

## Implementation of Pancasila Student Profile in Shaping Students' Character at Madrasah Aliyah Negeri Banggai

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### ABSTRACT

Madrasah Aliyah Negeri Banggai has started implementing the Independent Curriculum since the 2022/2023 academic year, where the independent learning curriculum used is independent change. Based on observations made by researchers in July 2024, the character in this school is quite good, but there are still students whose character is not as expected, such as arriving late, not carrying out assignments properly, and not admitting mistakes, being easily bored with learning, and lack of focus on learning in learning. One of the implementations of the independent learning curriculum at MAN Banggai is by strengthening the Pancasila Learner Profile through several activities such as habituation activities and project-based learning which aims to shape the character of students. Through strengthening the Pancasila Learner Profile, it is hoped that students can develop characters, namely appreciating the culture that exists in the surrounding environment, high tolerance, and having critical thinking about a matter.

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### 1. Introduction

The Indonesian Minister of Education, Culture, Research and Technology established the independent curriculum as one of the solutions to overcome the problems of the education system in Indonesia. Merdeka Belajar aims to instill students who are brave, independent, critical thinking, polite, civilized and noble. The system of this concept overhauls teaching and learning activities that are usually confined to the classroom, can now experience new things, namely outside the classroom as a learning strategy used by the teacher. Students are more active in exploring new information that can improve the quality of their own learning outcomes.

In the independent curriculum, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Anwar Makarim stated that strengthening the character education of learners will be manifested by the Ministry of Education and Culture through various strategies centered on efforts to realize Pancasila learners (Faturrahman et al., 2022). The Pancasila learner profile is the expected profile of graduates with the aim of showing the character and competencies that are expected to be achieved by learners. In addition, the Pancasila learner profile is also to strengthen learners with the noble values of Pancasila. This is in line with the vision of Indonesian Education, namely "realizing an advanced Indonesia that is sovereign, independent, and has a personality through the creation of Pancasila learners".

In the Pancasila Learner Profile, the competencies and characters to be explored are contained in six key dimensions, namely (1) faith, devotion to God Almighty, and noble character; (2) global diversity; (3) mutual cooperation; (4) independence; (5) critical reasoning; (6) creativity (Alanur et al., 2022)); (Rodhiyana, 2023). The competencies and characters outlined in the Pancasila Learner Profile will be realized in the daily lives of students through school culture, intracurricular learning, Pancasila learner profile strengthening projects and extracurricular activities (Sufyadi, et al., 2021: 134).

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Madrasah Aliyah Negeri Banggai has started implementing the Independent Curriculum since the 2022/2023 academic year, where the independent learning curriculum used is independent change. Based on observations made by researchers in July 2024, the character in this school is quite good, but there are still students whose character is not as expected, such as arriving late, not carrying out assignments properly, and not admitting mistakes, being easily bored with learning, and lack of focus on learning in learning. One of the implementations of the independent learning curriculum at MAN Banggai is by strengthening the Pancasila Learner Profile through several activities such as habituation activities and project-based learning which aims to shape the character of students. Through strengthening the Pancasila Learner Profile, it is hoped that students can develop characters, namely appreciating the culture that exists in the surrounding environment, high tolerance, and having critical thinking about a matter.

The problem in this study is formulated as follows: "How is the implementation of the Pancasila Student Profile in character development at Madrasah Aliyah Negeri Banggai". This research aims to find out how the implementation of the Pancasila Learner Profile in the character development of students at Madrasah Aliyah Negeri Banggai.

This research is useful for Madrasahs as a guideline in implementing the Pancasila learner profile in character development that refers to the six dimensions of the Pancasila Learner Profile.

## **2. Methodology**

The research was conducted at Madrasah Aliyah Negeri Banggai, as a madrasah that has implemented the Merdeka Curriculum since the 2022/2023 academic year. This research is descriptive qualitative, which is to explore a social problem or phenomenon and develop a specific understanding of a phenomenon (Dafit & Ramadan, 2020). Data collection techniques using observation, interviews and questionnaires. In observation using an observation sheet. The interview technique uses an interview guide with the source of information for the Head of Madrasah and Deputy Head of Madrasah for Curriculum Affairs. Then supported by a questionnaire conducted to randomly selected students. The questionnaire serves to see the percentage of the implementation of the Pancasila learner profile of each dimension.

Data analysis techniques, through four stages according to the opinion of Miles and Huberman (in Fauzi and Mustika, 2022), namely: Data analysis starts from 1) collecting data. Data is collected through interviews, observation, documentation. 2) Then proceed with reducing the data. Data reduction is done by sorting the data that has been obtained and then adjusted to the predetermined research indicators. Data that is not appropriate is then discarded or not used. 3) Furthermore, data presentation. Data presentation is done by describing the data that has been grouped into descriptive descriptions. 4) Then draw conclusions.

## **3. Results and Discussion**

The profile of Pancasila Students is in accordance with the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research, and Technology) 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 for 2020-2024, that "Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competencies and behave in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity".

Character is the main key in building educational people while still paying attention to and developing their talents (Ainiyah, 2013). The concept of Ki Hajar Dewantara's independent learning liberates children in learning, namely through the liberation of things they like or are interested in and even their talents. The concept of independent learning was inspired by the father of national education in Indonesia, Mr. Ki Hajar Dewantara "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani".

The statement above is quite clear that educators have a great responsibility for the formation of the character values of their students. Education becomes a role model if it is in front, a motivator or encouragement if it is in the middle, educators become a driver from behind students if behind with various supports so that students can be independent (Rahayuningsih, 2022). The form of educators' responsibility for the formation of character values can be realized by implementing the Pancasila learner profile into the realm of education. The fundamental characteristics of the Pancasila Learner Profile are: Faithful to God Almighty and Noble, Global Diversity, mutual cooperation, Creative, Critical Reasoning and Independence (Satria et al., 2022). The implementation of the Pancasila Student Profile in Madrasah Aliyah Negeri Banggai is carried out in intracurricular, extracurricular and habituation activities. This is in accordance with the results of an interview with the Head of Madrasah (MB) on July 15, 2024.

"The profile of Pancasila Students at MAN Banggai is carried out in intracurricular, extracurricular and habituation activities. Intracurricular activities are carried out through the Pancasila Learner Profile Strengthening Project, the implementation of which is under the coordination of the Deputy Head of Madrasah in the field of Curriculum. In the extracurricular field, it is applied in scout activities, and student council work programs which are packaged in the form of "Nada and Dakwah" every Friday. It also familiarizes students to be disciplined, orderly, maintain a spirit of kinship and respect for differences, under the coordination of the Deputy Head of Madrasah for Student Affairs."

The implementation of the Pancasila Student Profile Strengthening Project is carried out by involving existing stakeholders, namely the Head of Madrasah, teachers, and also students, in all stages from planning, implementation, to evaluation and follow-up. This is in accordance with the results of interviews with the Deputy Head of Madrasah for Curriculum Affairs (FCK) on July 15, 2024, as follows.

"In planning the Pancasila Student Profile Strengthening Project, we involve existing stakeholders, starting from determining topics, compiling modules, and determining presenters in the field. We need input from all parties, so that the objectives of P5 can be achieved properly. All parties will also be responsible when they are involved in the implementation stage of P5."

First, Belief in God Almighty and noble character have key elements: faith and spirituality are important to implement. This is because both can be used as a guide and a place for humans to lean on because of a greater power. The existence of Faith and Spirituality will help humans and provide strength to solve all problems, Personal Character or morality is a benchmark for what we do in everyday life. Whether what we have done is right or wrong. Manners towards humans can be said to be our actions as fellow humans and our attitudes towards fellow humans. Manners towards nature are part of our life in terms of clothing, food and shelter. So we must be able to coexist without having to harm each other, Akhlak Bernegara means our attitudes and actions towards a good way of state. According to Hamka (in Mukminin, 2023), the religious aspect in the learning process will further strengthen the character building of students because character education also includes the psychic and heart. The elements of this first dimension can be seen in table 1.

**Table 1.**  
**Questionnaire on the Dimension of Belief, Fear of God Almighty, and Noble Character**

Dimension 1	Indicator	Percentage
Believing, Fearing God Almighty, and Having Personal Character Noble Character	Religious morality	80%
	Manners towards Human	75%
	Manners towards Nature	70%
	National morals	75%
	<b>Avarage</b>	<b>75%</b>

Second, Global Diversity is based on the motto of our country Indonesia, namely Bhineka Tunggal Ika. The real form is the ability of students to love differences. Culture, religion, ethnicity, race, skin color are forms of differences that must be loved by students. The existence of tolerance is very important for human survival. Then the elements of this second dimension can be seen in table 2:

**Table 2.**  
**Global Diversity Dimension Questionnaire**

Dimension 2	Indicator	Percentage
Global Diversity	Recognize and appreciate culture	80%
	Intercultural communication skills in interacting with others	70%
	Reflection and responsibility for the experience Diversity	85 %

**Avarage**

**78,3%**

Based on table 2, it can be seen that the implementation of the Pancasila learner profile is understood by students from the first dimension has an average of 78.3% with three expected indicators, namely students have the ability to recognize and appreciate culture, intercultural communication skills in interacting with others, and responsibility for the experience of diversity.

Third, Gotong Royong is the ability to carry out activities together in teams and collaborate to make all work easy, fast and light. Gotong royong has populist characteristics, the same as the use of democracy, unity, openness, togetherness and or populism itself (Aditya et al., 2022; Kiska et al., 2023). Then the elements of this third dimension can be seen in table 3.

**Table 3.**  
**Mutual Cooperation Dimension Questionnaire**

<b>Dimension 3</b>	<b>Indicator</b>	<b>Percentage</b>
Mutual cooperation	Collaboration	85%
	Care	85%
	Share	85%
<b>Avarage</b>		<b>85%</b>

Based on table 3, it can be seen that the implementation of the Pancasila learner profile is understood by students from the third dimension has an average of 85% with three expected indicators, namely students have the ability to collaborate, care, and share.

Fourth, Creative is the ability of learners to produce something original, meaningful, useful and impactful. This ability can be realized in the ability to produce original ideas, works and actions. Creativity is important to explore because it can support the future. Apple legend Steve Jobs mentioned that creativity is about connecting the dots (Karmelita, 2023). Creative is the endeavor of having inventiveness: having the ability to create: being (containing) inventiveness: work that requires intelligence and imagination (Najibuddiin et al., 2022). Then the elements of this fourth dimension can be seen in table 4.

**Table 4.**  
**Creative Dimension Questionnaire**

<b>Dimensiion 4</b>	<b>Indicator</b>	<b>Percentage</b>
<b>Creative</b>	Produce original ideas	<b>65%</b>
	Produce original works and actions original works and actions.	<b>65%</b>
<b>Avarage</b>		<b>65%</b>

Based on table 4, it can be seen that the implementation of the Pancasila learner profile is understood by students from the fourth dimension has an average of 65% with two expected indicators, namely students have the ability to produce original ideas and produce original works and actions.

Fifth, Critical Reasoning, is the ability to solve problems and process information. Basically, critical thinking or critical reasoning is defined as an intellectual process by conceptualizing, applying, synthesizing and or evaluating information obtained through observation, experience, reflection, thought and communication as a basis for belief and action (Ramadhan et al., 2023). Then the elements of the fifth dimension can be seen in table 5.

**Tabel 5.**  
**Critical Reasoning Dimension Questionnaire**

<b>Dimension 5</b>	<b>Indicator</b>	<b>Percentage</b>
<b>Critical Reasoning</b>	Acquire and process information and ideas	<b>70%</b>
	Analyzing and evaluating reasoning.	<b>65%</b>
	Reflecting on thoughts and thought processes.	<b>60%</b>
<b>Avarage</b>		<b>65%</b>

Based on table 5, it can be seen that the implementation of the Pancasila learner profile is understood by students from the fifth dimension has an average of 61.6% with three expected indicators, namely students have the ability to obtain and process information and ideas, analyze and evaluate reasoning, and reflect on thoughts and thought processes.

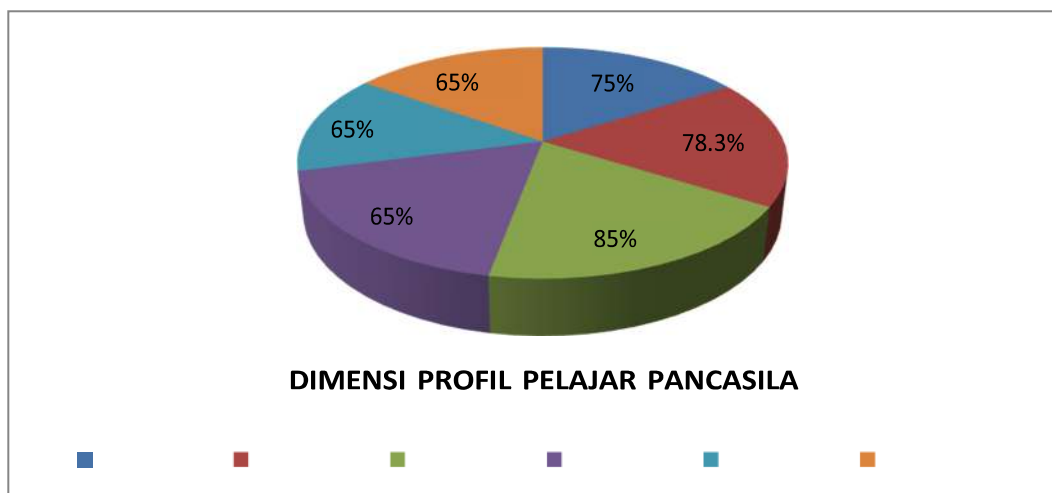
Sixth, Independence is self-awareness of responsibility for the process and results of learning. Learners who apply independence are always aware of themselves, aware of their needs and shortcomings and aware of the situation or circumstances faced, learners also have the ability to self-regulate which is manifested in the ability to limit themselves to what they like. Then the elements of this sixth dimension can be seen in table 6.

**Table 6. Self-Directed Dimension Questionnaire**

<b>Dimension 6</b>	<b>Indicator</b>	<b>Percentage</b>
<b>Independent</b>	Awareness of self and the situation at hand.	<b>70%</b>
	Self-Regulation	<b>60%</b>
<b>Avarage</b>		<b>65%</b>

Based on table 4, it can be seen that the implementation of the Pancasila learner profile is understood by students from the sixth dimension has an average of 67.5% with two indicators of expectations, namely students have the ability to be aware of themselves and the situations they face and self-regulation.

The overall results of the dimensions are presented with a graph in Figure 6.



## 5. Conclusion

1. The Pancasila Student Profile is implemented in Madrasah Aliyah Negeri Banggai through intracurricular activities in the learning process, extracurricular activities and habituation.
2. Implementation of the Pancasila Learner Profile at Madrasah Aliyah Negeri Banggai can develop the character of students, although not yet maximized, covering six main dimensions, namely "Believing, fearing God, and having noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity".

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