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STRENGTHENING THE PROFILE OF PANCASILA STUDENTS THROUGH 21ST CENTURY SKILLS-BASED LEARNING

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ABSTRACT

The rapid changes of the twenty-first century require education systems to develop students who possess not only academic competence but also strong character and essential life skills. In Indonesia, the Pancasila Student Profile has been introduced through the Merdeka Curriculum as a strategic framework for strengthening character education while responding to global educational demands. This study aims to analyze how twenty-first-century learning approaches contribute to strengthening the Pancasila Student Profile in educational practice. This research employed a qualitative literature review design by analyzing academic journal articles, books, and policy documents related to the Pancasila Student Profile, twenty-first-century learning, and character education. Data were analyzed thematically to identify patterns, key findings, and relationships between contemporary pedagogical approaches and the six dimensions of the Pancasila Student Profile. The results indicate a strong alignment between the Pancasila Student Profile and twenty-first-century competencies, particularly critical thinking, creativity, collaboration, and communication. Project-based learning, problem-based learning, collaborative learning, and the Project for Strengthening the Pancasila Student Profile (P5) were found to be effective in internalizing Pancasila values through contextual and experiential learning. However, challenges such as teacher readiness, limited resources, and infrastructure disparities remain significant obstacles to effective implementation. In conclusion, strengthening the Pancasila Student Profile through twenty-first-century learning requires integrated efforts involving innovative pedagogy, continuous teacher professional development, and systemic institutional support. By combining global competencies with national values, Indonesian education can foster students who are resilient, ethical, and well-prepared to face future challenges.

Keywords: Pancasila Student Profile, twenty-first-century learning, character education, project-based learning, Merdeka Curriculum

ABSTRAK

Perubahan pesat pada abad ke-21 menuntut sistem pendidikan untuk tidak hanya mengembangkan kompetensi akademik, tetapi juga membentuk karakter dan keterampilan hidup peserta didik. Di Indonesia, Profil Pelajar Pancasila diperkenalkan melalui Kurikulum Merdeka sebagai kerangka strategis untuk penguatan pendidikan karakter yang selaras dengan tuntutan global. Penelitian ini bertujuan untuk menganalisis peran pendekatan pembelajaran abad ke-21 dalam memperkuat Profil Pelajar Pancasila dalam praktik pendidikan. Penelitian ini menggunakan pendekatan kualitatif melalui kajian pustaka dengan menganalisis artikel jurnal ilmiah, buku, serta dokumen kebijakan yang relevan dengan Profil Pelajar Pancasila, pembelajaran abad ke-21, dan pendidikan karakter. Analisis data dilakukan secara tematik untuk mengidentifikasi pola, temuan utama, serta

keterkaitan antara pendekatan pedagogis kontemporer dan enam dimensi Profil Pelajar Pancasila. Hasil kajian menunjukkan adanya keselarasan yang kuat antara Profil Pelajar Pancasila dan kompetensi abad ke-21, khususnya berpikir kritis, kreativitas, kolaborasi, dan komunikasi. Pendekatan pembelajaran berbasis proyek, pembelajaran berbasis masalah, pembelajaran kolaboratif, serta Projek Penguatan Profil Pelajar Pancasila (P5) terbukti efektif dalam menanamkan nilai-nilai Pancasila melalui pembelajaran kontekstual dan berbasis pengalaman. Namun demikian, tantangan seperti kesiapan guru, keterbatasan sumber daya, dan kesenjangan infrastruktur masih menjadi kendala dalam implementasinya. Dengan demikian, penguatan Profil Pelajar Pancasila melalui pembelajaran abad ke-21 memerlukan upaya terpadu yang mencakup inovasi pedagogis, pengembangan profesional guru secara berkelanjutan, serta dukungan sistemik dari institusi pendidikan. Integrasi kompetensi global dengan nilai-nilai Pancasila diharapkan mampu membentuk peserta didik yang berkarakter, berdaya saing, dan siap menghadapi tantangan masa depan.

Kata kunci: Profil Pelajar Pancasila, pembelajaran abad ke-21, pendidikan karakter, pembelajaran berbasis proyek, Kurikulum Merdeka

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INTRODUCTION

Background of the Study

Education plays a fundamental role in shaping students' character, competencies, and readiness to face the challenges of the twenty-first century. In the contemporary era, education is no longer limited to the transmission of knowledge but is increasingly oriented toward the development of values, attitudes, and skills that enable learners to adapt to rapid technological, social, and economic changes. The acceleration of information flow, the emergence of digital technology, and the demands of global competition require education systems to prepare learners who are not only academically competent but also ethically grounded and socially responsible.

In response to these challenges, the Indonesian government introduced the Pancasila Student Profile (Profil Pelajar Pancasila) through the Merdeka Curriculum as a strategic framework for character education and competency development. The Pancasila Student Profile represents the ideal qualities expected of Indonesian learners, rooted in national values while remaining relevant to global demands (Kemendikbudristek, 2022). This profile emphasizes holistic learner development that integrates cognitive, affective, and psychomotor dimensions.

The Pancasila Student Profile consists of six core dimensions: (1) faith in and devotion to God Almighty and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity. These dimensions align closely with twenty-first-century learning competencies, commonly known as the 4C skills: critical thinking, communication, collaboration, and creativity. Consequently, the implementation of twenty-first-century learning approaches is considered essential for strengthening the Pancasila Student Profile in educational practice.

Current national education policies encourage student-centered learning, active learning strategies, the integration of digital technology, and contextual learning through real-life projects. Previous studies indicate that project-based learning (PjBL), problem-based learning (PBL), and collaborative learning approaches are effective in fostering Pancasila values while simultaneously enhancing twenty-first-century skills (Satya et al., 2024). However, despite strong

policy support, the implementation of these approaches varies widely across schools and regions.

Therefore, understanding how twenty-first-century learning approaches contribute to strengthening the Pancasila Student Profile is crucial. This study seeks to explore the relationship between contemporary pedagogical strategies and the reinforcement of Pancasila values in students, highlighting their relevance to character education and national identity formation in Indonesia.

The Problem of The Study

Although the Pancasila Student Profile has been formally integrated into the Merdeka Curriculum, its implementation in classroom practice remains inconsistent. Many schools still struggle to translate abstract Pancasila values into concrete learning experiences that meaningfully shape students' character and competencies. Teachers often face difficulties in designing learning activities that simultaneously address academic objectives, character education, and twenty-first-century skills.

Additionally, disparities in teacher readiness, limited pedagogical training, and unequal access to learning resources—particularly in underdeveloped or remote areas—pose significant challenges. As a result, the potential of twenty-first-century learning approaches to strengthen the Pancasila Student Profile has not been fully optimized. This situation raises a critical question regarding how contemporary learning strategies can be effectively utilized to reinforce Pancasila values in educational settings.

Research's State of the Art

Recent studies have increasingly focused on the integration of character education and twenty-first-century skills within formal education. Research by Satya et al. (2024) emphasizes that contextual and project-based learning can effectively embed Pancasila values in daily learning activities. Similarly, Insani et al. (2024) highlight the strong alignment between the dimensions of the Pancasila Student Profile and the 4C competencies, particularly in fostering critical and creative thinking.

Other studies have examined the implementation of the Project for Strengthening the Pancasila Student Profile (P5) across different educational levels. Findings suggest that P5

promotes student engagement, social responsibility, and collaborative skills when implemented effectively. However, several scholars also report challenges related to teacher collaboration, instructional design, and limited understanding of the conceptual framework of the Pancasila Student Profile (Halisa et al., 2024).

Despite these contributions, most existing studies focus on specific case studies or single dimensions of the Pancasila Student Profile. Comprehensive analyses that connect twenty-first-century learning approaches with the holistic development of all six dimensions of the Pancasila Student Profile remain limited, particularly at the conceptual and literature-based level.

Novelty, Research Gap, & Objective

The novelty of this study lies in its integrative analysis of twenty-first-century learning approaches as a unified framework for strengthening all dimensions of the Pancasila Student Profile. Unlike previous studies that examine isolated learning models or partial dimensions, this research synthesizes multiple pedagogical approaches within a single conceptual discussion.

The identified research gap concerns the lack of comprehensive literature-based studies that explicitly link twenty-first-century pedagogical strategies with the holistic reinforcement of Pancasila values in Indonesian education. Moreover, limited attention has been given to positioning the Pancasila Student Profile as both a national character framework and a response to global educational challenges.

Therefore, the objective of this study is to analyze how twenty-first-century learning approaches can support and strengthen the Pancasila Student Profile through relevant, contextual, and value-based pedagogical practices. This study aims to contribute theoretically to the discourse on character education and practically to the development of effective learning strategies aligned with national educational goals.

METHOD

Research Design

This study employed a qualitative research design using a literature review approach. The literature review was selected to systematically examine and synthesize existing theoretical and empirical

studies related to the implementation of the Pancasila Student Profile and twenty-first-century learning approaches in Indonesian education. This design enabled a comprehensive understanding of concepts, patterns, and challenges discussed in prior research.

Data Sources

Data were obtained from secondary sources, including peer-reviewed journal articles, academic books, government policy documents, and official reports related to the Merdeka Curriculum, the Pancasila Student Profile, and twenty-first-century learning. Sources were collected from reputable academic databases and official institutional publications to ensure the credibility and relevance of the data.

Data Collection Procedure

The data collection process was conducted through several stages. First, relevant literature was identified using keywords such as *Pancasila Student Profile*, *twenty-first-century learning*, *project-based learning*, *character education*, and *Merdeka Curriculum*. Second, the selected literature was screened based on relevance, publication year, and contribution to the research focus. Third, the chosen sources were carefully reviewed and organized to support thematic analysis.

Data Analysis

Data analysis was carried out using thematic analysis. The selected literature was analyzed to identify recurring themes, key concepts, and significant findings related to the role of twenty-first-century learning approaches in strengthening the Pancasila Student Profile. Themes were categorized according to the six dimensions of the Pancasila Student Profile and their alignment with twenty-first-century competencies. The analysis focused on identifying relationships, similarities, and differences across studies to develop a coherent synthesis.

Trustworthiness of the Study

To enhance the trustworthiness of the study, only credible and relevant sources were included. Triangulation was achieved by comparing findings from various types of literature, including empirical studies and policy documents. Clear documentation of the data collection and analysis procedures was maintained to ensure transparency and replicability.

RESULTS

The results of this literature review reveal several

key findings regarding the role of twenty-first-century learning approaches in strengthening the Pancasila Student Profile within Indonesian education. The findings are organized thematically based on the alignment between twenty-first-century competencies and the six dimensions of the Pancasila Student Profile.

Alignment between the Pancasila Student Profile and Twenty-First-Century Skills

The reviewed literature consistently indicates a strong conceptual alignment between the Pancasila Student Profile and twenty-first-century learning competencies. Studies emphasize that the dimensions of critical reasoning and creativity directly correspond to higher-order thinking skills, including problem-solving, innovation, and reflective thinking. Similarly, the dimensions of mutual cooperation and global diversity align with collaboration and communication skills required in diverse and multicultural learning environments. Several studies report that learning models emphasizing student-centered and inquiry-based approaches effectively facilitate this alignment by engaging students in active learning processes. As a result, students demonstrate improved critical thinking abilities, enhanced creativity, and stronger social interaction skills when these approaches are implemented systematically.

Effectiveness of Project-Based Learning and P5 Implementation

The findings show that **Project-Based Learning (PjBL)** and the **Project for Strengthening the Pancasila Student Profile (P5)** are among the most effective strategies for internalizing Pancasila values. Empirical studies reviewed in this research report increased student engagement, responsibility, and collaboration during project-based activities.

In particular, projects related to entrepreneurship, environmental sustainability, and local culture were found to significantly promote the dimensions of independence, mutual cooperation, and global diversity. Students involved in P5 activities demonstrated greater awareness of social issues and cultural identity, as well as improved teamwork and communication skills.

Role of Teachers in Strengthening the Pancasila Student Profile

The literature highlights teachers as key agents in the successful implementation of twenty-first-century learning and the Pancasila Student Profile. Studies indicate that teachers who possess a strong understanding of Pancasila values and

contemporary pedagogical strategies are more effective in designing meaningful learning experiences.

However, the results also reveal variability in teacher readiness. Several studies identify limited pedagogical training and insufficient understanding of P5 as factors that hinder effective implementation. Schools that provided continuous professional development and collaborative planning opportunities for teachers showed more consistent and successful outcomes.

Challenges in Implementation

Despite the positive potential of twenty-first-century learning approaches, the literature identifies persistent challenges in implementation. Common issues include limited instructional resources, inadequate infrastructure, and difficulties in integrating interdisciplinary projects into existing curricula. These challenges are particularly evident in schools located in underdeveloped, frontier, and remote areas.

Additionally, the lack of collaboration among teachers and inconsistent policy interpretation at the school level were frequently reported as obstacles. These findings suggest that structural and systemic support is essential to ensure the effective and equitable implementation of the Pancasila Student Profile across diverse educational contexts.

DISCUSSIONS

This study demonstrates that twenty-first-century learning approaches play a significant role in strengthening the Pancasila Student Profile when implemented through student-centered, contextual, and value-based pedagogical practices. The findings of this literature review confirm that the dimensions of the Pancasila Student Profile are conceptually and practically aligned with the core competencies required in twenty-first-century education, particularly critical thinking, creativity, collaboration, and communication.

The strong alignment identified between the Pancasila Student Profile and twenty-first-century skills supports previous research emphasizing the importance of integrating character education with cognitive skill development. Learning approaches such as project-based learning and problem-based learning provide meaningful learning experiences that allow students to internalize Pancasila values through real-world problem solving and collaborative activities. This supports constructivist learning

theory, which posits that knowledge and values are best developed through active engagement and social interaction.

The effectiveness of the Project for Strengthening the Pancasila Student Profile (P5) further reinforces the idea that character education is most impactful when embedded in authentic learning contexts. Projects focusing on entrepreneurship, environmental issues, and local culture enable students to develop independence, social responsibility, and cultural awareness simultaneously. These findings align with earlier studies suggesting that experiential learning promotes deeper value internalization compared to traditional, teacher-centered instruction.

The discussion also highlights the critical role of teachers as facilitators and designers of learning experiences. Teachers who possess adequate pedagogical competence and a comprehensive understanding of the Pancasila Student Profile are better positioned to integrate character values into daily learning activities. However, the variability in teacher readiness identified in this study suggests that professional development remains a key challenge. Without continuous training and collaborative support, the potential of twenty-first-century learning approaches may not be fully realized.

Furthermore, the challenges identified in this study—such as limited resources, insufficient infrastructure, and weak interdisciplinary integration—indicate that successful implementation requires systemic support beyond the classroom level. In particular, schools in underdeveloped and remote areas face greater barriers, which may widen educational disparities if not addressed through inclusive and adaptive policy interventions.

Overall, this discussion underscores the importance of a holistic approach to educational reform, in which curriculum design, teacher development, and institutional support are aligned to strengthen the Pancasila Student Profile. By integrating twenty-first-century learning approaches with national character values, Indonesian education can better prepare students to become globally competent citizens who remain grounded in Pancasila principles.

CONCLUSION

This study concludes that twenty-first-century learning approaches have significant

potential to strengthen the Pancasila Student Profile when implemented through student-centered, contextual, and value-oriented pedagogical practices. The findings of this literature review indicate that the six dimensions of the Pancasila Student Profile are closely aligned with core twenty-first-century competencies, particularly critical thinking, creativity, collaboration, and communication.

Project-based learning, problem-based learning, and collaborative learning emerge as effective strategies for integrating Pancasila values into classroom practice. These approaches provide authentic learning experiences that support the development of students' character, social responsibility, and higher-order thinking skills simultaneously. In particular, the Project for Strengthening the Pancasila Student Profile (P5) serves as a practical mechanism for translating abstract national values into meaningful educational experiences.

The study also highlights the central role of teachers in the successful implementation of these approaches. Teachers' pedagogical competence, understanding of the Pancasila Student Profile, and ability to design contextual learning activities are critical factors in achieving intended learning outcomes. However, challenges related to teacher readiness, resource availability, and infrastructure disparities remain significant barriers, especially in underdeveloped and remote regions.

Overall, strengthening the Pancasila Student Profile through twenty-first-century learning requires a holistic and sustained effort involving curriculum alignment, continuous teacher professional development, and systemic institutional support. By integrating global competencies with national values, Indonesian education can foster students who are not only academically capable but also ethically grounded and culturally rooted, enabling them to face future challenges with resilience and integrity.

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