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Analysis of Supporting and Inhibiting Factors in The Implementation of The Pancasila Student Profile at State Elementary School 1 Damarguna

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ABSTRACT

This study aims to analyze the supporting and inhibiting factors in the implementation of the Pancasila Student Profile at Damarguna 1 Public Elementary School. The implementation of the Pancasila Student Profile is an important part of the Independent Curriculum as an effort to strengthen students' character through six main dimensions. This study used a descriptive qualitative approach with data collection techniques such as observation, interviews, and documentation. The research subjects were teachers and fourth-grade students. The results showed that supporting factors came from internal students such as enthusiasm and discipline, as well as external factors such as teacher role models and support for school policies. Inhibiting factors included limited teacher understanding, minimal project support facilities, and lack of parental involvement. These findings illustrate the importance of collaboration between schools, teachers, students, and parents in the successful implementation of the Pancasila Student Profile.

1. Introduction

The educational process focuses not only on cognitive aspects but also encompasses the development of moral, spiritual, and social values (Faiz & Purwati, 2022). Ideal education should enable students to become individuals with integrity and responsibility for themselves and their surroundings (Supriyanta, 2021). The ultimate goal is to develop individuals who are faithful, pious, have noble character, are intelligent, and competent. Therefore, character education is a crucial pillar of the national education system (Putri et al., 2024). In line with the changing times

and the complexity of global challenges, the Indonesian education system is required to produce a generation that is not only intellectually intelligent but also possesses strong character and is able to compete globally. To address this challenge, the government has introduced the Independent Curriculum as a new innovation in education (Marwiji et al., 2023). A key feature of the Independent Curriculum is the emphasis on strengthening the Pancasila Student Profile (P3), which aims to develop students with six core competencies: spiritual faith and noble character, global awareness, collaboration, independence, creativity, and critical thinking (Barus et al., 2024). These six dimensions are expected to be integrated into all learning activities, both directly and indirectly.

The Pancasila Student Profile is an ideal representation of Indonesian students who are expected to be able to carry the values of Pancasila in their daily lives (Febriyanti et al., 2023). This profile is designed not only to be instilled in formal learning, but also through habituation activities and school culture. Indonesian students are expected to be able to think critically, have a social spirit, and possess a strong national spirit (Agustin et al., 2024). At the elementary school level, implementing the Pancasila Student Profile presents a unique challenge. Teachers, as the frontline in the educational process, are required to be able to instill these noble values from an early age. Furthermore, the school environment must support the implementation of contextual, meaningful, and character-oriented learning (Vieri et al., 2025). The Pancasila Student Profile Strengthening Project (P5) serves as a practical application of Pancasila values through interdisciplinary learning that engages students with real-life issues in their environment. In this activity, students are encouraged to develop social skills, critical thinking, creativity, and the ability to work together (Ananda & Agusta, 2023).

Damarguna 1 Public Elementary School is among the institutions that have adopted the Independent Curriculum and actively implemented the Pancasila Student Profile program. This is reflected in routine activities such as Dhuha prayer, Yasin recitation, singing national and regional songs, and the P5 project, which aims to enhance students' character and competencies. Despite these efforts, implementation challenges persist, stemming from both student-related factors and external systemic issues. Therefore, further investigation is needed to optimize the program's effectiveness. Several supporting factors were identified, such as student enthusiasm and discipline in participating in habituation activities, positive role models from teachers, and school policies aligned with Pancasila values (Intania et al., 2023). These factors form an important foundation for creating a character-based learning environment (Raudah et al., 2025). Several teachers also expressed their lack of understanding of the methods for integrating Pancasila values into teaching and learning activities. Furthermore, there are still limitations in terms of training or technical guidance specifically addressing the systematic and comprehensive implementation of P5 in schools. Limited facilities such as thematic learning media, teaching aids, and space for project activities also present obstacles to the project-based learning process. This causes some projects not to be implemented optimally and students do not get in-depth learning experiences (Musa'ad et al., 2024).

Furthermore, parental involvement is also key to supporting this program. Lack of coordination between schools and parents means that the values instilled in schools are not reinforced at home (Uswan et al., 2025). Yet, character building in students requires synergy between the school and family environment. Each party must recognize their important role in shaping students with Pancasila character (Huda, 2025). Schools also need to actively provide understanding and training to all school members regarding the concept and implementation practices of the Pancasila Student Profile. In this context, this study is crucial for identifying factors that support and hinder the implementation of the Pancasila Student Profile at Damarguna 1 Elementary School. With an in-depth approach, this study aims to provide a concrete picture of field practices and offer data-driven solutions (Idhayani et al., 2023).

This research is also expected to contribute to the development of more effective, relevant, and appropriate character education strategies tailored to the needs of elementary schools. The findings will serve as the basis for evaluating and developing habituation programs based on the nation's noble values. In addition to benefiting the school, the results of this study can also serve as a reference for other schools currently implementing or planning to implement the Pancasila Student Profile. By understanding the successes and challenges at Damarguna 1 Public Elementary School, other schools can learn from the findings and implement strategies appropriate to their respective contexts.

Several previous studies have shown that the implementation of the Pancasila Student Profile has a significant impact on shaping students' character. (Ningsih et al., 2023) highlighted that strong teacher support and consistent school policies are key elements in successfully embedding Pancasila values in elementary schools. Similarly, (Pramesti et al., 2024) found that routine activities such as religious practices and national song recitations could effectively strengthen students' independence and cooperation. (Kahfi, 2022) emphasized that the Pancasila Student Profile Strengthening Project (P5) enhances students' communication skills, creativity, and confidence through project-based learning. In contrast, (Intania et al., 2023) reported challenges such as limited facilities and low parental involvement, which often hinder successful implementation. Moreover, (Arpianti et al., 2023) noted that teachers' limited understanding of P5 concepts and technical implementation affects the optimal integration of Pancasila values into classroom activities.

These findings show that the implementation of the Pancasila Student Profile requires strong collaboration between schools, teachers, students, and parents. Therefore, this study is essential to further analyze the supporting and inhibiting factors in the implementation of the Pancasila Student Profile at Damarguna 1 Public Elementary School, in order to create continuous and sustainable improvements. An Analysis of Supporting and Inhibiting Factors in Implementing the Pancasila Student Profile at Damarguna 1 Public Elementary School," aims to examine the program's implementation, identify key challenges, and explore possible solutions. The findings are expected to support the development of

students who are academically competent, morally grounded, socially responsible, and capable of applying Pancasila values in daily life.

2. Methodology

This research employed a descriptive qualitative method to explore the supporting and inhibiting factors in implementing the Pancasila Student Profile at Damarguna 1 Public Elementary School. The focus was on activities reflecting Pancasila values in the daily lives of fourth-grade students. Participants included fourth-grade teachers, students, and the principal, selected purposively for their direct involvement in the program. Data were collected through observation, interviews, and documentation. Observations targeted routine activities and the P5 project, while interviews with teachers, students, and the principal explored the implementation process, challenges, and supporting elements (Hamsiah, 2025). Meanwhile, documentation was used to obtain supplementary data such as activity schedules, P5 project documents, and activity photographs. All collected data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. To ensure the validity of the data, researchers use source and technique triangulation techniques. Data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing, and data validity was ensured through source and technique triangulation, enabling a comprehensive understanding of the supporting and inhibiting factors influencing the implementation of the Pancasila Student Profile in daily school practices.

3. Results and Discussion

The implementation of the Pancasila Student Profile at Damarguna 1

Elementary School begins with habitual activities integrated into students' daily and weekly activities. These activities include congregational Dhuha prayer every morning before classes begin, collective recitation of the Yasin every Friday, singing national and regional songs before class, and maintaining a clean school environment. These activities are designed to foster positive habits from an early age.

These habits not only train students' discipline and responsibility, but also instill religious values, mutual cooperation, love of the homeland, and care for the environment. Teachers act as facilitators and role models in guiding students through these routines. Students are actively involved in their implementation so that these values become more ingrained, not merely theoretical, but also habits that shape character. In practice, these habitual activities have demonstrated a positive impact on student behavior. Students have become more orderly, respectful of time, and demonstrate a spirit of mutual assistance and respect for teachers and peers (Rohmah et al., 2023).



Figure 1. Dhuha prayer activities

Habituation activities implemented systematically at school have proven to shape students' moral behavior as values are repeatedly practiced in a consistent learning environment (Neliyana., 2024). Religious-oriented routines such as daily congregational Dhuha prayer contribute to strengthening students' spiritual identity and self-discipline, indicating an internalization of faith-based character values (Dwiyantri et al., 2023). National song singing before class enhances patriotic attitudes, fostering a sense of national belonging among young learners (Maharani et al., 2024). The effectiveness of these routines is also reinforced by teachers who serve as daily role models, demonstrating positive attitudes that students tend to emulate in their interactions (Ruwaida et al., 2023). In addition, collaboration with parents in supporting character reinforcement at home ensures that the values taught in school are continuously and systematically applied in students' daily lives (Rofiqi et al., 2023).

Implementation Through the Pancasila Student Profile Strengthening Project (P5)

The Pancasila Student Profile Strengthening Project (P5) at Damarguna 1 Elementary School was conducted at the end of the semester and is an important part of the Independent Curriculum. In the odd semester, the project theme was "Sustainable Lifestyle." This project aimed to train students to think critically, creatively, and care for the environment by utilizing used materials to create useful products (Ajjah et al., 2025). Fourth-grade students were actively involved in this project, from collecting used materials such as cardboard, plastic bottles, and paper, to designing and creating handicrafts.

This activity lasted two weeks under the guidance of the class teacher. The production process took place at school, and students were also given time to complete some of the work at home with parental supervision. The students' work was then presented in class and even exhibited as a token of appreciation for their creativity and effort. In addition to fostering independence and mutual cooperation, this project also improves students' communication skills and self-confidence (Fernandez et al., 2025). With routine and targeted implementation, the P5 project is an effective means of instilling Pancasila values in a contextual and enjoyable manner (Yusuf et al., 2025). The Pancasila Student Profile Strengthening Project (P5) enables students to engage in authentic learning experiences which train them

to make decisions independently and critically, aligned with project-based learning principles (Hidayati et al., 2024). The use of recycled materials in creating functional products promotes divergent thinking and innovation, indicating the presence of eco-conscious creative skills (Raysa & Mustika, 2024). Furthermore, collaborative project execution provides opportunities for students to negotiate roles and communicate ideas constructively, thus strengthening cooperation competencies (Siregar'ad et al., 2024).



Figure 2. P5 Activity

Supporting Factors for the Implementation of the Pancasila Student Profile

The main supporting factors for the implementation of the Pancasila Student Profile at Damarguna 1 Public Elementary School are the high level of student discipline and enthusiasm. Students appear eager to participate in habituation activities and projects. Their active attitude and willingness to participate in various activities provide a strong foundation for character development aligned with Pancasila values (Prayudha et al., 2024). Furthermore, teachers play a crucial role as role models and mentors. Fourth-grade teachers consistently instill values such as responsibility, cooperation, and independence in the teaching and learning process. Teachers' exemplary behavior motivates students to emulate the positive behaviors demonstrated, both in learning activities and in social interactions at school (Devi et al., 2025).

The principal also plays a significant role in creating a school climate that supports the implementation of the Pancasila Student Profile. School policies are directed at strengthening character culture through routine activities and project development. Support from some parents, especially in procuring materials for projects, also helps smooth activities and creates synergy between school and home (Fauziyyah & Lestarinigrum, 2024). The Independent Curriculum provides structural reinforcement by integrating profile-oriented learning within the instructional framework (Sudarto et al., 2024). A positive classroom atmosphere also drives students to demonstrate socially responsible behavior and contribute to a collaborative culture within the learning community (Sari et al., 2024).

Factors Inhibiting the Implementation of the Pancasila Student Profile

Although implementation has been quite successful, this study identified several inhibiting factors that hinder the optimal implementation of the Pancasila Student Profile. One of these factors is teachers' limited understanding of the technical aspects of Project P5 implementation. Many teachers have not received comprehensive training or technical guidance on integrating the values of the Pancasila Student Profile into lessons and projects. Teachers also expressed difficulties in developing activity flows, designing project assessments, and determining success indicators that align with the dimensions of the Pancasila Student Profile. This results in project implementation not always proceeding as expected and lacking structure. Teachers need more detailed guidance and hands-on training to be able to carry out activities more effectively (Artha et al., 2021).

Limited facilities and infrastructure are also a challenge. Schools still lack adequate thematic learning media and project aids. Furthermore, parental involvement is uneven. Most parents remain passive in accompanying their children during project activities at home, resulting in a lack of continuity between the school and the family environment. The lack of sufficient educational media and supporting infrastructure disrupts prolonged engagement and creativity during P5 activities (Zebua et al., 2024). Moreover, minimal parental involvement results in inconsistent character reinforcement outside school, reducing the sustainability of the values instilled (Sani et al., 2025). Therefore, ongoing collaboration and communication between teachers and parents remain necessary to ensure holistic character development (Fauziyah et al., 2024). To address these barriers, schools must prioritize teacher capacity building and resource allocation for sustainable program execution (Hati et al., 2024).

General Evaluation of the Implementation of the Pancasila Student Profile

Overall, the implementation of the Pancasila Student Profile at Damarguna 1 Elementary School has shown positive results. Through habituation activities and projects, students demonstrated improvements in religious attitudes, independence, mutual cooperation, and a sense of responsibility. This program also encourages teachers and principals to continuously improve character-based learning practices. However, the program's effectiveness can still be improved through strengthened teacher training and the provision of more adequate supporting facilities. Efforts to improve understanding of the P5 concept and its technical implementation require attention, so that learning activities are not merely routine but truly address students' values and character as a whole. Furthermore, parental involvement needs to be strengthened through intensive outreach and communication between schools and families (Purnawanto, 2023).

The findings reveal that both habituation activities and P5 implementation contribute substantially to students' character growth, indicating that learning processes aligned with the Pancasila Student Profile provide positive transformative outcomes (Sholihah et al., 2024). Nonetheless, continuous adjustment is required

to ensure the activities remain relevant to students' developmental needs (Nasution et al., 2024). School programs play a strategic role in strengthening social competence and independence as part of student character formation (Mualifa et al., 2024). This process can be further optimized by involving family support, as character development ideally occurs through collaborative reinforcement across learning environments (Azizah et al., 2024). Thus, enhancing teacher professional competence plays a key role in sustaining and improving the quality of profile-based education implementation (Ni'mah et al., 2024).

The implementation of the Pancasila Student Profile at Damarguna 1 Elementary School is reflected through routine activities and character-based projects that aim to instill values such as discipline, religiosity, and nationalism. Teachers play a strategic role not only as facilitators but also as role models who integrate these values into thematic learning. The principal also supports the program through policy direction, supervision, and by facilitating teacher involvement. However, limited understanding of the P5 concept, insufficient training, and lack of resources remain significant challenges. Additionally, low parental involvement creates a disconnect between school efforts and character formation at home.

Despite these challenges, student enthusiasm and the school's commitment provide a strong foundation for further development. To optimize implementation, there is a need for ongoing teacher training, improved infrastructure, and strengthened collaboration between schools and families. The success of the Pancasila Student Profile program relies on the active participation of all stakeholder teachers, principals, students, parents, and the community. Future strategies must be more structured, measurable, and comprehensive to effectively cultivate students' character in alignment with national values.

4. Conclusion

The implementation of the Pancasila Student Profile at Damarguna 1 Public Elementary School is reflected in routine activities and character-building projects (P5), such as Dhuha prayer, Qur'an recitation, and national song singing. The program has positively influenced student character, especially in religiosity, cooperation, and nationalism. Its success is supported by student enthusiasm, teacher role models, and school policies, but hindered by limited teacher understanding, inadequate facilities, and low parental involvement. Strengthening collaboration, teacher training, and parent engagement is essential for sustainable implementation.

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