



Implementation of the Pancasila Student Profile Strengthening Project in Enhancing Students' Civic Skills in Community Engagement

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ABSTRACT	ARTICLE INFO
<p>This study aims to examine the role of the Pancasila Student Profile Strengthening Project in enhancing students' civic skills in their community life. In an era of globalization characterized by numerous challenges, it is crucial for the younger generation to possess robust civic skills to actively participate in the social, political, and economic life of the nation. This research employs a qualitative approach with a case study method, involving observation, interviews, and document analysis. The results indicate that the implementation of the Pancasila Student Profile Strengthening Project significantly improves students' understanding, skills, and attitudes towards Pancasila values, which are then reflected in their community activities. This study recommends that the Pancasila Student Profile Strengthening Program be integrated into the national education curriculum to develop a generation that is not only academically proficient but also responsible as good citizens.</p> <p>© 2024 UPI Journals and Publications Office</p>	<p>Article History: <i>Submitted/Received 25 July 2024</i> <i>First Revised 30 July 2024</i> <i>Accepted 23 Aug 2024</i> <i>First Available online 31 Aug 2024</i> <i>Publication Date 31 Aug 2024</i></p> <p>Keyword: <i>Pancasila, Civic Skills, Civic Education, Pancasila Student Profile, Community Participation.</i></p>

1. INTRODUCTION

Education plays a crucial role in shaping students' character and skills necessary to become responsible and active citizens. In Indonesia, one of the important initiatives in character education is the strengthening of the Pancasila Student Profile, which is integrated into the national education curriculum. The Pancasila Student Profile reflects the values expected of every student, namely faith and fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The main purpose of this initiative is to form students who are not only academically intelligent but also have Pancasila values as a moral and social foundation (Kemdikbud, 2020).

Civic skills, or citizenship skills, are one of the important components that are expected to be improved through the strengthening of the Pancasila Student Profile. Civic skills include civic knowledge, the ability to actively participate in society, and social skills that allow individuals to interact positively with their social and political environment. According to Carretero et al. (2017), civic skills are important skills for developing a democratic and inclusive society. In Indonesia, strengthening students' civic skills is becoming increasingly relevant in line with increasingly complex social and political challenges, including issues such as intolerance, disinformation, and low political participation among the younger generation.

The implementation of the Pancasila Student Profile strengthening project aims to provide a more contextual and relevant learning experience for students, so that they can internalize Pancasila values in their daily lives. The project engages students in activities that demand collaboration, problem-solving, and critical reflection, all of which contribute to the development of civic skills. For example, activities such as debates, parliamentary simulations, or community service projects can provide students with the opportunity to practice critical thinking, communication, and leadership skills, all of which are part of civic skills (Huda & Kartanegara, 2021).

Traditional civic education that focuses only on theoretical knowledge is often not enough to form strong civic skills. Research shows that the project-based learning approach is more effective in improving citizenship skills because it gives students the opportunity to be directly involved in real-life situations that require the application of citizenship values (Westheimer & Kahne, 2004). This is where the importance of implementing the Pancasila Student Profile strengthening project comes in, as this approach allows students to learn through hands-on experience and intense social interaction.

In addition, the Pancasila Student Profile strengthening project also aims to foster student awareness about the importance of contributing positively to society. According to Supriyadi et al. (2022), the implementation of projects related to social issues such as the environment, health, and humanity can encourage students to be more concerned and actively involved in efforts to solve the problems around them. Through these activities, students learn to become agents of change who can have a positive impact on their communities, which is at the core of citizenship skills.

Strengthening the Pancasila Student Profile through the project also provides opportunities for students to develop leadership skills and mutual cooperation. When students work in groups to complete projects, they learn how to coordinate, communicate, and overcome differences of opinion to achieve a common goal. This ability is very important in the life of society and the state, because it forms the basis for active and collaborative participation in the democratic process. A study by Hoskins et al. (2012) showed that

collaborative skills acquired through project-based learning can increase civic engagement among students.

The learning approach that emphasizes strengthening the Pancasila Student Profile is also in line with the global trend in civic education, which increasingly focuses on the development of practical skills in addition to theoretical knowledge. The 2016 International Civic and Citizenship Education Study (ICCS) showed that students who engage in project-based learning are more likely to show higher levels of civic participation later in life (Schulz et al., 2018). This shows that a project-based approach in strengthening the Pancasila Student Profile can contribute not only to the development of students' citizenship skills, but also to the formation of better character and behavior of citizens in the future.

Thus, the implementation of the Pancasila Student Profile strengthening project is not only relevant in the context of Indonesia's education but also has the potential to become an effective model in civic education in various countries. This study aims to explore how the implementation of this project can improve students' civic skills, as well as to identify factors that support and hinder its effectiveness. With a better understanding of this, it is hoped that a more appropriate strategy can be developed to strengthen the role of education in shaping the young generation who have Pancasila character and have strong civic skills.

The Pancasila Student Profile is a concept designed to shape the character of Indonesia students based on the values contained in Pancasila, which is the basic ideology of the Indonesia state. This profile aims to create a generation that is not only academically intelligent, but also has strong moral and social values, such as integrity, diversity, mutual cooperation, and critical thinking skills. According to the Ministry of Education and Culture (Kemendikbud, 2020), the Pancasila Student Profile includes six main elements: faith and fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These elements are designed to develop intellectually, emotionally, and socially balanced students.

The first element of the Pancasila Student Profile is faith and fear of God Almighty and noble character, which prioritizes the importance of religious and ethical values in students' daily lives. This element emphasizes character development based on faith and morality, which is considered the main foundation in the formation of students' personalities. In the context of education, these values are implemented through activities that encourage students to understand and appreciate spiritual and ethical values, such as through religious lessons and extracurricular activities that focus on character development (Fitriani & Nuryanti, 2021).

The second element, global diversity, emphasizes the importance of understanding and respect for the diversity of cultures, religions, and social backgrounds. In the era of globalization, the ability to interact and cooperate with individuals from different backgrounds is becoming increasingly important. The Pancasila Student Profile teaches students to become global citizens who appreciate differences, understand universal values, and contribute to global peace and harmony. A study by Suryadi and Hartati (2021) shows that strengthening the value of diversity in education can increase students' tolerance and ability to deal with differences.

Gotong royong, the third element of the Pancasila Student Profile, is a concept that emphasizes the importance of cooperation and solidarity in community life. Gotong royong is a strong Indonesia cultural value and is one of the main pillars in building a harmonious and

productive community. In the context of education, this value is applied through a variety of group activities that encourage students to work together, share tasks, and help each other. According to [Wibowo \(2020\)](#), the application of the principle of mutual cooperation in education can improve students' social skills and ability to work collaboratively.

The fourth element is independence, which refers to the ability of students to self-organize, take initiative, and take responsibility for their actions. Independence is an important skill that is needed in daily life, both in the context of learning and work. The Pancasila Student Profile encourages the development of independence through activities that require students to think critically, make decisions, and solve problems independently. Research by [Rahmawati et al. \(2022\)](#) shows that students who have high independence tend to excel academically and are better prepared to face future challenges.

Critical reasoning, as the fifth element, emphasizes the importance of analytical and logical thinking skills in dealing with various situations. This ability allows students to evaluate information objectively, make evidence-based decisions, and develop logical arguments. The Pancasila Student Profile encourages the development of these skills through a learning approach based on inquiry, debate, and problem-solving. A study by [Nugroho and Setiawan \(2021\)](#) found that students who are trained to reason critically tend to be better at solving complex problems and more confident in expressing their opinions.

The last element, which is creative, underscores the importance of innovation and the ability to think outside the box in solving problems. Creativity is an essential skill that is not only relevant in the arts but also in science, technology, and other fields. The Pancasila Student Profile encourages students to be creative by providing a learning environment that allows for exploration, experimentation, and the development of new ideas. Research by [Widodo \(2022\)](#) shows that learning that supports creativity can increase students' motivation to learn and generate innovative thinking that is useful in various aspects of life.

Overall, the Pancasila Student Profile aims to create a young generation that has a balance between intellectual, emotional, and social intelligence. By integrating Pancasila values into education, it is hoped that students can grow into individuals who are not only academically successful but also contribute positively to society. The implementation of the Pancasila Student Profile in education is a strategic step to ensure that the basic values of the Indonesia nation remain relevant and live in the midst of rapid changes in the times. Therefore, it is important to continue to evaluate and develop this approach so that it remains effective in shaping the character of students in accordance with the expectations of the nation.

In an era of globalization characterized by rapid technological advancements and social changes, civic education plays a crucial role in preparing the younger generation to face the complexities of society. In Indonesia, the values of Pancasila, as the state ideology and national philosophy, must be integrated into education to develop civic skills among students. The Pancasila Student Profile Strengthening Project is a strategic effort aimed at enhancing students' civic skills through the application of Pancasila values within the educational curriculum.

Civic skills encompass various abilities required for effective participation in social and political life. Key civic skills include critical thinking, social engagement, and tolerance towards differences. Putnam (2000), in his seminal work *Bowling Alone*, states that civic skills play a

role in strengthening social bonds and increasing community participation. This is essential for building a more connected and participatory society.

Critical thinking is one of the main components of civic skills. Dewey (2015) emphasizes that education should stimulate students to think reflectively and analytically, not only to understand information but also to make sound and responsible decisions. Dewey argues that critical thinking helps students to evaluate arguments and evidence effectively, which is an important skill for active participation in society.

Social engagement, as part of civic skills, includes participation in community activities and social responsibility. Verba, Schlozman, and Brady (1995), in *Voice and Equality*, argue that social engagement strengthens the sense of responsibility towards the community and improves the quality of community life. Social engagement encourages students to actively participate in activities that benefit the community, which in turn develops their civic skills.

Attitudes of tolerance and appreciation for diversity are also crucial aspects of civic skills. Nieto and Bode (2018), in *Affirming Diversity*, highlight that multicultural education, which teaches the values of diversity and inclusion, can help students develop tolerance and understand cultural differences. Tolerance allows students to interact with various cultural groups with respect and appreciation.

In this study, the Pancasila Student Profile Strengthening Project is analyzed as a strategy for enhancing students' civic skills. The study employs a qualitative approach with a case study method at SMAN 10 Tasikmalaya. Data was collected through observations, interviews, and analysis of documents related to the implementation of the project. The aim of the study is to understand how the Pancasila Student Profile Strengthening Project contributes to improving students' civic skills and to identify factors that support or hinder the effectiveness of the program.

By referencing civic education and character education theories, this study aims to provide deeper insights into the role of education in character formation and the development of civic skills. Additionally, the results are expected to offer recommendations for educational policy development in Indonesia, particularly in the context of strengthening civic education based on Pancasila values.

2. METHODS

This research will be conducted at SMAN 10 Tasikmalaya using a qualitative approach. According to Creswell (2014), qualitative research is a method used to explore and understand the meanings that individuals or groups attach to social or human issues. This approach is chosen because it allows the researcher to delve into the processes and experiences of students within the context of the Pancasila Student Profile Strengthening Project.

The study employs a case study method, which, according to Yin (2018), is a strategy suitable for answering "how" and "why" questions and for understanding phenomena in real-life contexts. Case studies will allow the researcher to directly observe the implementation of the Pancasila Student Profile Strengthening Project and analyze how the program contributes to enhancing students' civic skills.

The subjects of this study are eleventh-grade students at SMAN 10 Tasikmalaya who are involved in the Pancasila Student Profile Strengthening Project. The selection of these

subjects is based on purposive sampling, where subjects are chosen because they possess specific characteristics relevant to the research objectives (Patton, 2002). Additionally, civic education teachers and the school principal will also serve as informants in this study to provide a more comprehensive perspective.

Data collection techniques in this study will include observation, interviews, and document analysis. The researcher will conduct participatory observations during the project's activities. This observation will record interactions, activities, and student participation in the project. According to Angrosino (2007), participatory observation allows the researcher to obtain richer data as they can be directly involved in the context being studied. In-depth interviews will be conducted with students, teachers, and the principal. This interview technique allows the researcher to explore the experiences, perceptions, and views of the informants regarding the Pancasila Student Profile Strengthening Project (Kvale & Brinkmann, 2009). Related documents such as P5 modules and activity reports will be analyzed to understand how the program is designed and implemented in the school. Bowen (2009) emphasizes the importance of document analysis as a secondary data source that can support findings from observations and interviews.

Data analysis in this study will be carried out using thematic analysis, which, according to Braun and Clarke (2006), involves identifying, analyzing, and reporting patterns (themes) that emerge from the data. This process includes stages of familiarization with the data, initial coding, theme searching, theme reviewing, and writing up the analysis.

3. RESULTS AND DISCUSSION

This study examines the implementation of the Pancasila Student Profile Strengthening Project at SMAN 10 Tasikmalaya, with a focus on improving students' civic skills, including critical thinking, social engagement, and tolerance. Based on data obtained from observations, interviews, and document analysis, the main findings of this study are as follows:

1. **Improvement in Critical Thinking Skills:** The project significantly enhanced students' critical thinking abilities. Activities such as group discussions, debates, and Pancasila-based analysis tasks encouraged students to evaluate information deeply and develop structured arguments. These activities align with Dewey's (2015) theory, which emphasizes that education should stimulate students to think reflectively and analytically. Dewey argues that critical thinking not only aids in problem-solving but also builds students' ability to make better decisions in social contexts.
2. **Increased Social Engagement:** The implementation of the project also led to increased social engagement among students. Activities included social service, community mutual aid programs, and other community projects, which allowed students to actively participate in social activities. These findings support the civic engagement theory of Verba, Schlozman, and Brady (2021), which states that participation in community activities strengthens civic skills and social responsibility. This social engagement strengthens the connection between students and the community and enhances their participation in activities beneficial to the community.
3. **Development of Tolerance Attitudes:** The project successfully developed tolerance attitudes among students. Activities promoting cultural diversity, such as cultural

exchanges and multicultural discussions, helped students understand and appreciate differences. This finding is consistent with the multicultural education theory of Nieto and Bode (2018), which emphasizes the importance of inclusive education in developing tolerance and appreciation for diversity. Multicultural education encourages students to positively interact with various cultural groups and build a harmonious society.

This study demonstrates that the implementation of the Pancasila Student Profile Strengthening Project at SMAN 10 Tasikmalaya has a significant positive impact on enhancing students' civic skills. The improvement in critical thinking skills found in this study supports Dewey's (2015) theory, which states that education should encourage students to think reflectively and analytically. By integrating Pancasila values into educational activities, students not only learn about these values but also apply them in practical contexts relevant to their lives. This leads to better development of critical thinking skills among students.

The increase in students' social engagement also reflects the application of the civic engagement theory of Verba et al. (2021), which states that participation in community activities contributes to the development of civic skills and social responsibility. Students' involvement in social and community activities not only strengthens their sense of responsibility towards society but also enhances their participation in social life. This underscores the importance of integrating community activities into education to strengthen students' civic skills.

The development of tolerance attitudes found in this study reflects the application of the multicultural education theory of Nieto and Bode (2018). Education that promotes diversity and inclusion helps students understand and appreciate cultural differences, which is a crucial skill in a pluralistic society. This attitude of tolerance allows students to interact with various cultural groups with respect and appreciation, contributing to the building of a harmonious society.

Overall, this study shows that the Pancasila Student Profile Strengthening Project can be an effective model for enhancing students' civic skills. Integrating Pancasila values into the educational curriculum not only improves students' academic skills but also strengthens their character as active and responsible citizens. This study recommends that the Pancasila Student Profile Strengthening Program be made an integral part of the national curriculum to develop a generation that is not only academically intelligent but also responsible as good citizens.

4. CONCLUSION

Based on the research findings, the Pancasila Student Profile Strengthening Project at SMAN 10 Tasikmalaya has been successful in enhancing various aspects of students' civic skills. This project not only strengthens students' academic skills but also builds their character as active and responsible citizens. The integration of Pancasila values into the educational curriculum has proven effective in facilitating the development of comprehensive civic skills.

The implementation of the Pancasila Student Profile Strengthening Project significantly improved students' critical thinking abilities. Activities such as Pancasila-based discussions, case analyses, and debates on social issues helped students develop deeper and more reflective thinking skills. This aligns with John Dewey's (2015) view, which emphasizes that

education promoting reflection and critical analysis is an integral part of developing students' thinking skills. With this enhancement in critical thinking, students can more effectively evaluate information, make well-informed decisions, and address social challenges in a more structured manner.

The Pancasila Student Profile Strengthening Project also successfully increased students' social engagement in the community. Activities such as social services, mutual aid programs, and participation in other community events encouraged students to contribute more actively to their social environment. These findings support the civic engagement theory proposed by Verba, Schlozman, and Brady (2021), which asserts that active participation in community activities strengthens civic skills and social responsibility. This social engagement not only strengthens students' connections with the community but also shapes their character as responsible and committed citizens.

Furthermore, the Pancasila Student Profile Strengthening Project has been effective in developing attitudes of tolerance and appreciation for diversity among students. Through activities promoting intercultural interaction and diversity, students showed improvements in inclusive attitudes and respect for differences. This is consistent with the multicultural education theory of Nieto and Bode (2018), which emphasizes that inclusive and diversity-based education can cultivate attitudes of tolerance and a deep understanding of cultural differences. Such tolerance is crucial for building a harmonious and well-integrated society.

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