

## The Pancasila Student Profile in the Perspective of Civic Education

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**Abstract:** This study analyzes the concept of the Pancasila Student Profile (PPP) from the perspective of Civic Education (PKn) using a qualitative case study approach in three high schools in Bandung. The research results indicate that PPP, which aims to shape students' character and competence in accordance with Pancasila values, has been well-implemented through the Project Strengthening Pancasila Student Profile (P5). The implementation of P5 involves meticulous planning, participatory execution, and constructive evaluation. Schools have translated the essence, dimensions, and implementation of PPP, although there are still obstacles such as the development of dimensions and P5 planning. Civic Education plays a vital role in analyzing and reflecting on PPP policies, ensuring their implementation aligns with the nation's ideals. The dimensions of PPP, although not fully encompassing all Pancasila precepts, adapt Pancasila values and 21st-century competencies. This study concludes that PPP, with the support of Civic Education, has great potential to shape young citizens with Pancasila character and readiness to face the challenges of the times.

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**Keywords:** Pancasila Student Profile, Civic Education, Project Strengthening Pancasila Student Profile.

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### A. INTRODUCTION

In the 21st century, the world is rapidly evolving with the advancement of technology permeating various aspects, including education. Education is inseparable from human beings. Moreover, education is a crucial sector in the development of every nation. In this modern era, innovation and renewal in education are constantly needed, even every second. These innovations and renewals are used to advance education in accordance with the ideals of the Indonesian nation as stated in the 4th paragraph of the 1945 Constitution. This supports lifelong learning, where education must continue to evolve to keep pace with the times (Kewuel, 2014: 50).

However, education must also be able to maintain and preserve the nation's philosophy and ideology so that the nation is not swayed by cultures that are not in line with Indonesia's ideals. In the current situation, the practice of Pancasila values has faced a significant decline. The many cases of brawls, fights, and corruption in society illustrate that the values of solidarity and tolerance of Pancasila are experiencing a degradation of meaning. To improve character education, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim has made the Pancasila Student Profile one of the vision and missions of the Ministry of Education and Culture, as stated in Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. Previously, efforts to strengthen character education had been made by the government since 2010, through the National Movement for the Education of National Character in 2010, which was then continued with the Character Education Strengthening (PPK) program in 2016. The values contained in PPK are not much different from the key elements of the Pancasila Student Profile;

both policies aim to instill Pancasila values in the realm of education. Darmawan, in his article, mentions that it is important to encourage and appreciate initiatives to incorporate Pancasila values into education policies. In the context of the national education system, the conscious, systematic, and continuous transformation of Pancasila values is crucial (mediaindonesia.com, 2022).

In realizing the Pancasila Student Profile, the Ministry of Education and Culture launched the driving school program (PSP). The driving school program is an effort to realize the vision of Indonesian Education in creating an advanced, sovereign, independent, and cultured Indonesia through the creation of Pancasila Students. The implementation of the Pancasila Student Profile in driving schools can be carried out through the Civic Education subject. According to Nanggala (2020: 11), the purpose of civic education is to mold Indonesian citizens into Pancasila individuals. This aligns with the purpose of the Pancasila Student Profile, which is to create students with a Pancasila spirit. Epistemologically, Civic Education, according to Soemantri (2001: 161), is a synthetic discipline or multidimensional study (Derricott and Cogan, 1998, p. 1). The interdisciplinary, multidisciplinary, and transdisciplinary nature of civic education has a strategic importance in helping the nation achieve its national goals. Civic education is likened by Winarno (2013: 24) to a medicinal concoction that can cure all of the nation's problems, including the moral crisis that is happening.

The statement made by Maftuh and Sapriya (2005: 321) states that civic education has the following missions: 1) civic education as political education, which means this education program provides knowledge, attitudes, and skills to students so that they are able to live as citizens who have a high level of political literacy and political awareness as well as the ability to participate in politics, 2) civic education as legal education, which means that this education program is directed to foster students as citizens who have a high level of legal awareness, who are aware of their rights and obligations and have a high level of compliance with the law, 3) civic education as value education, which means that civic education is expected to instill and transform values, morals, and norms that are considered good by the nation and state to students so as to support the effort of nation and character building.

The Pancasila Student Profile policy certainly needs to be implemented with full integrity and morality, in order to minimize educational practices that lead to commercialization and are merely procedural. Instead, it should create a systematic, directed, measurable, and sustainable policy. In providing solutions and academic critiques, Civic Education has the competence to reflect and analyze an educational policy concept. If this is done, then the implementation of the policy will not deviate far from what has been agreed and the shared ideals. Therefore, it is important to analyze the concept of the Pancasila Student Profile from the perspective of Civic Education.

## **B. METHOD**

This research uses a qualitative approach with a case study method. A case study is a qualitative approach, through in-depth data collection and integration of various rich information sources into the context, creating descriptions and case reports, examining binding systems or different cases on the case subject" (Creswell: 61). This method is used to obtain the essence of a case based on what happened in the field and is relevant to the title. The researcher conducted in-depth interviews with participants considered to be the main actors and directly involved in the research focus, in this case, the School Principals consisting of 3 schools, Driving School Coordinators consisting of 3 schools, students from each school, and also strengthened by expert lecturers. The schools researched were SMAN 12 Bandung, SMAN 23 Bandung, and SMAN 25 Bandung, Indonesia. In analyzing the findings obtained,

the researcher then carried out 3 (three) stages of analysis, namely: 1) data reduction, 2) data display, and 3) conclusion.

### **C. RESULTS AND DISCUSSION**

#### **1. The Essence of the Pancasila Student Profile in the Perspective of Civic Education**

In the current Industry 4.0 era, humans live within a cyber-physical system, where technology, especially information and communication technology, surrounds life, and humans must interact not only with each other but also with computer systems. Observing the rapid development of the times, this relates to the purpose of Civic Education as stated by Cholisin (2000, p. 25), that Civic Education tends to be a living process rather than a set of immutable beliefs to be transmitted to youth. Civic Education is adapted to follow the rapid development of the times by paying attention to the needs of students in facing ever-evolving changes and challenges. Civic Education becomes a means to shape young generations who are open-minded, socially aware, and ready to face challenges in an increasingly complex and dynamic era.

The involvement of Civic Education in preparing students as young citizens is also stated by David Kerr (in Winataputra and Budimansyah, 2007, p. 4) in his international study conducted with the School Curriculum and Assessment Authority (SCAA) through the National Foundation for Educational Research in England and Wales (NFER), that Civic Education is broadly formulated to include the process of preparing young generations to take on their roles and responsibilities as citizens, and specifically, the role of education, including schooling, teaching, and learning, in the process of preparing these citizens. Thus, the interpretation of the research subjects on the essence of the Pancasila Student Profile, which accommodates the adaptation of student problems in the Industry 4.0 era, emphasizes the subjects' awareness of the challenges and opportunities for students in facing the Society 5.0 era, which will require the strengthening of character and student competence based on Pancasila values.

Based on the substance of the interpretation or interpretation of the research subjects (Vice Principal for Curriculum, School Principals, and Expert Lecturers) on the essence of the Pancasila Student Profile, before the researcher concludes comprehensively and representatively, the researcher provides indicators that need to be available when describing the essence of the Pancasila Student Profile from the perspective of Civic Education. These indicators are based on the results of the subjects' interpretation of the essence of the Pancasila Student Profile, which has been reduced or categorized, as a practical data display. Based on this verification procedure, the researcher establishes indicators for the scientific understanding of the Pancasila Student Profile, leading to: 1) the formation of young generation characters in accordance with Pancasila values, 2) learning independence, integration of Ki Hajar Dewantara's learning philosophy, 3) addressing student problems in the current era. Basically, these indicators are relevant to previous research by Aristiawan, et al. (2023), which explains that the era of the Industrial Revolution 4.0 presents challenges for societies worldwide, including in Indonesia, to master the competencies of the current era and become a full Society 5.0 in order to survive and thrive in this global era. In facing these challenges, Indonesia has designed strategies involving the Pancasila Student Profile. Through the project to strengthen the Pancasila Student Profile, students in Indonesia are prepared to become a Society 5.0 that is ready to face the demands of work in the Industrial Revolution 4.0 era after completing their education and entering society.

Through this analysis, it is clear that the Pancasila Student Profile has an adaptive attitude towards modernization, enabling it to survive in the increasingly fierce Industry 4.0 era competition, especially the subjects' view that supports the need to strengthen student

character and competence that aligns with the needs of the current era, as evidenced by the researcher's analysis of the essence of the Pancasila Student Profile from the research subjects. Based on Civic Education as the researcher's disciplinary identity, it has been able to produce indicators to describe the essence of the Pancasila Student Profile scientifically, comprehensively, and representatively, from a Civic Education perspective. After conducting this scientific mechanism, the researcher is able to describe the Pancasila Student Profile from a Civic Education perspective, namely, 'the Pancasila Student Profile as a consequence of the state ideology of Pancasila has a purpose that leads to the formation of character, competence, and attitudes of students as young citizens who reflect Pancasila values in their daily lives in the Industry 4.0 era.

## **2. Study of the Dimensions of the Pancasila Student Profile in the Perspective of Civic Education**

In the context of the interconnectedness of the dimensions of the Pancasila Student Profile, the interpretation of the research subjects indicates that these dimensions are interrelated. This view is also reinforced by the book *Study of the Development of the Pancasila Student Profile* (2020: 22), which explains that the dimensions in the Pancasila Student Profile are designed holistically. The meaning of the holistic principle is to view something as a whole and comprehensively, not partially or separately. In the context of strengthening the Pancasila Student Profile, a holistic framework encourages examining a theme comprehensively and seeing the interconnectedness of various aspects to understand an issue in depth. A holistic perspective also encourages seeing meaningful connections between components in project implementation, such as students, educators, educational units, society, and daily realities.

In the context of the adaptation of Pancasila and 21st-century competencies within the dimensions of the Pancasila Student Profile, as one of the interpretations of the research subjects in the study of the dimensions of the Pancasila Student Profile from a Civic Education perspective, it is a natural reality, especially in balancing the conditions of the 21st century that make humans live in a cyber-physical system, where technology, especially information and communication technology, surrounds life, and humans must interconnect not only with each other but also with computer systems. Of course, the existence of the Pancasila Student Profile, in the context of its objectives, not only accommodates strategies and efforts for student empowerment and welfare but also aims to create a smart and good citizen Society 5.0, which is the main domain of Civic Education studies. With rationalization, it not only focuses on mastering civic knowledge but comprehensively includes mastering civic disposition and civic skills, thus becoming a civilized citizen (civic virtue).

However, regarding the adaptation of Pancasila, it was previously explained by the research subjects as expert lecturers that the content of the six dimensions of the Pancasila Student Profile does not yet cover all of Pancasila. Based on Kelsen's theory of basic norms, in the Indonesian legal norm system, Pancasila is the basic norm where all Pancasila precepts, both individually and collectively, become the basic norm or the highest norm for the validity of all legal norms that regulate the lives of Indonesian people (Susanti and Efendi, 2021: 523). This is also stated by Darmawan in his article, which mentions that the concept of the Pancasila student needs to pay attention to Pancasila values comprehensively, which is a complete, thorough, and unified whole. Thus, the concept of the Pancasila student must be derived from the five Pancasila precepts completely and clearly ([mediaindonesia.com](http://mediaindonesia.com), 2022). Therefore, it is necessary to avoid forgetting the Pancasila precepts in the development of the six dimensions of the Pancasila Student Profile. The values contained in precepts 1, 2, 3, 4, and 5 must remain an important part of the Pancasila Student Profile.

Furthermore, the book *Study of the Development of the Pancasila Student Profile* (2021) states that the Pancasila Student Profile is not explicitly derived from the Pancasila precepts, but the dimensions of the Pancasila Student Profile are designed by referring to the noble character of the Indonesian nation that is to be realized and the challenges that Indonesian students must face in the 21st century. The interpretation of the research subjects above indicates that the research subjects agree that the dimensions of the Pancasila Student Profile are an adaptation of Pancasila and 21st-century competencies. Although in the study of Civic Education, the Pancasila Student Profile has not fully embodied the Pancasila precepts, the Pancasila Student Profile is adjusted to the needs of 21st-century competencies.

Based on Civic Education as the researcher's disciplinary identity, it has been able to produce indicators to describe the study of the dimensions of the Pancasila Student Profile scientifically, comprehensively, and representatively, from a Civic Education perspective. After conducting this scientific mechanism, the researcher is able to describe the study of the dimensions of the Pancasila Student Profile from a Civic Education perspective, namely, 'In understanding the dimensions of the Pancasila Student Profile, it is necessary to see it in the context of the overall Pancasila Student Profile to understand a theme comprehensively and see the interconnectedness of various aspects in understanding an issue in depth. Although the dimensions of the Pancasila Student Profile have not fully embodied the Pancasila precepts, these dimensions refer to the adaptation of noble values contained in Pancasila and the 21st-century competencies needed by Indonesian students in the current era.

### **3. Implementation of the Project to Strengthen the Pancasila Student Profile in Senior High Schools in the City of Bandung, Indonesia**

In the context of planning the project to strengthen the Pancasila student profile as a whole, the schools have planned it well. This can be seen from, firstly, involving student representatives in the identification and SWOT analysis of the internal school and designing P5 according to student needs and teacher abilities. This is also emphasized in the research by Rachmawati et al. (2022: 3615) and Rahayuningsih (2022: 182) that strengthening the Pancasila student profile focuses on instilling character and abilities in daily life, including all learning, programs, and activities in educational units. Apart from student needs, teacher abilities are also very important in P5 planning, as stated in the *Handbook for Developing the Project to Strengthen the Pancasila Student Profile*, in the project planning stage, it is necessary to identify the readiness level of the educational unit (Kemendikbud Ristek, 2021: 21). Secondly, the planning includes theme selection, appointment of project coordinators and their organizational structure, job desk creation, activity timeline, arrangement of implementation stages, and guidance. The stages mentioned are in accordance with the stages provided by Kemendikbud through the *Handbook* (Kemendikbud Ristek, 2021: 21), which explains that project planning itself consists of designing time allocation, forming teams, selecting themes, determining specific topics, and designing project modules.

In the context of implementing the project to strengthen the Pancasila student profile as a whole, the implementation of P5 in both schools is considered successful in instilling the Pancasila student profile in students. This can be seen from, firstly, active student participation and school community enthusiasm. Active student participation is a sign that the implementation of P5 has succeeded in achieving its goals. As stated in the *Handbook*, students are expected to participate actively in the learning process according to their interests and strengths (Kemendikbud Ristek, 2021: 15). Through various activities, such as group discussions or presentations, students can develop an in-depth understanding of Pancasila values and practice them in daily life. Active student participation also reflects their interest and commitment to P5, which in turn helps instill the Pancasila student profile effectively.

Secondly, the creation of forums that suit student needs. Of course, with P5, students are given space and time to develop their competencies and strengthen the character of the Pancasila student profile (Kemendikbud Ristek, 2021: 10). As also stated in previous research by Aristiawan et al. (2023: 87), the key principle of the Pancasila student profile is to open wide spaces in all things to develop students' potential. Thirdly, the establishment of student-teacher relationships through two-way learning. As stated in the Handbook for Developing the Project to Strengthen the Pancasila Student Profile (2021: 13), project-based learning will be optimally implemented if students, educators, and the educational unit environment as the main components of learning can optimize their roles.

Students act as learning subjects who are expected to be actively involved in all series of activities, educators act as learning facilitators who are expected to help students optimize their learning process. It can be said that the implementation of P5 was successful because students and teachers carried out their roles as expected from project-based learning. Lastly, fourthly, for educators, there is an increase in quality with the development of learning variations and focus on student needs. From the creation of this varied learning, it can be said that the benefits of P5 developed by Kemendikbud have been achieved well, as stated in the Handbook that the benefits of the project for educators can develop competencies that are open to collaborating with educators from other subjects to enrich learning outcomes (Kemendikbud Ristek, 2021: 10). From the interpretation of the subjects above, of course, all three schools agree that the implementation of P5 is needed by today's students. However, there are several aspects that need to be improved, such as theme selection that needs to be considered more carefully, planning that needs to be improved, increasing teacher skills, and P5 socialization to students. By making these improvements, it is hoped that the implementation of P5 can be more effective and beneficial for students. Thus, overall, the implementation of P5 in schools is running well, helping both students and educators to improve their skills. In the context of evaluating the project to strengthen the Pancasila student profile as a whole, both schools and students show commitment and effort in running P5 well. This can be seen from, firstly, students facing obstacles and making efforts to show leadership, independence, collaborative, communicative, and creative attitudes. They do not only rely on supervisors or other people to overcome obstacles, but also take initiative and responsibility in finding solutions. Students show leadership by embracing group friends, providing understanding of shared responsibilities, and directing the group to work effectively.

Secondly, schools also strive to improve HR (Human Resources) skills so that the implementation of P5 can run effectively. Improving HR skills is important because educators and education personnel involved in the implementation of P5 need to have a deep understanding of the goals and benefits of P5. The Handbook for Developing the Project to Strengthen the Pancasila Student Profile (2021) also emphasizes the importance of this understanding. In order to improve the understanding and skills of educators, educational units can provide training and capacity development that focuses on project-based learning. This training and development can be carried out independently by educational units, in collaboration with partners in the educational unit environment, or by seeking resource persons who can provide capacity strengthening both offline and online (2021: 16).

The research results show several important things, "Firstly, the planning of the project to strengthen the Pancasila student profile in schools as a whole has been carried out well. This shows a planned and directed effort to implement the project. Secondly, the implementation of P5 in schools is running quite well, and is able to provide significant benefits for both students and educators in improving their skills. This shows that the project implementation has succeeded in achieving the expected goals. Thirdly, the evaluation of P5 has been carried out well by both schools and students, which shows commitment and effort in running P5

well". Thus, this research has provided a clearer understanding of the implementation of the project to strengthen the Pancasila student profile in Senior High Schools in the City of Bandung, Indonesia and confirms that its implementation is running well.

#### **D. CONCLUSIONS AND SUGGESTIONS**

The Pancasila Student Profile is a new policy in educational units that is comprehensive, as its learning is practically diverse, both theoretically in the classroom as lesson material in intracurricular activities, and practically outside the classroom as extracurricular and cocurricular project activities. The educational units that are the research locations, such as SMAN 25 Bandung, SMAN 12 Bandung, and SMAN 23 Bandung, have been able to translate the essence, study of dimensions, and implementation of the Pancasila Student Profile, so that it can be realized in their scientific life, although there are still various obstacles, especially the development of the dimensions of the Pancasila Student Profile and the planning of P5 (Project to Strengthen the Pancasila Student Profile), which needs to be re-evaluated. Because basically the practical Pancasila student profile in driving schools has long been implemented in every senior high school that is the research location, making these schools more focused on conducting evaluations in order to represent the Pancasila student profile policy well. All research subjects agree that the Pancasila student profile needs to be implemented in educational units in this era. However, they still hope that the implementation of the Pancasila student profile in educational units is not just a slogan, but can continue to be implemented and can be positively beneficial for the development of the character, competence, and attitudes of young citizens. Although it has not fully embodied the Pancasila precepts, the dimensions of the Pancasila Student Profile modify Pancasila values and 21st-century competencies. Of course, research on the Pancasila Student Profile from a Civic Education perspective is conducted to answer and structure research problems that lead to: 1) the formation of young generation characters in accordance with Pancasila values, 2) learning independence, integration of Ki Hajar Dewantara's learning philosophy, 3) addressing student problems in the current era, 4) the interconnectedness of the dimensions of the Pancasila Student Profile, 5) the adaptation of Pancasila and 21st-century competencies in the dimensions of the Pancasila Student Profile, 6) the planning of the program to strengthen the Pancasila Student Profile, 7) the implementation of the program to strengthen the Pancasila Student Profile, and 8) the evaluation of the program to strengthen the Pancasila Student Profile.

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