

# Analysis Of The Application Of Pancasila Student Profile In The Character Forming to Students In Elementary School

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**Abstract.** This study aims to determine the strategies used by the teacher in implementing the Pancasila student profile to shape the character of students. This research was conducted at SD Santa Ursula Bandung. The type of research used is descriptive qualitative, which describes the implementation of the Pancasila student profile and the strategies used by the teacher in making it happen. The subjects studied were first-grade students consisting of 26 students. Data collection techniques used are Observation, Interview and Documentation. From the observations, the researchers found the strategies used by teachers in implementing the Pancasila Student Profile, including; differentiation learning, learning by project and habituation. From the results of research conducted by researchers, the teacher has implemented the strategy well. This is evidenced by the existence of data on the value of lessons and documentation of student activities. In the successful application of this strategy, the teacher must be creative in designing learning. In addition to the role of the teacher, the family and social environment also play a role in shaping the character of students.

**Keywords:** Pancasila Student Profile, Character

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## INTRODUCTION

The life of a nation experiences many changes along with the times and challenges. The community views education as a subject of change that forms a transformation and is a process that determines the quality of life (Gemnafle & Batlolona, 2021). This is by the function of national education regulated by Law no. 23 of 2003, Article 3 concerning the National education system which reads; "National education aims to develop the potential of students to become human beings who believe in and obey God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Suryana, 2020). Education must deliver students to a higher level of understanding of knowledge, behaviour and character. Educational goals will not be achieved if there are still many mistakes (Mualif, 2022).

Indonesia has undergone various educational development processes, one of which is curriculum development (Bisri, 2020; Safaruddin, 2020). The curriculum in Indonesia has changed. The curriculum is the soul of the course of education (Huda, 2017). Through the curriculum, it is hoped that educational success will be created. Curriculum changes are because true education in Indonesia has not yet been found, sociocultural influences, systems, politics, economics, and science and technology. To achieve success in education apart from having a good curriculum, all components in education must be related to one another (Hamid et al., 2020; Safaruddin, 2020). Curriculum development should be carried out by the byline both locally, nationally and globally (Usmar, 2017).

Indonesian children maintain a noble culture, locality and identity, and think openly when interacting with their respective cultures (Nurasiah et al., 2022). The Pancasila student profile is applied through a school culture of intracurricular and extracurricular activities in which the focus is on building student character in their daily lives (Adit, 2021). The application of project-based learning is a fundamental choice in the independent learning curriculum which is believed to support the recovery of student character learning through the Pancasila student profile. In implementing the independent curriculum, holding P5 activities (Project of Strengthening Pancasila Student Profiles) where in this activity the teacher designs a project to

be completed by students. The purpose of P5 is to strengthen student character according to the dimensions of the Pancasila student profile (Kemendikbud, 2021).

Character is the fundamental thing that distinguishes humans from other creatures. Efforts to strengthen character education have long been carried out by the government through the National Character Education Movement in 2010 which was then continued with the Strengthening Character Education (PPK) program in 2016 (Ismail et al., 2021). Character is an identity for each individual that is formed from attitudes, mindsets, and politeness values through interactions between people and their environment. The character also includes character perspective, thinking and acting of each individual. Each individual has a different character so the teacher will make observations on these students and adjust their interests and talents in learning and building student character. In this case, of course, it is not only the teacher who plays a role in the process of character formation in students, parents and the social environment also play a role (Kemendikbud Ristek, 2021a). The Pancasila student profile is one of the efforts to improve the quality of education that prioritizes character building. The Pancasila student profile is applied to educational units starting from the kindergarten, elementary, junior high and high school levels (Rusnaini et al., 2021; Susilawati et al., 2021).

In 2022 schools can choose a curriculum by school conditions which can be used as an option in the framework of independent learning (Suryaman, 2020). The new educational paradigm is designed based on the principle of differentiation based on the needs and stages of development. The newest curriculum which has now been developed by the government is the independent learning curriculum (Mariati, 2021; Suryaman, 2020). The independent curriculum is a curriculum based on developing student profiles so that they have the soul and values contained in the Pancasila precepts in their lives. One of the schools that uses the independent learning curriculum is SD Santa Ursula Bandung. The learning contained in the independent learning curriculum seeks to build character through the Pancasila student profile. The basis for the implementation of the independent curriculum is the KOSP (Operational Education Unit Curriculum) which is translated back into the form of CP (Learning Outcomes), TP (Learning Objectives), and ATP (Learning Objectives Flow)". Ministerial Decree 1177/M/2020, states that the curriculum aim is to strengthen skills and personality with a Pancasila student profile (Nurasiah et al., 2022)

In implementing independent learning SD Santa Ursula applies 2 curricula where the independent learning curriculum is applied to grades 1 and 4 while the 2013 curriculum is implemented in grades 2,3,4 and 6. The purpose of using the independent learning curriculum at SD Santa Ursula Bandung is to strengthen student character. In the independent curriculum there is P5 (Project of Strengthening Pancasila Student Profiles) which has six dimensions, namely; having faith and fear of God Almighty, Global Diversity, Mutual Cooperation, Creative, Critical Reasoning and independence. Self-study independent curriculum is the curriculum that focuses on student character education. Before using the independent learning curriculum, this school had implemented character education for its students with entrepreneurship learning using the learning cycle stages and carrying Serviam Values. The profile of Pancasila students is used as the main goal by education developers (Kemendikbud Ristek, 2021b).

There are research results from Susilawati et al. (2021) which have similarities with this research, namely this study researched the profile of Pancasila students. Conductance is that the research sample is aimed at educators, while in this study it is aimed at students. Increasing the use of the Merdeka Teaching Platform in internalizing Pancasila values through the Pancasila Student Profile needs to be supported by efforts to increase the quality and quantity of Pancasila Student Profile content as well as policy support in the use of PMM and collaborative synergies between schools, government, communities and stakeholders. Rusnaini et al (2021) conducted another similar study on the Profile of Pancasila Students. What is different from this research is that there is research on the intensification of the Pancasila student profile and its implications for students' resilience, whereas this study prioritizes the analysis of the application of the Pancasila Student Profile in the formation of student character. Character education is very important because it can develop students' knowledge insights and character values. The Pancasila student profile is an effort made to achieve an understanding and character that is by Pancasila values so

that Pancasila remains the basis of ideology (Susilawati et al., 2021). There is research on the analysis of the application of the Pancasila Student Profile in character building, it is hoped that it will be able to find out the strategies carried out by the teacher in implementing the Pancasila student profile to shape student character.

## **METHOD**

This research uses a qualitative research type using a descriptive approach (Sugiyono, 2016, 2019). This research method was chosen because the researcher wanted to obtain data that could describe the application of Pancasila student profiles in the formation of student character in real terms in research. Qualitative research describes the results of observations felt by researchers (Kurniawaty et al., 2022). The sources of data from this study were the principal, teacher, and first-grade Shiva, which consisted of 26 students. This research was conducted in July-October 2022 at SD Santa Ursula Bandung. In using qualitative methods, researchers collect data through observation and interviews. At the observation stage, the researcher is directly involved with the daily activities of the object being observed. Observations are carried out directly both inside and outside the classroom. at the interview stage, it was carried out with the principal, homeroom teacher and also some first-grade students.

## **RESULTS**

Based on the results of observations and interviews conducted by researchers at SD Santa Ursula Bandung, strengthening the profile of Pancasila students became a focus, especially on first-grade students with 3 strategies; differentiated learning, learning by the project (P5) and habituation. Differentiated learning is an attempt to adjust the learning process in the classroom to meet the learning needs of each individual. Learning in the independent learning curriculum contains the term KOSP (education unit operational curriculum) which is used as the basis for learning in schools and is then translated into CP (Learning Outcomes), TP (Learning Objectives) and ATP (Learning Goals Flow). In the learning process in the independent learning curriculum it is not adjusted to the class but to the phases where there are 3 phases namely (phase A, phase B and phase C). Phase A is used for grades 1 and 2, phase B is for grades 3 and 4 while phase C is for grades 5 and 6. Learning in each phase does not have to be forced but is carried out flexibly according to the learning outcomes. Differential learning is a learning model that is grafted on the importance of movement variability and is rooted in the dynamic system theory of human movement (Nurullaeli & Astuti, 2018). Differentiated learning is adjusted to the interests and talents of students so that learning outcomes are fulfilled. In addition, learning in the independent curriculum is adapted to the circumstances of the school. Here teachers are required to understand students, observe, assess readiness and see students' interests and talents in each learning process so that students can achieve knowledge according to CP (Baihaqi, 2017; Firman & Rahayu, 2020; Ross, 2021).

The learning process at SD Santa Ursula Bandung is carried out in each phase. The independent curriculum at this school is implemented for grades 1 and 4 while for grades 2, 3, 5 and 6 using the 2013 curriculum which is linked to the independent curriculum. Before using the independent learning curriculum this school implemented the 2013 curriculum. The reason this school only implemented the independent learning curriculum in grades 1 and 4 was that in implementing or implementing the independent learning curriculum needed a gradual process and could not be implemented quickly, so for other classes the curriculum Independence is used as a companion curriculum. The purpose these schools chose to implement the curriculum they studied was to strengthen students' character. Character education at this school has previously been implemented through some habituation and is still being carried out today. For this reason, the school principal and teacher council apply the independent learning curriculum as strengthening student character through the Pancasila student profile and integrated with Serviam Values.

The character of first-grade students at SD Santa Ursula Bandung this school year is very unique because they experienced the learning process in Kindergarten during the pandemic. Some of them did not experience the learning process in Kindergarten because their parents

thought that school or not the school should study at home. Therefore character building in first grade SD Santa Ursula Bandung is needed to foster their readiness to participate in learning activities that have not been obtained before. In building and strengthening the students' character, this school applies the profile of Pancasila students in the independent learning curriculum and collaborates with the implementation of Serviam Values. The application of the Pancasila student profile at this school is carried out through habituation activities, and intra-curricular, co-curricular, and extra-curricular learning which focus on building student character in their daily lives and are enlivened in each student.

The profile of Pancasila students is by the vision and mission of the ministry of education and culture (Ministry of Education, Culture, Research, Technology) 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 by Pancasila values, with six main characteristics; Faithful, devoted to God Almighty and noble, Global Diversity, Mutual Cooperation, Independent, Critical and Creative Reasoning" (Kemendikbud Ristek, 2021b).

1. Have faith in God Almighty

Indonesian students who have good morals are students who have good morals about God Almighty. Understanding religious teachings and beliefs and applying them in everyday life. The elements contained in the first feature include; Religious Morals, Personal Morals, Morals to Humans, Morals to Nature, and State Morals.

2. Global Diversity

Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures to foster a sense of mutual respect and form a positive new culture that does not collide with the nation's noble culture. The elements contained in the second characteristic include; Knowing and Appreciating culture, Intercultural Communication Skills in Interacting with Others, and Reflection and Responsibility for the Experience of Diversity.

3. Gotong Royong

Indonesian students can gotong royong, namely the ability to carry out activities together voluntarily so that activities run smoothly, easily and lightly. The elements contained in the third characteristic include; Collaboration, Caring, Sharing

4. Independent

Indonesian students are independent students, namely students who are responsible for their learning processes and outcomes. The elements contained in the fourth feature include; Self Awareness With The Situation At Hand, Self Regulation.

5. Critical Thinking

Students who think critically can objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate, and conclude it. The elements contained in the fifth characteristic include; Obtaining and Processing Information and Ideas, Analyzing and Evaluating Reasoning, Reflecting on Thoughts and Thinking Processes, and Making Decisions.

6. Creative

Creative students can modify and produce something original, meaningful, useful and impactful. Elements contained in the sixth feature among others; Producing Original Ideas, Producing Original Works and Actions.

In addition to differentiated learning, the application of the Pancasila student profile in this school is found in learning with projects that refer to project themes in the independent curriculum. This project is intended to strengthen student character and hone student abilities. Implementation of the project adapted to the circumstances of the school. At SD Santa Ursula Bandung the project is carried out every Friday which this project raises several themes, including; Sustainable Lifestyles, Local Wisdom, Unity in Diversity, Build Their Soul and Body, Voice of Democracy, Engineering and Technology to Build the Unitary State of the Republic of Indonesia, Entrepreneurship.

The school chooses 2 themes to be carried out for one semester. In this school, the theme is Local Wisdom and Technology. For now, the theme that has been implemented is Local Wisdom and is currently running the Technology theme. In carrying this theme, SD Santa Ursula Bandung carried out a project about West Javanese culture and was facilitated in the Ursula Fest expos with the theme "Enchantment of Priangan". The purpose of this theme is to introduce students to the various types of unique West Javanese culture and to increase their love for local culture. The implementation of this project was carried out in several stages according to the Learning Cycle of entrepreneurship learning. These stages include exploring, synchronizing, executing, and experimenting.

In the first stage, students are invited to explore the uniqueness of West Java which can be raised by its cultural values that attract many parties. In the first activity, students are invited to get to know various West Javanese musical instruments and make creative works of miniature traditional musical instruments according to the imagination of the students. Before making it, students carry out an in-depth exploration of various types of West Javanese musical instruments, even getting to know more details about the materials they are made of, how to play them, and more. The next activity is to explore various West Javanese songs. In this activity, the activities carried out are students can recognize various songs and arts from West Java so that students are increasingly proud of the very diverse culture of West Java. Another activity is exploring one of the handicrafts from Tasikmalaya, namely kelom geulis. In addition to the shape of the selop, the students also explored various patterns to decorate the kelom geulis, so that the students could get inspiration for what kind of decoration suits their imagination. From this exploration process, students develop an attitude of concern about the culture of West Java that they have explored. Their concern about the cultures that have been explored is that students care about preserving and want to learn about these cultures.

The last activity is for students to explore various types of traditional West Javanese food. From this activity, they have the concern to be able to introduce a variety of special foods from West Java to the public so they can experience and develop creative businesses in the contemporary field of traditional food. After exploring resistance, students are invited to enter synchronizing resistance where students are directed to be able to find ideas from what has been explored. They found ideas together with friends in the group so they found ideas to design traditional West Javanese musical instruments according to the uniqueness they had in mind, they also cared about the sustainability of West Javanese singing and dance, so they also found ideas to present creative performance of West Javanese singing and dance arts. In addition, the remnants also have concern for batik which is one of the distinctive cultures of West Java and Indonesia in general. They found creative ideas to combine batik motifs with geulis slippers inspired by geulis school. Another creative idea is that they want to develop a business in the culinary field typical of West Java so they find creative ideas by creating special names and logos for the various types of typical West Javanese food they choose. Thus they can introduce West Javanese specialities in creative ways and forms.

In the next stage after students find their creative ideas synchronizing resistance, students are directed to enter into experimenting resistance. Students are invited to be able to express their creative ideas by trying to plan what they will do, gather the resources they have, and seek support from other parties to help realize their creative ideas. At this stage they try to make innovative miniature traditional musical instruments according to their ideas, create West Javanese appearances with their ideas, and make beautiful selop by combining batik motifs as a form of love for batik motifs as one of the distinctive cultures of West Java or Indonesia in general, apart from that they also designed a logo for a typical West Javanese meal that they wanted to market.

The last stage is the executing stage, in which students are responsible for communicating the creative ideas they have executed in the previous stage. The students communicate the results of their creative ideas in various forms of communication, namely in the form of exhibitions/expos for works that can be seen by other people, besides that the other way of communicating is by showing performances, especially in displaying West Javanese cultural arts. This performance activity was carried out on the stage in front of the audience so that they

could introduce West Javanese arts to the audience. The activity of communicating the results of student creativity is by offering various types of typical West Javanese food. They market their products with attractive names and creative ways to market them. Typical West Java food that they offer immediately runs out. In this process, students learn to be able to socialize and communicate with other people, this trains an attitude of responsibility, independence, and critical thinking skills.

This activity was facilitated by the expo: Ursula Fest with the theme "Enchantment of Priangan" so that class I was facilitated in the process of communicating every creative idea they had prepared beforehand. Also at this stage, students practice communicating with others and receiving feedback from everyone present at the exhibition or the exhibition. Also through this activity, students learn to be independent, never give up, and dare to accept input or rejection in a polite manner

According to Maria Goreti's mother, S.Pd. the principal of SD Santa Ursula Bandung, the P5 activity (Project of Strengthening Pancasila Student Profiles) must be carried out in schools where the activity aims to build student character according to the main characteristics of the Pancasila student profile and Serviam Values. Projects carried out at P5 must have a direction where the goals are determined by examining themes that are considered challenging for students. This project must be packaged taking into account the characteristics of the students to be able to provide a stimulus so that students can carry out investigations, then they can solve problems, and continue with decision-making. The time allocation that has been determined makes students produce products as well as actions (Rachmawati et al., 2022). The P5 assessment is carried out by observing students in which there are value rubrics that are adapted to the project at the school.

This school also applies habituation in strengthening the character of students according to the profile of Pancasila students and Serviam Values. Habituation is a process of forming attitudes and behaviours that are permanent and automatic through repeated learning processes carried out inside and outside of learning hours. The teacher is a strong example of building student character. When the teacher has become an idol, then speech behaviour will become a role model in building the character of students at SD Santa Ursula Bandung. The teacher also carries out habituation so that students emulate and become accustomed to everyday life at school, at home, and in the community. To improve the harmony and quality of character education, character education in every aspect of teaching and learning activities starting from the classroom to the living environment must be sustainable in maintaining the value of character education. In carrying out this habituation, it is not only the teacher who plays a role, parents, family, and the community also take part in building student character.

The habituation activities carried out by SD Santa Ursula Bandung include religious values, environmental care values, responsibility values, honesty values, honesty tolerance values and character values which are applied in class and at school. In building student character this refers to the main characteristics of the Pancasila student profile and Serviam Values. These characteristics cannot develop alone but are interrelated with one another. One of the targets that will be achieved to realize the profile of Pancasila students is to form a Pancasila millennial generation. The driving figures invited all academics in the field of education to move and realize that there was a need for collaboration to realize this Pancasila student profile with the assumption that education is for all, meaning that all Indonesian children should receive education, and as a formal institution, the education unit is one of the guarantees for introducing what is it and what is the profile of Pancasila students (Rusnaini et al., 2021). According to Mrs Wilasih "in building student character, there are several factors to build student character apart from each student, teacher, family environment, social environment also play a role. The character of students at this school is adjusted to the profile of Pancasila students. Students' character will develop well when in the process of growth and development they get enough space to express themselves freely. Students have an optimal development process with their rhythm.

### **Habituation Activities at SD Santa Ursula Bandung**

#### **1. Routine Habits**

Activities are undertaken to form the habit of students doing something well.

- a) Greet Greetings  
Saying greetings is carried out when students arrive at school. Principals and teachers welcome students in the front yard, wards, and fields as well as areas within the school. Greet and greet activities increase students' respect for teachers and increase student intimacy with teachers.
- b) Pray before starting the activity  
This activity aims to familiarize students with prayer before carrying out activities. In addition, with this activity, it is hoped that learning will run smoothly. This activity is carried out every morning centrally led from the audio room with a scheduled officer.
2. Flag ceremony on Monday  
This activity is carried out to train discipline, and foster a sense of love for the homeland for both students and teachers.
3. Gerobak Kasih  
This activity is carried out 2 times in 1 semester. Students are given the freedom to make donations in the form of staple goods to be distributed to others who need them more. Items that have been collected are then packaged and then distributed to others around the school environment who need them.
4. Bring Places to Eat and Drink  
This activity is carried out by all students and other school members and is carried out every day. This activity aims to reduce plastic waste.
5. Scout Activities  
Activities carried out at school in the form of extracurricular activities with the concept of interesting, fun, healthy, regular activities carried out according to the scouting system.

### **Spontaneous Activities**

Activities that are not specified place and time. The aim is to inculcate student habits right then and there.

1. Greet and Say Greetings  
Students are accustomed to greeting or greeting politely the Principal, Teachers, School Employees and fellow students. This activity aims to create a harmonious and intimate atmosphere between each other.
2. Getting used to speaking polite and polite words  
This activity trains students to respect and love each other and avoid being selfish.
3. Dispose of Garbage in its Place  
Students are accustomed to throwing garbage in the place provided by the school.
4. Get in the habit of asking for permission  
Students get used to permission when they want to leave class, besides that, students get used to permission if they borrow things that don't belong to them.

### **Programmed Activities**

This activity is planned to support the habituation of students. Examples of these activities include:

1. Activities to Commemorate the Big Day  
This activity is like the commemoration of independence day (17 August),
2. Commemoration of Religious Celebration Days thematically  
This activity is carried out every month by the religious thematic celebrations commemorated by the church so that students can get to know and celebrate each month's religious thematic celebrations.

### **Model Activity**

The activity of giving an example from the teacher to students.

1. Dress Neatly
2. Arrive On Time
3. Tell the Truth
4. Simple Living
5. Mutual Help
6. Mutual Respect

The character values applied are by the Pancasila Student Profile. The character values produced through the teacher's strategy at SD Santa Ursula Bandung are differentiation learning, project learning and habituation which are adapted to the main characteristics of the Pancasila Student Profile, including;

- a. Have faith in God Almighty  
Activities carried out include getting used to praying either before or after carrying out activities, or other prayers both scheduled and unscheduled.
- b. Global Diversity  
This activity is carried out by carrying out morning apple activities or flag ceremonies, carrying out activities to get to know West Javanese culture, carrying out scouting, respecting each other, greeting and greeting, and helping each other.
- c. cooperation  
Working Together in Protecting the Environment, Helping Friends in Difficulty and Appreciate Without Distinguishing Race, Ethnicity or Religion.
- d. Independent  
Have awareness of school work, speak honestly, complete P5 projects, dress neatly, live modestly, come on time, throw trash in its place, speak politely, say hello, bring lunch boxes, and ask permission when leaving class.
- e. Reasoned Christ  
Identify and Information, Active In Learning activities.
- f. Creative  
Producing P5 Products (Panasila Student Profile Strengthening Project).

## DISCUSSION

From the results of observations and interviews to achieve a Pancasila student profile conducted by SD Santa Ursula Bandung to shape student character, there are 3 strategies carried out by the teacher: Differentiated Learning, Project Learning, and Habituation. Character education can be interpreted by value education, moral education, and character education. In other words, character education can be interpreted as a system of inculcating character values for school members which include components of knowledge, awareness or will and action to carry out these values both towards God Almighty, oneself, others, the environment and the country (Ismail et al., 2021). The planting strategy carried out by the Principal and Teachers has been carried out well, especially in first-grade SD Santa Ursula Bandung. Through the habituation activities carried out by the school continuously, it is hoped that students will have a character by the main characteristics of the Pancasila student profile. in school, the teacher's role is very important in the formation of student character. The teacher is the leader in the class, the success of student character formation is seen from the leader, and the success of the leader is based on positive efforts that are used as role models by his subordinates.

By using Pancasila student profiles in shaping the character of students, they can be motivated to make themselves good individuals. According to Mrs Maria Goreti, S.Pd. Principal of SD Santa Ursula Bandung "This curriculum cannot be said to be suitable because it is still in the process of initial implementation, but in this curriculum, there are elements that can support strengthening student character. this curriculum can also train teacher creativity in learning activities. According to Anang Santoso, he wrote an article in the TEQIB journal saying "A great teacher for me is a very important variable in the success of various kinds of reforms in the curriculum. The curriculum may be imperfect, flawed, or messy, but a great teacher will be able to turn teaching and learning activities into good ones to produce reliable outputs. Whatever the curriculum, the teacher remains a very important determining factor for success (Korthagen, 2017).

To achieve success in shaping student character, teachers need to be creative in designing learning. according to Mrs Wilasih a First grade Guardian at SD Santa Ursula Bandung "if there are students who are not by the application of the Pancasila student profile the teacher will analyze these students to look for the interests and talents of these students so that they are



comfortable in every learning activity". In addition to the role of the teacher at school, the role of parents is also very necessary in shaping the character of students. Environmental factors also influence building student character. In implementing the Pancasila student profile at this school there were no serious obstacles, it just needed a process and adjustments in its implementation. The profile of Pancasila students has implications for the formation of the character of students who have the main goal of noble values, and morals that are by Pancasila. Pancasila values are not only to be understood, but are very important and useful in practising them in everyday life in families, communities, and educational units (Pan & Chen, 2021; Strom & Viesca, 2021).

The cultivation of character values through the independent learning curriculum which refers to the profile of Pancasila students has gone well. However, there are still some students who lack an understanding of the subject matter (Sari & Puspita, 2019; Tan & Amiel, 2022). In this case, it can be seen from the data on the value of student subjects. The teacher strives to implement fun learning so that the material is conveyed properly. According to Miss Lusiana Sianga, the homeroom teacher of class I "there were several students who still had scores below the KKM, in this case, this was overcome by observing students through approaches and adjusting what the interests and talents of students were so that learning outcomes were well conveyed". In applying the differentiation learning strategy it is carried out flexibly not based on class and adhering to the phases to achieve learning outcomes. Classroom learning is adapted to the circumstances of the school and its students. Apart from the differentiation strategy, project learning and habituation at this school have been well implemented. From the results of the interviews, the students were very happy with the learning projects and the habituation carried out at school, because with these activities they learned freely and were not boring. In carrying out project learning students are very enthusiastic because apart from learning they are also given games related to projects at school.

## CONCLUSION

Based on the results of the study, there are 3 strategies implemented at SD Santa Ursula Bandung. Differentiated Learning, Learning with Projects and Habits. This strategy was implemented to strengthen student character which refers, to Pancasila student profile and Serviam Values. In implementing this strategy it is implemented well but there are still students who sometimes forget to carry out the strategy implemented by the teacher. To overcome these problems the teacher implements strategies continuously with various innovations so that the strategies implemented run smoothly and achieve the goals of the Pancasila student profile to strengthen student character. The application of Pancasila student Profile is applied to all classes. However, in this study, the focus was on first-grade students. First-grade students had implemented P5 (Strengthening Pancasila Student Profile Project) activities and habituation activities. With the strategy implemented by the teacher, it is hoped, that students will become individuals who are by the student profile, especially in activities to preserve regional culture. Where this is to Local Wisdom and the main characteristics of the Pancasila student profile.

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