

# Guidance for Elementary Schools in Strengthening the Pancasila Student Profile through Civics Education Learning

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## Abstract

Guidance for elementary school teachers is a strategic effort to strengthen the Pancasila Student Profile through Civics Education (PKn) learning. This activity aims to enhance teachers' ability to integrate Pancasila values into contextual and engaging learning processes. The methods used in this guidance include a participatory approach through workshops, focused group discussions, and direct classroom mentoring. The results indicate an improvement in teachers' understanding of the six dimensions of the Pancasila Student Profile and their ability to design project- and value-based PKn learning. The conclusion is that continuous guidance can enhance teachers' competence in implementing learning oriented toward the development of Pancasila character. The implication of this activity is the necessity for collaboration between universities and elementary schools to ensure the sustainability of strengthening Pancasila values in basic education.

**Keywords:** Pancasila Student Profile, Civics Education, Teacher Guidance, Elementary School.

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## Introduction

Civics Education (PKn) plays a crucial role in shaping national character and instilling Pancasila values in students. In the context of the Merdeka Curriculum, PKn learning focuses not only on cognitive aspects but also on character development and attitudes aligned with the Pancasila Student Profile.

The Pancasila Student Profile consists of six main dimensions:

1. Faithful, pious to God Almighty, and noble in character;
2. Globally diverse;
3. Cooperative (gotong royong);
4. Independent;
5. Critical thinking; and
6. Creative.

However, many elementary school teachers still face challenges in integrating these six dimensions into the learning process, particularly in PKn lessons. These challenges stem from limited conceptual understanding, lack of appropriate learning resources, and insufficient suitable teaching models.

Therefore, guidance for elementary school teachers is essential to help them understand and apply the values of the Pancasila Student Profile in practical, innovative, and enjoyable learning activities.

The objectives of this guidance program are:

1. To enhance teachers' understanding of the concepts and dimensions of the Pancasila Student Profile.
2. To train teachers in designing project- and value-based PKn learning.
3. To encourage collaboration among teachers, students, and the school environment in implementing Pancasila character education.

## Literature Review

### 2.1 Pancasila Student Profile

The Pancasila Student Profile represents the embodiment of national education goals as stipulated in Minister of Education, Culture, Research, and Technology Regulation No. 22 of 2020. This profile serves as a reference for educational institutions in developing students' character based on Pancasila values.

### 2.2 Civics Education (PKn)

At the elementary school level, Civics Education (PKn) aims to instill moral and social values so that students can become responsible citizens. PKn learning should be contextual, interactive, and reflective of community life.

### 2.3 Teacher Guidance

Teacher guidance is a process of professional empowerment conducted through collaborative activities such as training, classroom observation, discussions, and reflection. An effective guidance model helps teachers develop their pedagogical and professional competencies within the context of real classroom learning.

## Research Methodology

### 3.1 Location and Participants

The guidance activity was conducted at [School Name] Elementary School, [Subdistrict Name], [Regency Name]. Participants included 15 classroom teachers and Civics Education (PKn) teachers from various grade levels.

### 3.2 Approach and Methods

The method employed a participatory approach, consisting of several stages:

1. Conceptual Workshop: Introduction to the Pancasila Student Profile, its dimensions, and its relevance to PKn learning.
2. Focused Group Discussion (FGD): Teachers discussed strategies to integrate Pancasila values into themes and learning activities.
3. Classroom Guidance: The mentoring team conducted observations and provided feedback on the implementation of PKn lessons.
4. Reflection and Evaluation: Teachers reflected on the lessons applied to identify strengths and areas for improvement.

### **3.3 Instruments and Evaluation**

Instruments used included observation sheets, teacher understanding questionnaires, and lesson plan portfolios. Evaluation was conducted by comparing teachers' competencies before and after the guidance program.

## **Results**

### **4.1 Improvement in Teacher Understanding**

The results of the pretest and posttest indicated a significant increase in teachers' understanding of the Pancasila Student Profile concepts. Before the guidance program, only 40% of teachers were able to correctly identify all six dimensions of the Pancasila Student Profile. After the guidance, this figure increased to 93%.

### **4.2 Implementation of Value-Based Learning**

Teachers began designing project- and value-based PKn learning, for example through activities such as:

- "My Environmentally Friendly School" Project (dimensions: cooperative and independent)
- "Tolerance in My Surroundings" Discussion (dimension: globally diverse)
- Creating Learning Media from Recycled Materials (dimensions: creative and critical thinking)

### **4.3 Impact on Students**

Observations showed that students became more active, cooperative, and value-conscious. PKn learning became more engaging as it was connected to students' daily lives.

### **4.4 Teacher Reflection**

Teachers reported feeling more confident and having a clearer guide for implementing Pancasila values in the classroom. They also recognized the importance of their role as role models and facilitators of character values.

## **Conclusion**

The guidance program for elementary schools in strengthening the Pancasila Student Profile through Civics Education (PKn) has proven effective in enhancing teacher competence, both in conceptual understanding and practical ability to integrate Pancasila values into learning. Continuous guidance and collaborative support from universities, schools, and local governments are key factors for the program's success.

## **Implication**

1. PKn learning should focus on the development of character based on Pancasila values, rather than merely transferring knowledge.

2. Teachers must serve as living role models for the implementation of these values within the school environment.

### Recommendations

1. Continue the guidance program periodically to ensure ongoing improvement of teacher competence.
2. Develop practical modules and guides to strengthen the Pancasila Student Profile at the elementary school level.
3. Strengthen collaboration among institutions (universities, schools, and government) to support national character education.

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