies, concepts, or innovations into tangible actions that bring about an impact on changes in aspects of knowledge, skills,

attitudes, and values. Implementation is defined as an activity that is integrated, and functions as a designed system (Romdoniyah et al., 2024). Implementation is not just an action, but a process that is systematically planned, carried out seriously, and guided by certain norms to achieve the goals that have been set. In another sense, implementation refers to the process of applying ideas, concepts, policies, or innovations into concrete actions that can have an impact, such as increasing knowledge, abilities, and changes in attitudes and values (Hasanuddin, 2024). From these various understandings, it can be concluded that implementation is the process of implementing or applying an idea, policy, or innovation into real activities that have an impact on aspects of knowledge, skills, and the formation of attitudes and values.

### **Strengthening the Profile of Pancasila Students**

Reinforcement is a form of positive response given to stimulate the reappearance of expected behavior. In the context of the learning process in schools, reinforcement refers to the teacher's reaction to the behavior or characteristics of students, which aims to provide input in the form of support or improvement. Through this form of reinforcement, students are expected to be able to give constructive reactions to stimuli from teachers and avoid inappropriate responses. Reinforcement aims to motivate, foster confidence, and encourage students' active involvement in teaching and learning activities (Addaeroby & Febriani, 2024).

In the learning process, reinforcement plays an important role in shaping the positive behavior of students. If done correctly, this strategy not only encourages the spirit of learning but also helps students in controlling their actions and being responsible for the choices made. This approach is in line with the views of developmental experts such as Piaget and Vygotsky, who emphasize the importance of the role of a supportive environment in building learners' confidence through learner-oriented learning (Azzahra & Darmiyanti, 2024).

Reinforcing the learning process has a very vital role in encouraging students to be more active and confident while learning. Through constructive feedback, students will be more motivated to study diligently and concentrate (Wahyudi & Sari, 2016). Positive responses from teachers not only make it easier for students to understand the teaching material but also support the formation of positive attitudes and learning habits. This indirectly plays a role in character development and improvement of students' academic achievement (Hidayat & Haryati, 2019). Strengthening helps strengthen the relationship between educators and students, creates a supportive learning climate, and encourages students to be more independent and responsible in their learning process. The effectiveness of this strengthening makes a significant contribution to improving the quality of education and forming students who think critically, creatively, and have high confidence in facing various challenges (Arum & Hanif, 2025).

Pancasila students are a representation of Indonesian students who continue to learn throughout their lives, have the ability to compete globally, and behave by the values contained in Pancasila. Nadiem Anwar Makarim stated that strengthening the character education of students can be achieved through various policies from the Ministry of Education and Culture that focus on achieving the Pancasila Student Profile. This is 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 2020-2024 (Suja'i, 2023). The concept of the Pancasila Student Profile is in line with the teachings of Ki Hajar Dewantara, namely:

*"... perlulah anak-anak (Taman Siswa) kita didekatkan hidupnya kepada perikehidupan rakyat, agar supaya mereka tidak hanya memiliki 'pengetahuan' saja tentang hidup rakyatnya, akan tetapi juga dapat 'mengalaminya' sendiri, dan kemudian tidak hidup berpisah dengan rakyatnya."*

The quote emphasizes that education is not only theoretical, but must also be based on real experiences so that students can foster a sense of care, togetherness, and stay connected to society, by the values in the Pancasila Student Profile (Sofiuddin & Saputra, 2024). The Pancasila Student Profile describes the figure of graduates who are expected to have certain characteristics and competencies, as well as affirm the noble values of Pancasila for students and all related parties (Faturrahman et al., 2022).

### **Civic Education Learning (PKN) in Strengthening Pancasila Student Profiles**

Learning in the context of education has a meaning as a process of interaction that occurs between students, educators, and various learning resources in a particular educational situation. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 Ayat 20 menegaskan bahwa pembelajaran adalah suatu proses yang melibatkan interaksi dinamis antara peserta didik, guru, dan lingkungan belajar (Dalyono & Lestariningsih, 2017). (Dalyono & Lestariningsih, 2017). Civic Education (PKN) is a form of learning that is multidimensional and integrates various disciplines. PKN not only teaches formal aspects of statehood, but also moral, cultural, legal, and civic ethics. The multidimensional character of PKN makes it an interdisciplinary approach that includes the fields of political education, values and morals education, national character education, community education, legal and human rights education, and democracy education (Istianah et al., 2024).

PKN has the goal of *humanizing, civilizing, and empowering* students so that they can become good citizens by the demands of the nation's and state's constitutions (Susanto & Budimansyah, 2022). Students are expected not only to understand the theory of citizenship, but also to be able to apply these values in daily life, including democratic values that emphasize the importance of active participation in decision-making as well as the principle of tolerance that encourages mutual respect and appreciation for differences in culture, religion, ethnicity, and outlook on life (Yunita et al., 2025). Through PKN learning, it is hoped that a generation will be born who not only excel academically, but also have a strong spirit of nationalism, legal awareness, and social skills that support a harmonious life in a pluralistic and democratic society (Anugrah & Rahmat, 2024).

The scope of PKN lessons includes several important aspects. The unity and unity of the nation include living in harmony with differences, love for the environment, pride as an Indonesian nation, and participation in defending the country. Norms, laws, and regulations include order in family, school, and community life, as well as national and international legal systems. Human rights focus on individual rights and obligations as well as the protection of human rights. The needs of citizens include cooperation, freedom of organization, and equality of position. The country's constitution includes the proclamation of independence,

the constitution used in Indonesia, and the relationship with the state ( Humaidi, 2019). Thus, Pancasila and Citizenship Education have an important role in shaping the character of students as citizens with integrity, responsibility, and ready to face increasingly complex global challenges.

### **Aspects of Learning**

Learning includes three main aspects, namely cognitive, psychomotor, and affective aspects, each of which has a significant role in shaping students' competencies as a whole (Sofyan, 2019). The cognitive aspect refers to the ability to think, understand, and master knowledge. In educational practice, this aspect includes the stages of recognizing, understanding, applying, analyzing, teaching, and creating information, according to Bloom's taxonomy. Elements such as understanding basic concepts, the ability to think about ideas, and applying knowledge in new contexts are an important part of this aspect (Hastuti & Utomo, 2021). *Problem-based and project-based learning* are examples of implementations that encourage the application of knowledge in real terms. In addition, the use of digital technology such as *Google Classroom* and *Kahoot* has become an effective means of strengthening students' cognitive abilities through quizzes and interactive evaluation media (Salsabila & Karomah, 2024).

The psychomotor aspect is related to the ability to perform physical movements or technical skills efficiently. This aspect is important in the development of practical skills that require coordination between perception and motor movements, such as laboratory activities in science subjects, art skills, or specific engineering skills (Sunandar & Hilmiyati, 2024). In practice, technologies such as *Virtual Reality* (VR) have begun to be used in higher education institutions in Indonesia to train technical skills, virtually and safely (Menhard, 2024). The affective aspect includes the dimensions of students' attitudes, values, and emotions. The primary focus of this aspect is character building, such as empathy, responsibility, honesty, and cooperation. Learning that focuses on strengthening moral values can be done through the integration of educational characters in the curriculum and gamification approaches that encourage positive attitudes in the learning process (Mukhlis, 2024).

## **METHODS**

This study uses a qualitative approach with a case study method at MAN 1 Medan, North Sumatra, to describe in depth the implementation of the Pancasila Student Profile in PKN learning. The case study method was chosen so that the phenomenon in the field could be explored directly and thoroughly. The selection of informants uses *purposive sampling techniques* according to criteria to obtain relevant and in-depth data. The informants include the main informant (the Deputy Head of the Madrasah for academic affairs, as well as a Physics teacher and two PKN teachers), key informants (five students in grades X and XI), and supporting informants (two students). The three provided comprehensive information about the implementation of learning based on the Pancasila Student Profile at MAN 1 Medan.

Data collection took place from January to May 2025 through structured interviews and documentation analysis. The interviews are guided by the indicators of the implementation of the Pancasila Student Profile, recorded and transcribed so that the data is accurate. Documentation includes school programs, lesson plans, photos of activities, and relevant archives. Primary data is obtained from informants, while secondary data is derived from documents and photographs to strengthen the validity of the data through source triangulation. Data analysis uses Miles and Huberman's interactive model, namely data reduction, data presentation, and conclusions drawn. Data reduction focused on core information, presentation of data in the form of narratives and thematic tables, and conclusion drawing tailored to the theory and focus of the research. The validity of the data is maintained through source triangulation and *member checks* so that the interpretation is according to the field data.

## **RESULTS AND DISCUSSION**

In this section, research findings are presented descriptively based on interview data obtained from primary informants, key informants, and supporting informants. These findings are compiled in the form of main themes according to the problem formulation, namely (1) Implementation of strengthening the Pancasila Student Profile in PKN learning, and (2) Supporting and inhibiting factors for the implementation of the Pancasila Student Profile.

### **Implementation of strengthening the Pancasila Student Profile in PKN learning**

Based on the data analysis, there are five main sub-themes as follows.

#### **1. Informants' understanding of the Pancasila Student Profile**

All primary informants and key informants show an understanding that the Pancasila Student Profile is a set of values and competencies to shape the character of students according to Pancasila values.

*"Profil Pelajar Pancasila merupakan gambaran karakter peserta didik Indonesia yang diharapkan, yaitu beriman, mandiri, gotong royong, berkebhinekaan global, bernalar kritis, dan kreatif, Profil Pelajar Pancasila merupakan gambaran karakter peserta didik Indonesia yang diharapkan, yaitu beriman, mandiri, gotong royong, berkebhinekaan global, bernalar kritis, dan kreatif,"* (HAL, main informant, May 23, 2025)

AIH (main informant) added some information.

*"Profil Pelajar Pancasila adalah kerangka karakter dan kompetensi agar peserta didik mampu menghadapi tantangan zaman dan menjunjung nilai Pancasila,"* (AIH, main informant, February 1, 2025)

This statement is in line with the understanding of students. For example, NCF (key informant) said that the Pancasila Student Profile is an activity that trains them to work together and understand the value of Pancasila.

## **2. Integrating Values in Planning and Learning**

PKN teachers have integrated the values of the Pancasila Student Profile into the learning plan.

*"Saya memasukkan nilai-nilai Profil Pelajar Pancasila ke dalam tujuan pembelajaran dan kegiatan belajar untuk melatih partisipasi aktif peserta didik,"* (NCF, main informant, February 27, 2025)

HAL confirmed the same thing.

*"Perangkat ajar sudah saya integrasikan nilai-nilai Profil Pelajar Pancasila, terutama dalam tujuan pembelajaran dan aktivitas peserta didik,"* (HAL, main informant, May 23, 2025).

Based on the answers from the student informants, they understand that teachers and schools have integrated the values of the Pancasila Student Profile into the planning and learning process through various activities such as discussions, observations, projects, and collaborative activities that relate the material to real experiences and issues in their lives. This approach is carried out through methods such as discussions, case studies, projects, and collaborative activities that relate the material to real experiences and issues in students' lives. The school also supports training and collaboration between teachers, as well as integrating these values in various school activities, including projects and extracurricular activities.

Students feel that the activities carried out are pretty effective in increasing the understanding and internalization of Pancasila values, although there are still challenges in the form of diverse backgrounds and a lack of awareness of the importance of national values. They realize that the integration of these values must continue to be supported and strengthened in an ongoing manner so that the learning process can take place effectively and continuously.

As a representative, one of the students stated as follows.

*"Menurut saya pribadi suasana kelas dan lingkungan sekolah mendukung kami untuk memahami nilai-nilai Profil Pelajar Pancasila, salah satunya dengan peraturan-peraturan sekolah yang berlandaskan dengan nilai-nilai moral Pancasila,"* (FRL, key informant, April 26, 2025).

## **3. Learning Strategies and Activities**

Based on the interviews of the informants, the learning strategies and activities implemented in order to integrate the values of the Pancasila Student Profile include a contextual and collaborative approach. Teachers use methods such as group discussions, social case studies, projects, and reflective assignments that relate material to real experiences and issues in students' lives.

For example, one of the teachers stated the following.

*"Saya menerapkan strategi diskusi kelompok, studi kasus sosial, dan tugas reflektif agar peserta didik mampu mengaitkan materi dengan pengalaman pribadi dan lingkungan sekitar," (NCF, main informant, February 27, 2025).*

In addition, the activities carried out include making observation reports on social problems in the surrounding environment, presenting solutions, and creating a digital campaign on the importance of unity and tolerance. They also conduct video projects on tolerance and group discussions that address issues of diversity and social responsibility.

The school supports this strategy by providing teacher training, integrating Pancasila values in various school and extracurricular activities, and developing collaborative programs such as P5 activities and social issue-based projects. This collaboration aims to foster an active, participatory, and internalized attitude of Pancasila values in the learning and daily life of students.

#### **4. Student Engagement and Success Indicators**

The involvement of students during the learning process that carries the values of the Pancasila Student Profile tends to be quite active and enthusiastic. They show good interest and participation in discussions, group work, and project activities. Teachers and learning instruments provide a space for students to express their opinions, discuss, and contribute to solving real issues that are close to their lives. For example, students are allowed to express their opinions and formulate solutions to social problems, as well as engage in creative activities such as making tolerance campaign videos.

The success indicators used by teachers and resource persons to assess the implementation of the Pancasila Student Profile include several main aspects. First, changes in students' attitudes such as increasing sense of responsibility, tolerance, and discipline are important signs that Pancasila values have begun to be internalized. In addition, the activeness of students in discussions and group work is also a benchmark of the extent to which they are able to cooperate and respect the opinions of others. The next indicator is the ability of students to apply Pancasila values in daily life and activities at school, so that character learning really seems real. Finally, the active participation of students in social projects and activities, such as digital campaigns and social observations, is one of the proofs that they not only understand the concept of nationality in theory, but also practice it in the form of concrete actions. For example, one of the teachers stated the following.

*"Saya menilai dari sikap peserta didik dalam kegiatan belajar, tanggung jawab saat kerja kelompok, serta kemampuan mereka menyampaikan gagasan dengan bijak," (AIH, main informant, February 1, 2025).*

Meanwhile, students mentioned that their involvement was quite high, especially when given learning methods that were fun and relevant to their lives. The challenge that arises is the diversity of students' characters and backgrounds, which requires a more personal and routine approach and constant reinforcement of these values.

#### **5. Challenges and Expectations in Implementation**

The main challenges in the application of the values of the Pancasila Student Profile in the classroom include variations in the character background of students, lack of awareness and understanding of the importance of national values, as well as time constraints and uneven learning motivation among students. Several speakers said that differences in the character and background of students are obstacles in uniting the understanding and application of Pancasila values consistently. For example, one of the teachers mentioned the following.

*"Tantangannya adalah adanya perbedaan latar belakang peserta didik dan kurangnya keterbukaan sebagian peserta didik dalam berdiskusi atau menyampaikan pendapat,"* (HAL, main informant, May 23, 2025).

In addition, the proposed success indicators mostly focus on attitude change, active participation, and the application of values in real life, but challenges still arise from a lack of consistency and internalization of values.

The hope of educators and schools is that there will be more structured training for teachers, the integration of Pancasila values across subjects, and more real activities that involve students in the application of these values. They want sustainable programs and activities that are able to motivate students as a whole. One of the teachers stated as follows.

*"Saya berharap ada pelatihan yang lebih terstruktur bagi guru, integrasi antar mata pelajaran, dan lebih banyak kegiatan nyata yang melibatkan peserta didik dalam penerapan nilai-nilai tersebut,"* (NCF, main informant, February 27, 2025).

## **Supporting and Inhibiting Factors for the Implementation of the Pancasila Student Profile in PKN**

In addition to the implementation theme, there are two main themes related to the supporting and inhibiting factors for the implementation of the Pancasila Student Profile in PKN learning as follows.

### **1. Supporting Factors**

A conducive school environment is one of the main factors that support the application of Pancasila values. Many respondents stated that an atmosphere of mutual respect and cohesiveness helped them to understand and internalize these values. For example, one of the students named KS said,

*"I feel that the classroom atmosphere and school environment are quite supportive. Teachers often give good direction and set an example of attitudes that reflect the values of Pancasila. Saya merasa suasana kelas dan lingkungan sekolah cukup mendukung. Guru-guru sering memberikan arahan yang baik dan memberi contoh sikap yang mencerminkan nilai-nilai Pancasila,"* (KS, key informant, March 13, 2025).

The role of teachers as role models is also very influential, where they not only deliver material but also exemplify the application of values through discussions and real activities. As the teacher expressed,

*"Saya menggunakan pendekatan kontekstual dan kolaboratif, seperti problem based learning dan pembelajaran berbasis proyek yang mengangkat isu sosial,"* (AIH, main informant, February 1, 2025).

In addition, relevant and interesting activities such as group discussions, video projects, and other practical activities also strengthen students' understanding of these values. Students feel that activities such as group work and ceremonies make it easier for them to learn about the values of Pancasila and these activities help them understand the importance of cooperation, tolerance, and a sense of responsibility. The active participation of students in various activities also strengthens this character learning process. As conveyed by one of the students,

*"Contoh kegiatan yang paling membantu saya memahami Pancasila? nilai-nilai Profil Pelajar Pancasila adalah saat melakukan diskusi kelompok dan presentasi. Dalam kegiatan tersebut, saya belajar untuk bekerja sama dengan teman, saling menghargai pendapat, dan bertanggung jawab terhadap tugas yang diberikan. Kegiatan ini membuat saya lebih memahami pentingnya gotong royong dan komunikasi yang baik,"* (KS, key informant, March 13, 2025).

No less important is the support from peers and the surrounding environment who also practice these values, so that the learning atmosphere becomes more conducive and meaningful.

## **2. Inhibiting Factors**

Although the school environment and various activities are supportive, there are several obstacles that reduce the effectiveness of the application of Pancasila values. One of the main obstacles that is often mentioned is the lack of a deep and consistent understanding of these values from students. One of the inhibiting factors that is often conveyed by students is the lack of a complete and deep understanding of the values of Pancasila. Some learners feel that the material given is often too theoretical and lacks real examples in everyday life, making it difficult to implement them directly. As expressed by KAR,

*"Kadang materinya terlalu teoritis dan kurang contoh nyata,"*

The same thing was also expressed by NF.

*"Kadang penjelasan materinya terasa terlalu umum atau teoritis, jadi saya sedikit kesulitan menghubungkannya dengan kehidupan sehari-hari,"* he said.

In addition, some students also mentioned that the lack of motivation and interest from peers affected the application of these values. They feel that not all friends show the same commitment to practicing the values of manners, responsibility, and tolerance. For example, FRL states,

*"Menurut saya, sebagian teman sudah menerapkan nilai-nilai itu, seperti saling membantu saat tugas kelompok dan peduli kalau ada teman yang kesulitan, tapi masih ada juga yang belum terlalu peduli atau kurang bertanggung jawab. Ada teman-teman yang masih sering bertindak sendiri dan tidak peduli terhadap orang lain, jadi sulit menanamkan nilai gotong royong dan saling menghormati,"*

The lack of awareness of the importance of maintaining national values and personal character is also an obstacle, so that some of them find it difficult to apply and instill these attitudes consistently in their daily lives.

## **Discussion**

### **Implementation of Pancasila Student Profile in Schools**

Based on the findings of the research, the implementation of the Pancasila Student Profile in PKN learning has shown adequate understanding from teachers and students. This is in line with the goals of the Independent Curriculum which emphasizes the formation of students' character according to Pancasila values (Istianah et al., 2023). PKN teachers have understood that the Pancasila Student Profile is a framework of character and competence that includes six main dimensions: faith and fear of God Almighty, global diversity, independence, cooperation, critical reasoning, and creativity (Wahyudi et al., 2023).

The findings show that teachers have integrated the values of the Pancasila Student Profile into learning planning, especially in learning objectives and student activities. This practice confirms the importance of curriculum integration that the implementation of the Pancasila Student Profile requires a comprehensive approach not only in formal lessons but also through various school activities. The learning strategies applied include contextual and collaborative approaches through group discussions, social case studies, projects, and reflective assignments.

These methods have proven to be effective in helping learners relate the material to personal experiences and real-world issues in the environment. This supports the principle of meaningful learning that is the basis of the Independent Curriculum. Learners' involvement in learning shows a positive response with active participation in discussions, group work, and project activities (Ramadan, 2024). The success indicators used by teachers include changes in students' attitudes, activeness in discussions, and the ability to apply Pancasila values in daily life. These findings are consistent with the holistic evaluation required in character education.

### **Supporting Factors for the Implementation of the Pancasila Student Profile**

The research identified several key factors that support the implementation of the Pancasila Student Profile in PKN learning. A conducive school environment is the main factor, where an atmosphere of mutual respect and cohesiveness helps students understand and internalize the values of Pancasila. These findings reinforce the argument that schools as educational ecosystems have an important role in shaping a positive and inclusive culture (Hanan et al., 2025). The role of teachers as role models has proven to be very influential.

Teachers not only deliver material but also exemplify the application of values through discussions and real activities.

Teachers' competence in understanding and applying contextual and collaborative approaches, such as *problem-based learning* and project-based learning, is the key to successful implementation (Rosidah, 2018). Relevant and interesting activities such as group discussions, campaign video making, and social observation also strengthen students' understanding. Learners' active participation in various learning activities helps them understand the importance of cooperation, tolerance, and responsibility. Support from peers and the surrounding environment who also practice these values also creates a conducive and meaningful learning atmosphere (Zannatunnisya et al., 2024).

### **Implementation Challenges and Barriers**

Despite showing positive results, the implementation of the Pancasila Student Profile in PKN learning still faces various challenges. The variation in the character background of students is the main obstacle in uniting the understanding and application of Pancasila values consistently. The difference in character and lack of openness of some students in discussing or expressing opinions require a more personal and sustainable approach. Strengthening the values of the Pancasila Student Profile in PKN subjects has a central role in creating a young generation with character. Although the Independent Curriculum has provided a wide space for character education, in its implementation there are still a number of obstacles that hinder the success of this goal. These obstacles come from the internal aspects of the school as well as from the external environment that affect each other's quality of character learning (Anugrah & Rahmat, 2024).

The findings of the study show that material that is too theoretical and lacks real examples in daily life makes it difficult for students to implement the values of Pancasila directly. This indicates the need for a more contextual and applicative approach to learning. The lack of motivation and interest from some students also affects the application of these values, where not all students show the same commitment in practicing the values of manners, responsibility, and tolerance (Hidayati et al., 2022). Limited learning time and lack of awareness of the importance of national values are additional challenges. This condition requires a more comprehensive strategy in integrating character education not only in PKN subjects but also across subjects and school activities (Anugrah & Rahmat, 2024).

Based on the findings of the research, more structured training is needed for teachers to improve competence in integrating the values of the Pancasila Student Profile. The integration of Pancasila values across subjects and the increase of real activities involving students in the application of these values is an urgent need. Sustainable programs that are able to motivate students comprehensively need to be developed by involving all education *stakeholders*. Synergy between teachers, principals, parents, and the community in forming an educational ecosystem that is in line with Pancasila values is the key to long-term success.

## **CONCLUSION**

Based on the results of research and data analysis regarding the implementation of strengthening the Pancasila Student Profile (P5) through PKN learning in students in grades X and XI at MAN 1 Medan, it can be concluded that the objectives and problems of this research have been comprehensively answered. First, the implementation of P5 in PKN learning at MAN 1 Medan has been running well and structured. PKN teachers demonstrate an adequate understanding of the concept of the Pancasila Student Profile and integrate the six dimensions of the P5 value into learning planning and implementation. The learning strategies used, such as group discussions, social case studies, video projects, and digital campaigns, are able to present contextual and collaborative learning, so that the P5 values become more relevant and meaningful in students' lives. Second, there are supporting and inhibiting factors for implementation. Supporting factors include a conducive school environment, teacher examples, active and creative learning, and peer support. On the other hand, inhibiting factors include variations in students' backgrounds and characters, learning materials that are sometimes too theoretical, uneven motivation and awareness of students, and limited learning time. This challenge needs to be overcome so that Pancasila values are easier to internalize and implement by students. Third, the impact of the implementation of P5 on the formation of students' character has been positive. This is shown by increased responsibility, tolerance, discipline, critical and creative reasoning skills, and active participation of students in social projects and real-life experiential learning. In addition, as a madrasah, MAN 1 Medan has succeeded in combining the values of Pancasila and Islam, thereby strengthening the formation of the character of students of faith and noble character. Overall, this research makes a real contribution both theoretically and practically. These findings complement the literature on character education in madrasahs and provide a model for the implementation of P5 in PKN learning. As a suggestion, there is a need for continuous training for teachers, the development of more innovative and cross-subject learning, the procurement of practical activities based on Pancasila values, and periodic evaluations so that this program is sustainable and more effective. Madrasah can continue to optimize its role in shaping the character of students according to the values of Pancasila and Islam as part of national character education.

### **AUTHOR'S NOTE**

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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