

Implementation of Pancasila Student Profile Values in Elementary Schools in Facing Society 5.0

Asri Mulyani¹✉, Bunyamin², Agus Muharam³

^{1,2,3} School of Postgraduate, Indonesian of Education University, Bandung, Indonesia

✉ asrimulyaniahmad@gmail.com

Abstract. The number of social deviations that occur such as increasing cases of brawls, harassment, and vandalism indicates a decline in moral values in the nation's children. These things cannot be separated from the negative impact of the use of information and communication technology. This study aims to conduct a literature review related to the implementation of Pancasila student profile scores in elementary schools in facing society 5.0. This research is qualitative by using the SLR (Systematic Literature Review) method. Data collection is done by documenting and reviewing all articles related to Pancasila Student Profile Values published in the 2020-2022 period. The articles used in the study were 20 journal articles. Based on this study, it was found that the value of the Pancasila profile is 1) have faith, fear God Almighty, 2) global diversity, 3) work together, 4) be independent, 5) critical reasoning, and 6) creative. So it can be concluded that the Value of the Pancasila Student Profile in elementary schools can be used in dealing with society 5.0.

Keywords: 3D Value of Pancasila student profile, Elementary school, Society 5.0.

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INTRODUCTION

Indonesia is an archipelagic country consisting of various ethnic groups, languages, cultures, and religions. The differences in Indonesia make Indonesia a country rich in diversity. Indonesia was formed with a very strong foundation, namely the 4 pillars of nationality consisting of Pancasila as the basis of the state, the 1945 Constitution as the state constitution, the Unitary State of the Republic of Indonesia as the form of the Bhineka Tunggal Ika state as the national motto. (Ghazali, 2020). These four things are very important for the integrity of the Indonesian state. One effort that can be done to maintain the integrity of the country is through education. The implementation of education cannot be separated from the environment to form students who have good character education (Saputro & Murdiono, 2020; Sopian, 2021). Character education is the introduction of character values in school children, which includes components of knowledge, awareness, or readiness and action to implement these values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development." (Sahroni, 2017)

Character education is also interpreted as value education, character education, moral education, and character education, the purpose of which is to develop the ability of students to make good and bad decisions, maintain goodness and apply goodness wholeheartedly in everyday life (Omeri, 2017) Character education is nothing new to hear in the world of education because schools do not only focus on cognitive aspects but always teach good behavior. (Fahrani, 2019; R& Putra, 2021; Saputra & Murdiono, 2020). Therefore, character education needs to be made more optimal so that these character values can become provisions for building the nation's future generations. But in reality, there are still frictions in social life that lead to deviant behavior. One of the reasons is the awareness of the young generation about defending the country is not yet high, and forms of violence committed by students such as brawls, bullying, harassment, and vandalism still occur in public places. The younger generation was guilty of committing violence in 2013.

According to research, in 2013 there were a total of 255 cases of violence which caused 20 students to die, in 2013 the Child Protection Committee received 2737 cases namely. 210 per month and in 2015 the number was. from the perpetrator: violence between students or students increased by around 12-18 percent (Suriata, 2019) male students reported that teachers or school staff were responsible for the violence, 22 percent of male students reported that teachers or

school officials were responsible for the violence, 0 percent of students aged 13-15 said that they experienced physical violence from their peers, 50% of children reported that they experienced bullying at school, 8.9% of students in Jabodetabek agreed with radical actions (Hartono, 2020) The tendency of some young people for negative actions shows that they have neglected their responsibility to participate in the protection of the country because of the attitudes and actions of young people.

In addition, the development of technology and information also affects the pattern of life of the nation's children. This development is marked by the determination of the era of globalization (Silvia, 2018). This determination of globalization is marked in the industrial era 5.0. The era of the industrial revolution 5.0 occurred because of the impact of the 4.0 revolution (Indramawan & Hafidhoh, 2019). Society 5.0 can be interpreted as a society where every need must be adjusted to the lifestyle standards of each community as well as product services that are of high quality and provide a sense of comfort to everyone. One of the fundamental implications of the 5.0 industrial revolution is to challenge the elements of education. Where the education element must strive to be one of the defenses for the nation's children in the face of rapid and massive technological developments that require the education sector to be able to adapt to the digitalization of the developing education system. One way to increase students' positive behavior is to promote Pancasila values such as character education (Basri et al., 2021; Gifari et al., 2019). The State Council plans strategies through the Ministry of Education and Culture (Kemdikbud, 2021). intends to instill these Pancasila values in the younger generation, especially students. The Ministry of Education and Culture implements the president's vision by carrying out the Pancasila Student Profile, which contains the ideal profile of Indonesian students who practice Pancasila values. The profile of Pancasila students is divided into six dimensions, which include faith, piety to God Almighty and noble, independent, cooperative, diverse, global, critical thinking, and creativity (Z. A. A. Sari et al., 2022; Wahyuningsih et al., 2021).

Through these six dimensions, Indonesian education should make students think critically, and holistically, love the motherland and be proud to be sons and daughters of the Indonesian nation (Nurasiah et al., 2022a; Sagalane, 2017). In other words, Indonesian students are characterized as lifelong learners who have global competence and behave according to Pancasila standards (Wahyuningsih et al., 2021; Sulistyati, 2021; Hasudungan and Abidin, 2020). Implementation Strategy for Pancasila Students Student profiles is expected to reduce students' negative or deviant behavior at school or in society (Nurasiah et al., 2022b; Wahyuningsih et al., 2021). Several studies say that the project to strengthen Pancasila is a new nuance in education in Indonesia today, in which the allocation of separate time makes teachers more able to innovate in planning lessons according to the character of students (Nurasiah, et al. 2022).

The results of Dewa et al's research (2022) entitled "Profiles of Pancasila Students in State Defense Efforts in Class V Elementary Schools" but the analysis of the data in this study found that the percentage scores of practicing Pancasila student profiles on the six different aspects. Each aspect is described as follows: the first aspect is faith, fear of God Almighty, and having a noble character has a score percentage of 86.42%, the second aspect of global diversity has a score percentage of 84.3%, the third aspect of cooperation has a score percentage of 82.08 %, the fourth independent aspect has a score percentage of 80.38%, the fifth critical reasoning aspect has a score percentage of 77.94%, the sixth creative aspect has a score percentage of 80.22%. So, the practice of Pancasila student profiles from students can be categorized as good. The results of another study by Iis et al (2022) entitled "Local Wisdom Values: A New Paradigm Project for the Driving School Program to Realize Pancasila Student Profiles" the results of the study found that local wisdom values are strategies that can create a new paradigm in global competence to realize global competence towards a pioneer profile Pancasila through character education in driving schools.

Subsequent research from Jamaludin et al (2022) entitled "Implementation of Pancasila Student Profile Values Through Teaching Campus Activities in Elementary Schools" the results of the study showed, Pancasila student profile values were applied through cooperation activities, literacy and numeracy activities, Islamic boarding schools and religious guidance, flag ceremonies and the culture of the school. The profile of Pancasila students is very relevant and related to the

Indonesian government's efforts to implement character education at the school and tertiary levels. In addition, Yesi et al (2022) entitled "Development of Social and Emotional Learning-Based Electronic Teaching Materials to Increase the Value of Pancasila Student Profiles for Elementary School Students" the results of the study stated that the expert assessment obtained a score of 87.36 with a very valid category. The results of the study also obtained an N-Gain value for the use of social and emotional learning-based teaching materials of 0.71 in the very high category. This states that electronic teaching materials based on social and emotional learning have been produced which are valid and effective for increasing the profile of Pancasila students in elementary school students.

Based on several studies that have been conducted, show that the profile of Pancasila students in the learning process can become character education for students and is relevant to every learning process (Hasudungan & Abidin, 2020). Having good ethics, behaving positively, and participating in learning properly according to Pancasila values, will contribution to students in the effort to defend the country (Suricata, 2019; Septiana, 2020). With a very big threat resulting from the lack of awareness of defending the country for the younger generation, it is very important to increase awareness of defending the country by increasing understanding of Pancasila values through the Pancasila Student Profile. Practicing the dimensions contained in the Pancasila Student Profile, it can shape personality and become a provision for students to face the changing times in the 5.0 revolution era. So that makes researchers interested in conducting a literature review on the implementation of Pancasila student profile values in elementary schools in dealing with society 5.0.

METHOD

This study used the systematic literature review (SLR) method. In this case the researcher carried out several stages, namely reading, understanding, studying and analyzing several journals related to the topic of Pancasila student profile values in elementary schools in dealing with society 5.0. Systematic Literature Review is a term used to refer to a particular research or research methodology and development carried out to collect and evaluate related research on a particular topic focus. SLR research is carried out for various purposes, including to identify, review, evaluate, and interpret all available research on interesting topical phenomena, with certain relevant research questions. SLR are also often needed to determine research agendas, as part of a dissertation or thesis, and as part of completing research grant applications. (Triandini, 2019). To complete this research, the researcher collects journals within the last 3 years between publications 2020-2022 from the time the research was conducted by the researcher. The number of journals related to the topic raised was collected as many as 20 journals.

RESULTS AND DISCUSSION

Pancasila Student Profile

The Pancasila Student Profile is a description of the abilities and character of Indonesian students. The Pancasila Student Profile is structured on a curriculum adapted to the constitution regarding the functions, roles, and objectives of national education. The 1945 Constitution of the Republic of Indonesia, Pancasila, Graduate Standards, as well as the mandate of several Indonesian education figures, are the main references for developing a Pancasila Student Profile. The Pancasila Student Profile is one of the real efforts that are in the process of being realized to form Indonesian students who value Pancasila, as one of the answers to various concerns supplemented by data related to value degradation. The Pancasila Student Profile targets every individual Indonesian student to form himself as ideally as possible by Pancasila values. Thus the Pancasila Student Profile seeks to realize students who have a Pancasila personality. This personality becomes a dynamic condition of the learner which then forms self-resilience or personal resilience. This personal resilience is the main factor to be able to from community resilience, regional resilience, and then national resilience. Pancasila student profile according to the vision and mission of the ministry of education and culture (Kementerian Pendidikan, Kebudayaan, Riset, Teknologi)

As stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Ministry and Culture Strategic Plan for 2020-2024, that "Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main feature; Faith, Fear of God Almighty and noble character, Global Diversity, Collaboration, Independent, Critical and Creative Reasoning" (Kemendikbud Ristek, 2021). The explanation of each element is as follows.

1. Have faith, fear God Almighty, and have a noble character

A person who has faith is pious, and has noble character in the context of Pancasila students is someone who has morals about God, understands religious teachings, and applies them in their daily activities. Based on the Directorate of Elementary Schools (2020), there are five key elements, namely. a) religious morals, b) personal morals, c) morals towards humans, d) morals towards nature e) national morals.

2. Global Diversity

Indonesia is a country that has a pluralistic nature in terms of identity, belief, religion, language, ethnicity, and other ethnicities such as differences in types of social status, profession, and gender. Pancasila students as part of this diversity realize that diversity is a fact of life that cannot be avoided. He instilled values and awareness of this diversity in himself. Pancasila students do not see diversity as a threat, on the contrary, they place diversity as wealth. Pancasila students with global diversity are students who identify themselves as representatives of the noble culture of their country, understand and appreciate cultural diversity (regional, national and global), actively interact with each other, and can communicate across cultures in diversity, making diversity experience strength for a diverse society. inclusive, fair, and sustainable reflectively and responsibly. This is done by strengthening personal, interpersonal, and social knowledge and abilities. Pancasila students realize that global diversity is an important asset to living peacefully with other people in an interconnected world. Global diversity encourages Pancasila students to maintain their noble culture, geography, and identity, on the one hand, to communicate with other cultures around the world with an open mind, full of respect and equality, and to open up new possibilities to form a new culture that is not contradictory and positive towards the noble culture of the nation. Based on this, Pancasila students feel responsible and seek to actively contribute to the progress of the nation and the world. He develops his language and social skills to contribute actively. Global diversity has several key elements, including (a) the responsibility of reflection on the experience of diversity; (b) intercultural interaction and communication; and (c) appreciating and knowing culture.

3. cooperation

Indonesian students can cooperate or work together, namely the ability to voluntarily carry out joint activities so that the activities carried out can be carried out easily, smoothly, and easily. This ability is based on, among other things, fairness, respect for fellow human beings, reliability, responsibility, caring, compassion, and generosity. Indonesian students show that they care about their environment and want to share with their community members to lighten each other's burdens and produce a better quality of life. Indonesian students realize that as part of a community group, they need to participate, work together, and help each other in several activities that have the goal of creating happiness and prosperity for the community. Pancasila students know that humans do not live alone and can only live normally in a social environment with other people. Therefore he has an understanding that his actions can have an impact on others. Driven by a willingness to work together or cooperation, Indonesian students try to see the strengths of everyone around them, which can benefit others. Pancasila students do not impose their will on others and prevent conflict, try to find common ground between several warring parties, and avoid disputes over some small things, but instead, look for things that can be united and combined by the parties for better results. cooperation also has several key elements, including (a) sharing; (b) concern; and (c) collaboration.

4. Independent

Indonesian students are independent students, namely students who have responsibility for the learning process and outcomes. They actively develop themselves based on awareness of their strengths and limitations and the current situation. Independent students can control their

behavior, feelings, and thoughts so that they can carry out learning activities as well as possible, either alone or with others, to achieve self-development goals. Independent learners have the drive to learn in-depth, so they experience strengths such as good academic performance, active participation in learning activities, positive emotions in learning, perceived competence, knowledge orientation, and learned skills. The Pancasila Student Profile has several key elements including (a) self-regulation; and (b) awareness of himself and the condition he is experiencing.

5. Critical Reasoning

Indonesian students think critically or reason critically to develop themselves and face challenges, especially in the current 21st century. In critical thinking, Indonesian students think reasonably so that they can take appropriate action by considering several things based on facts and supporting data. The critical thinking of Indonesian students can objectively process information both quantitatively and qualitatively, build relationships between several types of information, conduct information analysis, evaluate information, and summarize information. In addition, Indonesian students who think critically can see things from a different perspective and are open to new evidence, including evidence that can overturn beliefs that were initially believed. Critical reasoning has several key elements, including (a) obtaining and processing ideas or information and ideas; (b) performing analysis and evaluation of reasoning, and (c) reflecting on processes and thoughts in critical thinking.

6. Creative

Indonesian students are students who have creativity. They make modifications and create something impactful, useful, meaningful, and original. Originality, meaningfulness, usefulness, and this impact can be something that is personal only for himself or more broadly to other people and the environment. Something that is produced can be in the form of ideas, actions, and really works. Indonesian students develop their creative abilities through understanding and expressing their emotions and feelings, reflection, and creative thinking processes. Creative thinking here is a thought process to come up with some new ideas and questions, experiment with several alternatives, and evaluate several ideas using their imagination. Creativity development is carried out by Indonesian students to express themselves, develop themselves, and face various challenges such as the changing world that is so fast and the uncertainty of the future.

Creativity has several key elements, including (a) creating original works and actions; (b) creating some original ideas. The Pancasila Student Profile is structured on a curriculum adapted to the constitution regarding the functions, roles, and goals of national education. Pancasila, the 1945 Constitution, Graduate Standards, and the mandate of several Indonesian education figures became the main reference for developing the Pancasila Student Profile.

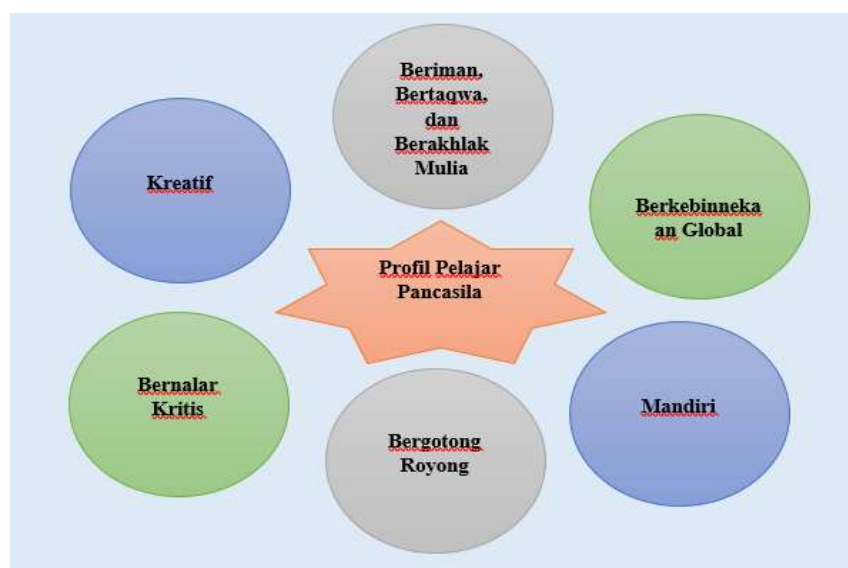


figure 1. Six Indicators of Pancasila Student Profiles

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According to (Perdana, 2018) Character education is the nation's foundation for realizing its national development vision, namely realizing a nation that has character, noble character, morals, culture, and manners by the ideology of Pancasila and the 1945 Constitution. Character education is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to implement these values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development." Character building must be carried out systematically and continuously involving aspects of knowledge, feeling, loving, and acting.

The formation of character can be likened to the formation of a person to become a bodybuilder (bodybuilder) who requires continuous training of moral muscles to become strong and strong. In addition, the success of character education must also be supported by efforts to provide a good and fun educational and socialization environment for children. Thus, education that is urgently needed at this time is education that can integrate character education with an education that can optimize the development of all child dimensions (cognitive, physical, social-emotional, creative, and spiritual). Education with an educational model like this is oriented towards the formation of children as whole human beings. The quality of students becomes superior not only in the cognitive aspect but also in their character. Children who excel in character will be able to face all the problems and challenges in their life. He will also become someone who is a lifelong learner.

The Pancasila Student Profile is a manifestation of character education drawn from Pancasila values. The profile of Pancasila students is the embodiment of Indonesian students as lifelong students who have global competence and behave according to Pancasila values with six main characteristics, namely faith, piety, noble character, global diversity, cooperation, independence, critical reasoning, and creative (Elementary School Directorate, 2020). The basics of the embodiment of Pancasila begin with RI Presidential Regulation No. 87 of 2017 concerning strengthening character education, namely religious, cooperation, nationalist, independence, and integrity (Ministry of Education and Culture, 2018).

The Ministry of Education and Culture's Strategic Plan for 2020-2024 (Ministry of Education and Culture, 2020) conveys the vision and mission of Pancasila student profiles as the main pillars, namely: (a) global diversity, (b) cooperation, (c) creative, (d) critical thinking, (e) independent, and (f) have faith, fear of God Almighty, and have noble character. Pancasila students are profiles of graduates who demonstrate character and competence to strengthen the noble values of Pancasila students and stakeholders. The Pancasila student profile underscores the importance of strengthening character education by making it a character direction in Indonesian education. The embodiment of Pancasila students to strengthen character education encourages the birth of humans with the main characteristics of critical reasoning, creativity, independent, faith, piety to God, noble character, cooperation, and global diversity so that they can independently increase and use knowledge, study, and internalizing character values in behavior (Ismail et al., 2021). Internalization of Pancasila values can be carried out through continuous habituation (Ismail et al., 2021) and integrated into learning (Hasudungan and Abidin, 2020).

The Pancasila student profile program which has been programmed by the government, is one of the solutions for education in Indonesia to direct students to become superior individuals with the six characters in the Pancasila student profile. Implementation of Pancasila Student Profile values is needed as a strengthening of character education for students and instilling character values must start from elementary school education. Planting character education will be a provision for students to live life, with good character and will direct children to become whole, qualified, responsible, loving the motherland, virtuous human beings. The value of the Pancasila Student Profile is a provision for students to survive changes in technology and information that are so fast. The values in the Pancasila student profile can be a provision for students facing changing times, one of which is facing the 5.0 revolution.

Table 1. Implementation of Pancasila Student Profile Values in Elementary Schools

Researcher, Year and Title of Research	Subject and Type of Research	Research Results
Nugraheni Rachmawati, Arita Marini , Maratun Nafiah , Iis Nurasiah (2022), Project for Strengthening Pancasila Student Profiles in the Implementation of Prototype Curriculum in Elementary School Driving Schools	The research subject was to collect various kinds of references related to the Project to Strengthen Pancasila Student Profiles in the Implementation of Prototype Curriculum in Elementary Schools. This type of research is library research with a descriptive analysis method.	The results of this study are that the Pancasila Student Strengthening Project makes a new nuance in education in Indonesia today, which with the allocation of separate time makes teachers more able to innovate in planning projects according to the selection of dimensions and characteristics of students.
Imas Kurniawaty, Aiman Faiz, Purwati (2022), Strategy to Strengthen Pancasila Student Profiles in Elementary Schools	The subjects of this research were students of SDN 4 Kenanga, Cirebon Regency. This research uses a qualitative approach with descriptive methods	The results of the study show that to achieve the profile of Pancasila students carried out by SDN 4 Kenanga through 2 main strategies and 1 value/character model. Implementation of learning by strengthening the profile of Pancasila students which is implemented at SDN 4 Kenanga has strategies that are applied including differentiation learning and social-emotional competence.
Dewa Made Riyan Gunawan1 , Ni Wayan Suniasih (2021), Profile of Pancasila Students in Defending the State in Grade V Elementary School	The subjects of this study were fifth grade students at SDN Gugus I Gusti Ngurah Jelantik North Denpasar. This study was designed using descriptive research methods with cluster sampling techniques.	The results of this research data analysis found that each aspect is described as follows: the first aspect is faith, piety to God Almighty, and has a noble character with a score percentage of 86.42%, the second aspect of global diversity has a score percentage of 84.3%, the third aspect is mutual cooperation has a score percentage of 82.08%, the fourth independent aspect has a score percentage of 80.38%, the fifth aspect of critical reasoning has a score percentage of 77.94%, the sixth creative aspect has a score percentage of 80.22%.
Nurul Zuriah, Hari Sunaryo (2022), Construction of Pancasila Student Profiles in	This article is a description of the results of research on the Conceptual Construction of	The results of the study show that the conceptual construction of the Formation

Researcher, Year and Title of Research	Subject and Type of Research	Research Results
the Civics Teacher Handbook in Elementary Schools	Pancasila Student Profiles in the PPKn Teacher's Handbook in Elementary Schools. The object of his research is the PPKn Teacher's Handbook in Elementary Schools which was compiled by Puskurbuk and is used in schools today. This research was developed through a cross-site study of the conceptual framework of the Pancasila Student Profile in Civic Education Textbooks used in primary schools in driving schools.	of a Pancasila Student Profile in the Civic Education Teacher's Guide Textbook in Elementary Schools is comprehensive. Starting from the value content contained in the book, the pattern of learning preparation is carried out with reference to learning outcomes rather than basic competencies, and is further detailed in the learning objectives.
Aan Widiyono, Joko Minardi, Latifah Nuraini (2022), Development of Water Cycle Diology in Strengthening Pancasila Student Profiles in Elementary Schools.	The subjects of this research were the students of SD UT Bumi Kartini in grade V. Data analysis in this study was a quantitative and qualitative descriptive analysis.	The results of data analysis obtained that; 1) media expert validation results scored 136 (90.6%) so that it was categorized as very valid; 2) The results of the material expert validation obtained a score of 65 (86.6%) so that it was categorized as very feasible; 3) The results of the character survey for Strengthening Pancasila Student Profiles (P4) obtained a percentage of 74.7%; 4) and the average score of the pretest (64%) and posttest (82%) achieved an increase of 18%.
Rahmad Divine, Andi Prastowo (2022) The Role of Teacher Social Competence in Authentic Learning Based on Pancasila Student Profiles in Elementary Schools	In this study, researchers conducted research at SD 20 in the realm of Batahan. This research technique was through observation, interviews, and documentation. Researchers collected data through interviews about the role of the teacher's social competence in authentic learning based on the Pancasila student profile,	The results of this study are that the role of the teacher's social competence in authentic learning based on Pancasila student profiles has been implemented in SD 20 in the realm of Batahan. Implementation of this curriculum is carried out by the school's vision and mission, one of which is through training of teachers to support their social competence by participating in teaching training, training, and seminars to enable teachers to have competence

Researcher, Year and Title of Research	Subject and Type of Research	Research Results
Jamaludin, Shofia Nurun Alanur, Sunarto Amus, Hasdin (2022), Implementation of Pancasila Student Profile Values Through Campus Teaching Activities in Elementary Schools	The subjects in this study were students of SDN Sintuwu Lemba, Poso Regency, Central Sulawesi Province. Data were analyzed through a data reduction process, data presentation, and conclusion drawing.	in realizing the profile of Pancasila students. The results showed that the value of the Pancasila student profile was applied through cooperation activities, literacy and numeracy activities, Islamic boarding schools and religious guidance, flag ceremonies, and school cultural gatherings.
Galih Istiningsih, Dwitya Sobat Ady Dharma (2021) Integrasi Nilai Karakter Diponegoro Dalam Pembelajaran Untuk Membentuk Profil Pelajar Pancasila Di Sekolah Dasar	This study uses qualitative methods with the type of library research (library research). The primary source for exploring Diponegoro's character values is the Babad Diponegoro (Diponegoro) translated by Gunawan (et al), while the secondary sources are Peter Carey's books, history books, and Diponegoro-themed papers.	The results of the study show that the character of Prince Diponegoro is relevant to the profile of Pancasila students, namely global diversity, mutual cooperation, creativity, critical reasoning, independence, faith, piety to God Almighty, and noble character. Meanwhile, the integration of Prince Diponegoro's character values into the curriculum can be carried out in four stages, namely planning, implementation, evaluation, and implications for schools, teachers, parents, and students.
Yesi Anita, Atri Waldi, Atika Ulya Akmal, Ary Kiswanto Kenedi, Hamimah, Arwin, Masniladevi (2022), Development of Social and Emotional Learning-Based Electronic Teaching Materials to Increase the Value of Pancasila Student Profiles for Elementary School Students.	This research was focused on 30 elementary school students. This research used concept analysis observation sheets, student analysis documentation sheets, material observation sheets, validation questionnaires, and Pancasila student profile test questions as data collection tools.	The results of the study stated that the expert judgment obtained a score of 87.36 with a very valid category. The results of the study also obtained an N-Gain value for the use of social and emotional learning-based teaching materials of 0.71 in the very high category. This states that valid and effective social and emotional learning-based electronic teaching materials have been produced to increase the profile of Pancasila students in elementary school students.
Eni Susilawati, Saleh Sarifuddin (2021), Internalization of Pancasila Values in Learning Through the Application of Pancasila	The research sample was teachers of driving schools and Center of Excellence Vocational Schools who had participated in the PMM	The results of the study show that: 1) Pancasila Student Profiles are essentially one of the efforts to internalize Pancasila values in learning,

Researcher, Year and Title of Research	Subject and Type of Research	Research Results
Student Profiles Assisted by the Freedom to Teach Platform.	technical guidance in 2021. Data collection used questionnaires, limited observations, and interviews.	2) PMM has a significant role in implementing Pancasila Student Profiles in new paradigm learning, and 3) Internalizing Pancasila values in application The Profile of Pancasila Students in the New Normal era is assisted by the Merdeka Teaching Platform by applying it to the daily character that is built and lived in each student through school culture, intra-curricular, co-curricular and extra-curricular learning at school.
Iis Nurasih, Arita Marini, Maratun Nafiah, Nugraheni Rachmawati (2022), Value of Local Wisdom: A New Paradigm Project for the Mobilizing School Program to Realize Pancasila Student Profiles.	This research method is library research, which is research carried out by reading, studying, and recording various literature or reading materials that are appropriate to the subject matter.	The results of the study found that the value of local wisdom is a strategy that can create a new Paradigm in global competence to realize global competence towards the pioneer profile of Pancasila through character education in driving schools.
Zahra Apriantika Ardi Sari, Iis Nurasih, Dyah Lyesmaya, Nasihin, Hasanudin (2022), Wayang Sukuraga: Character Development Media Towards Pancasila Student Profiles	This research is a Classroom Action Research using the Kemmis and McTaggart models which are carried out through II cycles and each cycle consists of 2 lessons. Participants in this study were 8 students, namely 4 male students and 4 female students. Data collection through interviews, observation, and questionnaires. Data analysis used quantitative descriptive analysis.	The results of the study stated that there was an increase in cycle I with an average score of 63.28 leading to cycle II of 86.33. The significance of increasing students' environmental care character from cycle I to cycle II was 23.08 which could be classified into the very good category.
Rusnaini, Raharjo, Anis Suryaningsih, Widya Noventari (2021), Intensification of the Pancasila Student Profile and Its Implications for Students' Resilience.	The research subject was to collect various kinds of references related to the Pancasila Student Profile and Its Implications for Students' Resilience. This type of research is library research with a descriptive analysis method.	The Pancasila Student Profile is rooted in 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

Researcher, Year and Title of Research	Subject and Type of Research	Research Results
Adnin Mutiara, Wagiran, Rahayu Pristiwati (2022) Development of an Electronic Enrichment Book of Fables with Profiles of Pancasila Students, Elements of Mutual Cooperation as Media for Reading Literacy in Elementary Schools.	This research model uses ADDIE (Analysis-Design-Development Implementation Evaluation). This research was conducted at SDN Bendan Ngisor with a total of 28 students. The validation of electronic enrichment books was carried out by 3 experts, namely material experts, linguists, and media experts.	of the Ministry of Education and Culture for 2020-2024. The research results include three things, namely 1) product description, 2) practicality test results and 3) effectiveness test results. The product description is based on four components, namely the components of material/content, presentation, language, and graphics. The results of the practicality test of students obtained an average percentage of 91.8% and educators obtained a percentage of 88%
Ayka Aziz, Uswatun Hasanah (2022) Strengthening Pancasila Student Profiles Through Character Education Based on Islamic Values in Madrasah Ibtidaiyah.	The research subject was to collect various kinds of references related to Pancasila Student Profiles Through Value-Based Character Education. This type of research is library research with descriptive-analytical methods.	The results of this study namely. First, Islamic values in the implementation of character education consist of the values of cleanliness and purity of soul, the values of piety, the values of morality, and values of the Qur'an. The four of them have complete unity and serve as the basis for madrasas to carry out character education. Second, the implementation of character education based on Islamic values is more emphasized in students' habituation activities. Third, the implementation of character education based on Islamic values in realizing the Pancasila student profile
Meilin Nuril Lubaba, Iqnatia Alfiansyah (2022) Analysis of the Application of Pancasila Student Profiles in the Formation of Student Character in Elementary Schools	This research was conducted at UPT SD Negeri 47 Gresik. The type of research used is descriptive qualitative. The subjects studied were grade 4 students consisting of 30 students. Data collection techniques used are observation, interviews, and documentation.	The results of this study are evidenced by an increase in subject value data in student activities.
Auliya, Ayu Fatichah Sari, Dinda El Maskhuriyah, Erist Galih Fatchan, Varissa	The research subject was to collect various kinds of references related to	The results of the study are that Pancasila students are the embodiment of

Researcher, Year and Title of Research	Subject and Type of Research	Research Results
Sarahma Murti, Wulan Maulidia (2022), Preparing Profiles of Pancasila Students in Pkn Learning in Elementary Schools.	Preparing Pancasila Student Profiles in PKN Learning in Elementary Schools. The type of research was library research with a descriptive analysis method.	Indonesian students as lifelong learners who have global abilities and act by Pancasila values, and have six main characteristics: faith, fear of God Almighty, and noble personality, diversity global, cooperation, independence, critical thinking. and creativity.
Novita Freshka Uktolseja, Sutrisna Wibawa (2022)	This research is a qualitative descriptive study with student and teacher participants. Data collection techniques using observation and interviews	The results of this study indicate that learning Archipelagic Insight provides broader knowledge and insight to students regarding the diversity of Indonesia,
Rabiyatul Adawiyah Siregar (2022), Realizing Pancasila Student Profiles with a Scientific Approach.	The research subject was to collect various kinds of references related to Pancasila Student Profiles. The type of research was library research with descriptive-analytical methods.	The results of this study are that strengthening civic literacy has implications for the personal resilience of young citizens which can be realized by instilling the values in the profile of Pancasila students using a scientific approach.
Ashabul Kahfi (2022), Implementation of the Pancasila Student Profile and Its Implications for the Character of Students in Schools.	The research subject was to collect various kinds of references related to the Implementation of Pancasila Student Profiles and Their Implications for Student Character in Schools. This type of research is library research with descriptive analysis method.	The results of this study indicate that the implementation of Pancasila student profiles in schools is still not optimal and the implications for the formation of student character are very strong. So that if the profile of Pancasila students is optimized in its implementation at school, the character of Pancasila students will be formed.

Based on the results of the research that has been done, as listed in the explanation table above, it can be ascertained that the implementation of Pancasila student profile values in elementary schools can reinforce the character of students besides that character education obtained from Pancasila student profiles can be a provision for participants educate in the face of society 5.0

CONCLUSION

The Pancasila Student Profile is a manifestation of character education drawn from Pancasila values. The Pancasila student profile is the embodiment of Indonesian students as lifelong students who have global competence and behave according to Pancasila values with six main characteristics, namely faith, piety, noble character, global diversity, cooperation, independence, critical reasoning, and creative. The Pancasila student profile program which has

been programmed by the government is one of the solutions for education in Indonesia to direct students to become superior individuals with the six characters in the Pancasila student profile. Implementation of Pancasila Student Profile values is needed as a strengthening of character education for students and instilling character values must start from elementary school education. Planting character education will be a provision for students to live life, with good character and will direct children to become whole, qualified, responsible, loving the motherland, virtuous human beings. The value of the Pancasila Student Profile is a provision for students to survive changes in technology and information that are so fast. Values in the Pancasila student profile can be a provision for students facing changing times, one of which is facing the 5.0 revolution. The application of the Pancasila student profile is one of the solutions to improve the character of students. For this reason, the teacher must be able to adapt to all the needs of the learning process in the form of strategies, models, approaches, methods, or learning media based on the character possessed by each student. In educating students it is not only the responsibility of the teacher or school but the family environment, community environment, and government must also work together in educating and educating students.

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