Transformation of Pancasila Student Profile: Integration of religious dimensions through school culture and character education in elementary schools

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Abstract

The transformation of the Pancasila Student Profile is a key effort in shaping the character and national identity of students in Indonesia. This study explores integrating religious dimensions into school culture to strengthen the implementation of the Pancasila Student Profile at the elementary school level. The research method used is a literature study, in-depth analysis of educational policies, school practices, and relevant character education theories. The focus of this study is on implementing religious values as an integral part of school culture and its impact on the formation of student attitudes and behaviours through the Pancasila Student Profile. The literature reviewed includes various studies and reports highlighting the importance of religious values in character education and models of success from schools that have successfully integrated this dimension. The study results indicate that integrating religious values into school culture significantly strengthens students' commitment to the principles of Pancasila and contributes to the formation of characters that are more virtuous, responsible, and caring about the social environment. This study concludes that effective transformation of the Pancasila Student Profile requires a holistic approach involving all school elements in instilling positive religious and cultural values. Practical recommendations for educators and policymakers include developing curricula sensitive to religious values and increased training for teachers to support effective integration in school settings.

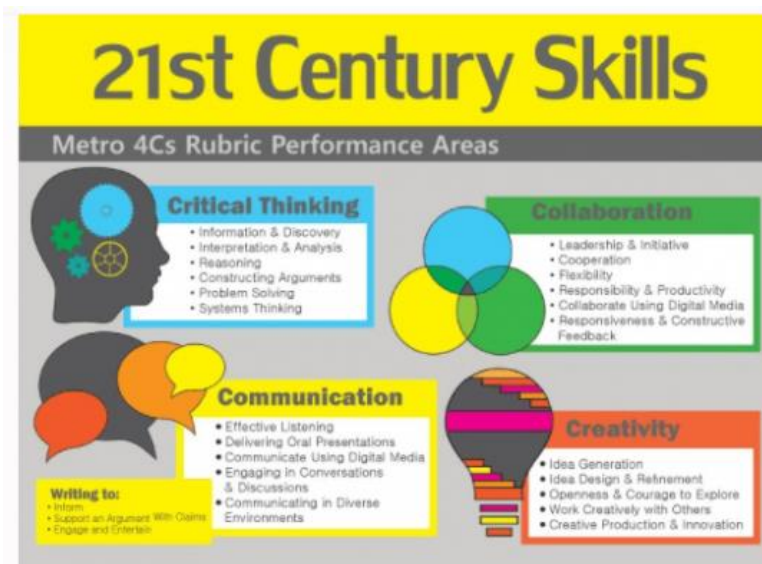Keywords: civic education; ecological citizenship; environmental awareness.

Introduction

The transformation of the Pancasila Student Profile is one of the important initiatives in the Indonesian education system to create students who are not only academically intelligent

but also have strong and responsible characters. This profile aims to form individuals who have integrity, care, and are able to contribute positively to society. In the context of elementary schools, achieving the Pancasila Student Profile involves a deeper approach to character development from an early age. To achieve this profile, the integration of the religious dimension through school culture is a crucial aspect that needs to be considered. At the elementary school level, the religious dimension not only functions as a moral foundation but also as an important part of character identity that must be strengthened in the education process. Consistent teaching of religious values, value-based extracurricular activities, and the involvement of parents and the community in supporting character education are steps that can strengthen the implementation of the Pancasila Student Profile in elementary school environments.

In the context of 21st-century competencies, the integration of religious values into school culture also plays an important role in preparing students to face global challenges with relevant skills and strong characters in Elementary School. In a broad scope, 21st-century competencies emphasize the importance of skills such as critical thinking, collaboration, communication, and leadership, all of which can be strengthened through education that combines religious and moral values. Kao et al. (2017) and Solomons et al. (2024) highlight that when religious values are implemented in the school environment, students develop not only empathy and social responsibility but also the skills needed to adapt and contribute positively in an increasingly complex and connected society. By building a strong religious character, schools facilitate the development of attitudes that support 21st-century skills, ensuring that students are academically prepared and have a strong moral foundation to face global challenges and function as effective and ethical members of society. The following is Figure 1 about 21st-Century Skills.

Figure 1.
21st Century Skills

Source: https://stiestekom.ac.id/berita/tantangan-pendidikan-dan-pembelajaran-abad-21/2021-10-06

Figure 1 shows the 21st-century skills needed and covers several important aspects. *First,* critical Thinking and Problem-Solving skills require students to think critically and independently and be able to solve problems in an effective and structured way. *Second,* communication Skills refer to the ability to communicate clearly and effectively, respect the opinions of others, and convey information logically and easily understood. *Third,* creativity and Innovation Skills include thinking creatively and adapting, generating new ideas, and learning from failure to make positive contributions. *Finally,* Collaboration Skills involve working together in groups, adapting to various roles, and complementing each other to

achieve common goals. These four skills prepare students to function effectively in a dynamic and diverse environment.

In this context, the expected character of students in elementary schools is individuals who have deep religious awareness, empathy for others, and a sense of responsibility towards society, as expressed by Le Breton (2018) and Kazi et al. (2018) that education that integrates religious values effectively shapes students' character by instilling a strong understanding of the moral and ethical principles taught by their religion. Deep religious awareness in elementary schools teaches students to appreciate and understand diversity, increases their empathy for others, and strengthens their sense of responsibility towards society. Through activities involving religious values, students learn to apply religious teachings in their social interactions, which in turn strengthens their commitment to ethical actions and social concerns, making them individuals with more integrity and responsibility in their daily lives.

Integration of religious dimensions through school culture can help students in elementary schools to internalize these values consistently, making them an integral part of their personality, as explained by Hodges et al. (2013) and Pulido et al. (2021). In line with the views of Irwin et al. (2013) and Pujadas et al. (2016), religious and national values are an inseparable part of students' personalities, supporting the formation of more integrative and consistent characters in various aspects of their lives. Thus, integrating religious values into school culture contributes to developing more holistic and meaningful student character.

To achieve the transformation of the Pancasila Student Profile, it is important for educators and policymakers to design and implement strategies that support the integration of religious dimensions effectively, especially in elementary schools. According to Hung (2013) and Johnson et al. (2018), the integration of religious values in the curriculum helps students understand and apply religious teachings in the context of education, thereby forming attitudes that are consistent with moral and ethical principles. Pandey (2016) and Singh & Singh (2024) added that comprehensive teacher training is essential to ensure that this approach is effectively implemented in the classroom, facilitating the application of religious values in students' daily activities and social interactions. With a holistic and consistent approach, schools can create an environment that supports the formation of students' character following the principles of Pancasila, while strengthening their national and religious identity.

The urgency of transforming the Pancasila Student Profile in elementary schools by integrating religious dimensions through school culture and character education is increasingly evident amidst the challenges of globalization and rapid social change. In the context of Pancasila and Civic Education (PCE, PPKn in Bahasa), this approach is very important to ensure that students not only understand national theories but also apply them in real actions that reflect the values of Pancasila.

The scientific contribution of this research to the field of PCE is to provide a concrete model and strategy to effectively integrate the religious dimension into character education in elementary schools. By utilizing in-depth literature studies, this research can provide evidence-based guidance on how a school culture that supports religious values can strengthen the Pancasila Student Profile. This contribution not only enriches academic insights into implementing national and religious values but also offers practical solutions for educators and policymakers in designing more holistic curricula and education programs. This has the potential to improve the quality of civic education by creating a younger generation that is more engaged, has character, and is dedicated to the principles of Pancasila and broader moral values.

Method

The method used in this study is qualitative with literature study method. The process begins with identifying and collecting relevant literature sources, including journal articles, books, research reports, and policy documents that discuss character education, religious

values, and applying Pancasila principles in education in elementary schools. These sources are selected based on their credibility and relevance in explaining how religious values can be integrated into school culture and support student character development.

Next, an analysis was conducted to assess and connect findings from various literature sources. The main focus of the analysis was to identify patterns, best practices, and theories related to the integration of religious values in education. This study evaluates how the application of religious principles in school culture contributes to the formation of student character and the strengthening of the Pancasila Student profile. Data from previous studies were compared to identify similarities and differences in methods and results, and to highlight key findings relevant to the research topic. Finally, the results of the literature analysis were synthesized to draw conclusions regarding the effectiveness of the integration of religious values in character education and its impact on the transformation of the Pancasila Student Profile. This study provides practical recommendations for the implementation of curricula and educational strategies that systematically include religious dimensions. The findings from this literature study also serve to provide insights for policy makers, educators, and education practitioners in designing and implementing programs that support the development of student character in accordance with the principles of Pancasila and religious values.

Results and Discussion

The results of the study show that the integration of religious values into the school culture in elementary schools has a significant impact on strengthening students' commitment to the principles of Pancasila. By incorporating religious values as part of the school culture in elementary schools, students not only learn about the principles of nationality but also experience the application of these values in everyday life. This helps them to internalize and practice the principles of Pancasila more deeply.

By making religious values part of the school culture, elementary school students not only learn about the principles of nationality but also experience the application of these values in everyday life, as explained by Mulyono et al. (2024) and Harrison & Laco (2022). The integration of religious values in the context of education allows students to apply religious teachings in various aspects of their lives, including interacting with others and solving problems. Irwin et al. (2013) added that this practical experience strengthens students' understanding of national and moral values while developing their religious character.

Integration of religious values in school activities in elementary schools encourages students to apply moral and ethical values in everyday life, so that they develop empathy, social concern, and a deep sense of responsibility. Thus, education that combines religious and national values can create a young generation that not only understands national theories but can also apply them in practice, producing individuals who are more active and contribute positively to society.

Integration of religious values also plays an important role in forming students' characters in elementary schools to be more virtuous, responsible, and concerned about the social environment. By accustoming students to participate in activities that reflect these values, they are more likely to develop behaviors that show concern for their social environment and demonstrate attitudes that are consistent with national and moral values. In the context of the Transformation of Pancasila Student Profiles and the integration of religious dimensions in elementary schools through school culture and character education, the following are the results of researchers' identification of the five main elements of religious character education that can be included in Table 1.

The results of this study confirm that education that integrates religious values effectively contributes to the holistic formation of students' character in elementary schools. When religious values are implemented in school culture, they affect students' spiritual aspects and strengthen other character dimensions such as social responsibility, empathy, and honesty.

Table 1.
For main elements of religious and character education in elementary schools

No	Element	Description
1	Internalization of Religious Values	The process of students not only learning religious principles but also internalizing and applying them in everyday actions.
2	Training for Teachers and Staff	Engaging students in activities that reflect religious and character education in Elementary Schools
3	Moral and Ethical Learning	Providing special training for educators and school staff to understand and apply religious values in the teaching process and classroom management.
4	Development of Empathy and Social Concern	Developing students' ability to understand and feel the feelings of others

Elementary school education based on integrating religious values shapes students into more active and responsible members of society. When students are taught to see the connection between religious values and their social obligations, they are likelier to engage in activities that benefit society, such as community service and social projects. This integration creates a sense of social responsibility and concern for the surrounding environment, strengthening students' commitment to contribute positively to their community.

Elementary school education that includes a religious dimension as part of the school culture ensures that students not only learn theory but also experience the practical application of these values in everyday life, as described by Pujadas et al. (2016) and Iantorno and Consalvo (2023). Integrating religious values into the curriculum supports the development of students' religious character in concrete ways, such as participating in faith-based activities and community service, which strengthens their empathy and social responsibility. This contributes to the formation of students with more integrity and who are ready to face social challenges constructively, following the views of Cooper et al. (2019) and Hidayah and Sujastika, (2024) that civic education and character building are based on Pancasila but also ensure that future generations can contribute significantly and positively to society, by having strong attitudes and skills.

Integration of religious values in elementary school education is an effective strategy to shape the character of students who not only internalize moral and national principles but are also ready to become responsible and constructive members of society. By incorporating religious dimensions into school culture, we can create an educational environment that supports holistic character development, preparing students to face the challenges of the 21st century with social sensitivity and integrity. In the future, it is important to continue to implement and refine this approach so that education can consistently support the achievement of character and citizenship goals based on Pancasila values.

Conclusion

The conclusion of this study shows that the transformation of the Pancasila Student Profile in elementary schools through the integration of religious dimensions in school culture is very important for shaping the character and national identity of students in Indonesia. The integration of religious values not only strengthens students' commitment to the principles of Pancasila in elementary schools but also contributes to forming their characters to be more virtuous, responsible, and caring towards society. This study confirms that a holistic approach involving all elements of the school—from the curriculum to daily practices in elementary schools is the key to effectively implementing religious values and integrating them into character education.

Based on these findings, practical recommendations for educators and policy makers are to develop a curriculum that is sensitive to religious values, which can enrich character education in elementary schools by systematically incorporating religious and moral teachings. In addition, it is important to improve teacher training so that they can successfully implement this approach in the school environment. This approach will create a learning environment that supports the formation of students' character in elementary schools following the Pancasila Student Profile and strengthen their sense of identity and social responsibility in the era of globalization and rapid social change.

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