

Strategies of Islamic Religious Education Teachers in Strengthening Character Based on Pancasila Student Profiles (Case Study at SMA Muhammadiyah 5 Yogyakarta)

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ABSTRACT

Strengthening character is one of the main focuses in the implementation of the Independent Curriculum through the Pancasila Student Profile, including in the learning of Islamic Religious Education (PAI). This study aims to analyze the strategies of PAI teachers in strengthening the character based on the Pancasila Student Profile at SMA Muhammadiyah 5, Yogyakarta. This study uses a qualitative approach with a case study design. Data was collected through interviews, observations, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldana. The results of the study showed that teachers integrated the Pancasila Student Profile through P5 activities, Muhammadiyah values, religious habits, and school culture. Character strengthening is carried out through discovery learning, discussions, project-based learning, examples, personal approaches, contextual learning, and the use of digital media as the most frequently used media to increase student involvement. This strategy supports the development of the dimension of faith and fear of God Almighty, critical reasoning, cooperation, responsibility, and discipline. This study shows that the integration of the Pancasila Student Profile in PAI learning, supported by religious habits and school culture, is able to internalize character values so that they are reflected in the behavior of daily students.



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A. INTRODUCTION

Currently, one of the main focuses in the education system is to strengthen the character of students, especially through the implementation of the Independent Curriculum, which emphasizes the formation of the Pancasila Student Profile. (Nugroho et al., 2024). However, strengthening student character through Islamic Religious Education (PAI) at the secondary school level still faces various challenges. Initial observations at SMA Muhammadiyah 5 Yogyakarta show that PAI learning remains oriented toward material completion and cognitive achievement. Students tend to focus on understanding religious concepts and completing assignments, while opportunities to apply character values in everyday situations remain limited. Learning methods that are still conventional and teacher-centered are also considered to be less able to allow students to internalize character values actively (Islami, 2016). This condition indicates

that the integration of the Pancasila Student Profile into PAI learning still needs to be strengthened through more systematic and contextual practices.

Previous studies have shown that contextual, participatory, and value-based learning can support student character development. Ramdani and Kamaludin (2023) found that integrating the values of the Pancasila Student Profile into learning can strengthen students' critical thinking, creativity, and social responsibility. Similarly Hammond et al., (2020) emphasized that connecting learning with real-life situations provides opportunities for students to understand and apply character values. However, these studies mainly discuss the importance and outcomes of value integration, while the specific strategies used by PAI teachers to integrate the Pancasila Student Profile into daily learning practices remain less explored. Therefore, a learning strategy is needed that is able to integrate the values of the Pancasila Student Profile into PAI learning in a more systematic, contextual, and meaningful manner.

The Pancasila Student Profile is an educational framework that emphasizes the implementation of Pancasila values in all learning activities, both inside and outside the classroom. (Astika, 2023). The Pancasila Student Profile consists of six main dimensions, namely faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. (Ministry of Education, Culture, Research, 2022). In the context of PAI learning, character strengthening is not only oriented to understanding religious concepts, but also to habituating religious attitudes, integrity, responsibility, social concern, and students ability to make decisions in accordance with Islamic values. (Hayati & Fadriati, 2023). Therefore, PAI teachers are required to develop learning strategies that are not only instructional but also transformative so that students are able to internalize these values in real life in their daily lives.

Several previous studies have examined character strengthening through the Pancasila Student Profile. However, most studies focus on general policy implementation, school programs, or elementary and junior high school contexts (Mulyani et al., 2023). Suyanto and Rindaningsih (2024) discuss the implementation of the Pancasila Student Profile but do not specifically examine how PAI teachers integrate its values through classroom learning, religious habituation, and school culture in Muhammadiyah high schools. This context is particularly relevant in Muhammadiyah schools, which have distinctive characteristics in integrating Islamic education, Muhammadiyah values, and character development into the educational process (Ramadhan & Putra, 2025).

SMA Muhammadiyah 5 Yogyakarta is one of the Muhammadiyah schools committed to developing student character through PAI learning. However, initial observations indicate that character values are not yet consistently connected with students' daily learning experiences. Therefore, this study focuses on the strategies of PAI teachers in integrating the values of the Pancasila Student Profile through classroom learning, religious habituation, and school culture. The novelty of this study lies in examining how these strategies are implemented in the specific context of a Muhammadiyah high school, including the supporting factors, challenges, and efforts to strengthen student character. This focus is expected to provide an empirical understanding of how the Pancasila Student Profile can be translated into concrete character-building practices at the secondary school level.

Based on this description, this study aims to analyze the strategies of PAI teachers in integrating the values of the Pancasila Student Profile and identify supporting factors, obstacles, and efforts to optimize the formation of student character. In particular, this study seeks to answer three research questions, namely: (1) how the strategy of PAI

teachers in integrating the values of the Pancasila Student Profile in the learning process; (2) what factors support and hinder its implementation; and (3) how character strengthening based on the Pancasila Student Profile can be optimized through PAI learning at SMA Muhammadiyah 5 Yogyakarta. The results of this study are expected to make a theoretical contribution to the development of character education studies and become practical recommendations for teachers and schools in optimizing PAI learning that is oriented towards character strengthening.

B. METHODS

This research was conducted at SMA Muhammadiyah 5 Yogyakarta using a qualitative case study design to examine character-strengthening strategies based on the Pancasila Student Profile in PAI learning (Yin, 2018). The research involved three PAI teachers (G1, G2, and G3), selected purposively based on their teaching experience and direct involvement in PAI learning and character-strengthening activities.

Data were collected through semi-structured interviews, participatory observations, and documentation. Interviews explored teachers understanding, character-strengthening strategies, religious habituation, supporting factors, and challenges. Observations focused on PAI learning and religious activities, while documentation included teaching modules, learning materials, and school programs.

Table 1. Research Informant Profile

They report	School	Role	Information
G1	SMA Muhammadiyah 5 Yogyakarta	teacher	PAI teachers have taught for 24 years in grades 10, 11, and 12
G2	SMA Muhammadiyah 5 Yogyakarta	teacher	PAI teachers teach for 10 years in grades 10 and 12
G3	SMA Muhammadiyah 5 Yogyakarta	teacher	PAI teachers taught for 13 years in grades 11 and 12

Data analysis followed Matthew B. Miles, A. Michael Huberman, and Johnny Saldana (2014), consisting of data collection, data condensation, data display, and conclusion drawing and verification. Interview transcripts were read repeatedly and coded openly to identify meaningful information, including learning strategies, religious habituation, teacher modeling, student discipline, and technology use. Related codes were grouped into categories and developed into five main themes. Data credibility was strengthened through source triangulation by comparing the three teachers' accounts and technique triangulation by comparing interviews, observations, and documentation. Member checking was also conducted to confirm the researchers' interpretations with the informants (Creswell & Poth, 2017).

C. RESULT AND DISCUSSION

1. Understanding and Integrating Pancasila Student Profiles in PAI Learning

The results of the study show that the Pancasila Student Profile has been integrated into the learning of Islamic Religious Education (PAI) at SMA Muhammadiyah 5 Yogyakarta through various approaches that are tailored to the characteristics of the school and the needs of students. G1 teachers integrate it through the Pancasila Student Profile Strengthening Project (P5) activities, local culture, and social activities. Teacher G2 associates it with the values of Muhammadiyah and strengthening religious character, while Teacher G3 emphasizes

habituation and moral education in daily activities. These differences in approaches show that the implementation of the Pancasila Student Profile is flexible and can be adjusted to the learning context applied by each teacher.

"We integrate the Pancasila Student Profile through P5 activities, local culture, and social activities so that students can apply the values learned directly in their daily lives." (G1, interview, June 17, 2026).

The statement shows that teachers view PAI learning not only as a means to convey religious material, but also as a medium to shape the character of students. P5 activities, local culture, and social activities become spaces for students to connect the knowledge gained in the classroom with the real experiences they encounter in daily life. Through direct involvement in these activities, students are trained to work together, respect diversity, increase social awareness, and have a sense of responsibility for the surrounding environment. In addition, the integration of the values of the Pancasila Student Profile with the values of Muhammadiyah shows the integration between character education, religious education, and nationality education. This condition allows students not only to develop as individuals who have a good understanding of religion, but also as citizens who have a tolerant attitude, care for others, and are able to participate positively in community life. (Anggraini et al., 2023). Meanwhile, habituation and moral education that are carried out consistently help students make these values part of their daily habits. (Suyatno & Rindaningsih, 2024).

The results of this study also show a change in approach in the implementation of the Pancasila Student Profile. Teachers no longer focus on fulfilling learning administration, but rather emphasize the process of instilling and strengthening values through contextual and sustainable activities. The Pancasila Student Profile is not positioned as a stand-alone program, but rather as a part that is integrated with the learning process and school culture. This kind of approach is considered more effective because it provides opportunities for students to understand and apply the values learned through real experience and interaction with the surrounding environment. (Rahmadani & Kamaludin, 2023).

The results of this study are in line with the research (Retnasari et al., 2023), which states that PAI learning has a strategic role in supporting the implementation of the Pancasila Student Profile because there is harmony between Islamic values and the goals of national character education. In addition, Nurhantara and Utami's research (2023) explained that strengthening the Pancasila Student Profile will be more effective if it is integrated into contextual learning activities and carried out sustainably through school culture. Similar results were also found in the implementation of PAI learning in secondary schools, which showed that character strengthening was more optimal when the values of the Pancasila Student Profile became part of daily learning activities.

The integration of the Pancasila Student Profile in PAI learning at SMA Muhammadiyah 5 Yogyakarta shows that character strengthening will be more effective if it is part of daily learning practices and supported by a consistent school culture. Through project-based activities, strengthening the values of Muhammadiyah, as well as habituation and moral education, the values of the Pancasila Student Profile are not only understood at the conceptual level, but are also manifested in the daily behavior of students. This condition confirms that PAI learning not only plays a role

in improving religious understanding but also becomes a strategic means in shaping the character of students as a whole (Hidayat et al., 2022).

2. Character Strengthening Strategies in PAI Learning

Character strengthening in PAI learning at SMA Muhammadiyah 5, Yogyakarta, is carried out through various strategies that are tailored to the learning objectives and characteristics of students. Teachers apply *discovery learning*, discussions, the use of video media, project-based learning, habituation, assignments, examples, personal approaches, contextual learning, and the use of digital media. The diversity of strategies shows that teachers do not depend on one particular method, but try to choose strategies that are able to actively involve students so that character values can be understood and applied in daily life.

"We not only deliver material, but also accustom students to discuss, work together, and provide examples of good behavior so that the values learned can be applied in daily life." (G2, interview, June 17, 2026).

The statement shows that teachers view PAI learning as a process that is not only oriented towards mastery of the material, but also on character formation through the active involvement of students. Strategy *discovery, learning*, and discussion activities were chosen because they provide opportunities for students to seek information, ask questions, and analyze various problems related to learning materials. This process helps develop critical reasoning skills while accustoming students to express opinions responsibly. (Aji et al., 2023). Meanwhile, project-based learning provides an experience for students to work together, share roles, and complete tasks collectively so that the values of cooperation, responsibility, and independence develop through real learning experiences. (Widiarini et al., 2024).

In addition to choosing strategies that encourage active participation, teachers also adapt learning approaches to the characteristics of students. A personal approach helps teachers understand the needs and development of each student so that character development can be carried out more appropriately. On the other hand, contextual learning and the use of digital media make PAI materials closer to students' experiences and increase their involvement in the learning process. This shows that learning strategies are not only determined by the material taught, but also by the teacher's ability to create learning experiences that are relevant to students' lives. (Solissa et al., 2023). The variety of strategies is also an effort by teachers to reduce learning boredom and create a more interactive learning atmosphere.

These findings are in line with the research of Nugroho et al. (2024), which shows that PAI learning based on the Independent Curriculum requires diverse strategies so that the values of the Pancasila Student Profile can be optimally internalized. which shows that PAI learning based on the Independent Curriculum requires diverse strategies so that the values of the Pancasila Student Profile can be optimally internalized. Results of Lestari et al (2024) emphasize that active involvement of students through discussion, collaboration, and contextual learning contributes to character strengthening. Thus, the strategies implemented by teachers not only serve to increase students' understanding of PAI materials, but also serve as a means to develop various dimensions of the Pancasila Student Profile through an active, collaborative, and in accordance with the needs of students.

3. Development of the Dimension of Pancasila Student Profile and Religious Habituation

The development of the dimension of the Pancasila Student Profile at SMA Muhammadiyah 5 Yogyakarta is realized through various religious habits that are carried out regularly, such as literacy activities, reading the Qur'an, tahfiz, Duha prayers, congregational prayers, tadarus, Friday sermons, greetings, as well as personal assistance and moral habits. These various activities are directed to develop the dimension of faith, fear of God Almighty, and noble character, while supporting the development of students' thinking abilities and social skills in daily life.

"We accustom students to carry out tadarus, congregational prayers, Duha prayers, and other religious activities so that the values learned are not only understood, but also become habits in daily life." (G3, interview, June 17, 2026).

The habit of reading the Qur'an, tahfiz, and tadarus provides opportunities for students to interact regularly with religious teachings so as to support the development of the dimension of faith, fear of God Almighty, and noble character. Meanwhile, the implementation of Duha prayers and congregational prayers not only strengthens the spiritual aspect but also trains discipline, responsibility, and the ability to work together in carrying out worship collectively. This activity shows that the development of the dimension of the Pancasila Student Profile is not only carried out through the understanding of religious values, but also through practices that involve interaction and togetherness between students.

In addition, literacy activities, religious discussions, and Friday sermons provide space for students to develop critical reasoning and communication skills. Through literacy and discussion activities, students are encouraged to read, understand, and study various information related to religious materials so that they are able to see the relationship between Islamic teachings and the reality of life they are facing. Friday sermon activities also train students in composing ideas, conveying messages systematically, and communicating in front of an audience. On the other hand, the habit of greetings, personal assistance, and moral habituation helps to foster a polite, caring, and appreciative attitude towards others in daily interactions. (Dalila et al., 2026).

The diversity of religious habits shows that the development of the Pancasila Student Profile does not only focus on strengthening religious aspects, but also includes the development of students' social, communication, and critical reasoning skills. Each activity contributes to different dimensions, but complements the others in shaping the character of students as a whole. These findings are supported by Hidayah et al., (2025) which emphasizes the importance of school culture in supporting the development of the Pancasila Student Profile, as well as Rahmadin & Astutik (2025) which explains that habituation, that is carried out consistently, helps students sustainably develop positive character and habits.

4. The Role of School Culture and Supporting Factors

The role of school culture in strengthening the Pancasila Student Profile at SMA Muhammadiyah 5 Yogyakarta is reflected through various programs and habits that are consistently applied in the school environment. The implementation of PAI learning does not only take place in the classroom, but is also strengthened through the activities of the Pancasila Student Profile Strengthening Project (P5), Lazismu, student entrepreneurship, collaboration between teachers, and parental involvement. The existence of these various programs shows that strengthening

character is part of the school culture that involves all school residents in the learning process.

"P5, Lazismu, and entrepreneurship activities are very helpful in shaping students' character, because they learn directly through practice and cooperation, not only from the material in the classroom." (G1, interview, June 17, 2026).

The statement shows that school culture not only functions as a support for learning but also as a space for students to instill the values of the Pancasila Student Profile in various activities. Through P5 activities, students learn to work together, think critically, and make decisions when completing a project. Meanwhile, the Lazismu program provides experience to students to foster social awareness, empathy, and the spirit of sharing through activities that involve the community. Entrepreneurship activities also provide opportunities for participants to develop creativity, responsibility, and planning in managing an activity. These diverse experiences show that each program has a different contribution, but complements the others in developing the dimensions of the Pancasila Student Profile.

Character strengthening is supported by a religious school culture built through worship habits, religious activities, and teachers' role modeling. A consistent school environment helps students understand that character is developed not only through classroom learning but also through daily habits and interactions (Wiyani, 2025). In addition, collaboration among teachers ensures the consistent integration of character values across subjects, while parental involvement reinforces school-based habituation at home. These findings indicate that school culture functions as an ecosystem connecting classroom learning with students' experiences at school and home. Consequently, strengthening the Pancasila Student Profile becomes more effective through the synergy of school programs, teacher role models, and parental involvement, consistent with the findings of Darna and Suci (2024) who emphasize that successful character education depends on a consistent school culture and collaboration among all stakeholders.

5. Challenges, Impacts, and Improvement Efforts

The implementation of strengthening the Pancasila Student Profile in PAI learning at SMA Muhammadiyah 5 Yogyakarta faces a number of challenges, including student boredom during learning, low self-awareness and discipline, diversity of students' characters, and the use of technology that does not always support the learning process. These various challenges show that character strengthening is a complex process because it is influenced by individual factors and the learning environment, so it requires adaptive learning strategies according to the needs of students.

"Sometimes students get bored quickly, so we have to keep finding ways to keep learning from monotony and keep it interesting." (G2, interview, June 17, 2026).

This statement shows that teachers not only play the role of delivering material, but also as facilitators who are able to create interesting and meaningful learning experiences. Student boredom encourages teachers to continue to innovate through a variety of learning methods, the use of interactive media, and activities that involve the active participation of students. This effort is important because the involvement of students in the learning process is one of the factors that support the success of character strengthening. (Rohmah et al., 2021).

In addition, low self-awareness and discipline suggest that character building requires a gradual and continuous process. Therefore, teachers apply a persuasive

approach combined with the consistent application of school rules so that students understand the consequences of each behavior shown. (Priastuti et al., 2023). On the other hand, the diversity of students' characters requires teachers to be more flexible in determining learning approaches so that each student receives assistance that suits their needs and characteristics.

The use of technology presents both challenges and opportunities in PAI learning. Digital devices may reduce students' learning focus if used without proper guidance, but they can also support learning when integrated appropriately into instructional strategies. (Lai & Nguyen, 2026). Therefore, teachers must manage technology effectively to ensure its use aligns with learning objectives and character development. To address these challenges, teachers strengthen communication with parents so that character development continues consistently at school and at home. Such collaboration reinforces the alignment between school-based habituation and family support, contributing to more sustainable character formation (Albet et al., 2024). These findings indicate that the successful implementation of the Pancasila Student Profile depends not only on teachers' learning strategies but also on the synergy among schools, families, and students.

Table 2. Research Findings Matrix

Theme	G1	G2	G3
Understanding and Integrating Pancasila Student Profiles in PAI Learning	<i>Integrating the Pancasila Student Profile through P5, local culture, and social activities.</i>	<i>Integrating the Pancasila Student Profile with the values of Muhammadiyah and religious character.</i>	<i>Integrating the Pancasila Student Profile through habituation and moral education.</i>
Character Strengthening Strategies in PAI Learning	<i>Using discovery learning, discussions, videos, examples, and project-based learning.</i>	<i>Using habituation, assignment, discussion, and example.</i>	<i>Using a personal approach, discussion, contextual learning, and digital media.</i>
Development of the Dimension of Pancasila Student Profile and Religious Habituation	<i>Develop critical reasoning through literacy, reading the Qur'an, tahfiz, Duha prayer, and Friday sermons.</i>	<i>Develop the character of faith and piety through congregational prayers, tadarus, and personal assistance.</i>	<i>Develop the character of faith and piety through greetings, tadarus, congregational prayers, and moral habituation.</i>
The Role of School Culture and Supporting Factors	<i>Supported by the P5 program, Lazismu, entrepreneurship, teacher collaboration, and parental involvement.</i>	<i>Supported by the school's religious culture, school activities, government policies, and parental support.</i>	<i>Supported by religious school culture, teacher cooperation, school environment, and parental involvement.</i>
Challenges, Impacts, and Improvement Efforts	<i>Facing student boredom and technical obstacles, overcome through learning innovations and digital monitoring.</i>	<i>Low self-awareness and discipline in students can be overcome through a persuasive and assertive approach.</i>	<i>Facing diverse student characteristics and technological influences, teachers address these through continuous mentoring and parental collaboration.</i>

Based on the interview findings presented in Table 2, character development in PAI learning occurs through the interaction between learning strategies, student experiences, habituation, and the educational environment. Discussions, *discovery learning*, project-based learning, and personal approaches provide opportunities for students to practice values such as critical reasoning, cooperation, responsibility, and independence. These experiences are reinforced through religious habituation, teacher role modeling, mentoring, and parental involvement, allowing character values to be practiced repeatedly in daily activities.

However, the findings also show that the same strategy does not necessarily produce the same outcomes for all students. Differences in self-awareness, discipline, and student characteristics require teachers to combine general classroom strategies with personal approaches and continuous monitoring. Technology also presents a contrasting condition: although digital media can support learning engagement, its use without appropriate guidance may distract students (Lai & Nguyen, 2026). Thus, the findings suggest that character internalization depends not only on the strategy used, but also on how teachers adapt, supervise, and reinforce its implementation. These five themes demonstrate that character internalization occurs gradually. Values are introduced through Islamic Religious Education (PAI) lessons, practiced through religious learning and habituation activities, and reinforced through school culture and family involvement. Therefore, character development emerges from the interaction between learning strategies, repeated practice, teacher role models, student characteristics, and the broader educational environment.

D. CONCLUSION

The strategies of Islamic Religious Education (PAI) teachers at SMA Muhammadiyah 5 Yogyakarta strengthen students' character by integrating the Pancasila Student Profile into learning, religious habituation, and school culture. Teachers employ student-centered strategies, including discovery learning, discussions, project-based learning, contextual learning, role modeling, personal approaches, and digital media, supported by collaboration among teachers, parental involvement, and continuous mentoring. These findings indicate that character strengthening is more effective when consistently integrated into learning and reinforced through a collaborative school culture. This study was limited to three PAI teachers at one school; therefore, future research should involve more schools and participants to provide broader insights into effective character-strengthening strategies based on the Pancasila Student Profile.

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