

Analysis of the Application of Pancasila Student Profiles in Pancasila Education Subjects in the Fourth Grade of SD Inpres Bumi Sagu



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ABSTRACT: This study aims to find out how the application of Pancasila student profiles in Pancasila education subjects in the fourth grade of SD Inpres Bumi Sagu. This study uses a type of qualitative research with a qualitative descriptive approach. The research subjects were Fourth Grade Teachers and Fourth Grade Students. The instruments in this study are in the form of observation sheets, and interview sheets. The data analysis used in this study is data reduction, data presentation, and conclusion drawn. The results of this study show that the values of the Pancasila student profile have been applied in the learning process, although there are still obstacles such as students' lack of understanding of character values and the influence of the environment that is not yet conducive. The efforts made by teachers in instilling these values include through contextual learning, project habituation, and the role of teachers as role models and motivators. This study recommends the need for synergy between schools, teachers, students, and parents in strengthening students' character in accordance with Pancasila values.

KEYWORDS: Pancasila Student Profile, Pancasila Education, Qualitative Research.

INTRODUCTION

Currently, the education system in Indonesia follows the guidelines that have been set in the curriculum. The government chose the Independent Curriculum as an educational standard in order to adapt to technological advances and scientific developments. This curriculum is designed to provide flexibility in learning, so that students can learn according to their interests and abilities. Without a curriculum, the learning process will not be directed, and the expected educational goals will not be achieved. Therefore, the curriculum plays an important role in determining the direction and quality of education in Indonesia (Ripandi, 2023). The Independent Curriculum is a refinement of the 2013 Curriculum. The advantages of this curriculum are that it can develop students' character, competence, and creativity in school, and can also develop innovations in learning. The success of the curriculum is greatly influenced by the teacher's ability and creativity in applying it to learning. The teacher's ability and creativity are mainly related to the knowledge and abilities and tasks assigned to him. The function of a curriculum lies in its implementation into learning, namely the interaction and communication between school principals, teachers, curriculum, and students which has a very important role, especially in adjusting student characteristics, the development of science and technology, as well as the demands of situations, conditions and learning environments. Learning activities can be affected such as adequate learning resources, internet, classroom conditions, learning aids and other resources. In this case, teachers are not only required to create creative, innovative, and fun learning, but teachers also provide education in building student morals and characteristics through Pancasila Education learning (Mulyasa, 2023).

Pancasila education is one of the subjects in the fourth grade of elementary school. Pancasila Education Learning is a learning that is said to be very important in the world of education because it can be interpreted as a teacher's effort to develop good student behavior, as well as instill Pancasila values in students through understanding, application, and reflection on daily life. In Pancasila Education, morals and ethics can be built based on Pancasila. Pancasila education is an educational program that has a role in learning obtained from the school, family, and community environment. Pancasila learning is sourced from Pancasila and the 1945 Constitution which aims to instill values in students who behave democratically, think critically, have character, are intelligent, have noble ethics, are moral and obey the rules. With this Pancasila Education learning, students are expected to be able to apply Pancasila values in their daily lives (Triswantono & Antari 2023).

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The purpose of Pancasila Education, as stipulated in Government Regulation Number 57 of 2021 concerning National Education Standards, is to shape students to become human beings who believe in and fear God Almighty, have noble character, knowledge, are capable, creative, independent, and become democratic and responsible citizens; fostering and developing students' knowledge and basic abilities regarding rights, obligations, and responsibilities as good citizens according to Pancasila. For this reason, it is hoped that it can form individuals who are not only intellectually intelligent, but also have characters that are in accordance with noble values such as the six dimensions of the Pancasila student profile (Nuranisa, 2021).

The Pancasila student profile is an overview of the character and competencies that students must possess in order to become individuals of faith, noble character, independence, mutual cooperation, global diversity, critical reasoning, and creative that are developed based on Pancasila values and applied to support the quality of education in Indonesia related to character cultivation. The Pancasila student profile aims to form students with quality character and competencies that are in accordance with Pancasila values. This concept not only strengthens the understanding of diversity in students, but also equips them to face challenges in the surrounding environment. To achieve this goal, there are six main dimensions that serve as guidelines in building the character of Pancasila students, namely the first dimension, Noble Morals, which means having good morals, respecting others, and behaving in accordance with the noble values of the nation. The second dimension, Independence, is the ability to learn and act responsibly without depending on others. The third dimension, Critical Reasoning, is being able to analyze information logically and make the right decisions. The fourth dimension, Creative, is the ability to think innovatively in solving problems and creating new things. The fifth dimension, Working Together, is working together with others to achieve common goals. The sixth dimension is Global Diversity, respecting differences, understanding other cultures and playing an active role in the school environment and society. By applying these six dimensions, the education system in schools will create a young generation that is not only academically intelligent, but also has strong character to face various challenges in the future (Julianto & Umami 2023).

Based on the understanding of the Pancasila student profile, it is concluded that the Pancasila student profile is one of the most important things that become a reference in the Independent Curriculum in implementing and instilling student character in accordance with noble values. Through this subject, it is also hoped that students will be able to apply Pancasila values in their daily lives which are guidelines for character formation from an early age. Based on initial observations in the fourth grade of SD Inpres Bumi Sagu, several problems were found related to the application of Pancasila student profile values, some students showed a lack of independence such as in completing tasks without help from others, in addition, the attitude of mutual cooperation or cooperation between students is still low, as seen from the lack of student involvement in group activities, noble attitudes such as mutual respect, and being polite has also not been fully implemented by students in daily life. This problem is important to research because these values are part of the six dimensions of the Pancasila student profile that must be instilled from elementary school. By analyzing the application of these values in the subject of Pancasila Education, it is hoped that a clear picture of the conditions of learning implementation and the obstacles faced will be found. In addition, this study also aims to find out what efforts teachers make in improving their independent attitudes, mutual cooperation and noble character in students. According to Fauzi et al. (2023) in their research, it is explained that the inhibiting factors in the implementation of the Pancasila Student Profile allow for a lack of understanding conveyed by teachers, limited time for teaching and learning activities, minimal lesson substance, and limited technological knowledge carried out by teachers, students' interest in the subject, students who are still passive in the learning process, teachers' limitations in designing good lesson plans, and learning strategies that lack variety from teachers, parents pay less attention to children's learning patterns and lack of teachers and there is speculation about the provision of learning materials. Based on the presentation that has been described above, the researcher felt interested in conducting a research entitled "Analysis of the Application of Pancasila Student Profile in Pancasila Education Subjects in the Fourth Grade of SD Inpres Bumi Sagu".

LITERATURE REVIEW

In this theoretical study, important concepts that are the basis for research on the application of the Pancasila Student Profile in Pancasila Education subjects in elementary schools are discussed. The Pancasila Student Profile is an overview of students who have competencies and behaviors in accordance with Pancasila values, as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020. This profile includes six main dimensions, but this research focuses on three dimensions, namely noble character, independence, and mutual cooperation. In the dimension of noble character, students are directed to become God-oriented individuals, understand the religious teachings adhered to, and apply them in daily life. Students with noble character show honesty, politeness, responsibility, and respect for others (Kholidah et al. 2023). The self-contained dimension reflects the student's ability to self-regulate, take responsibility for the learning process, and not depend on others. Independent

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students have high discipline, perseverance, and self-awareness (Masmira et al. 2024). Meanwhile, the gotong royong dimension describes the ability of students to work together, help each other, and contribute to group activities. The cultivation of the value of mutual cooperation is carried out through the habituation of activities such as group work, discussions, and task sharing that encourage collaboration between students (Riyadi et al. 2024). The purpose of the formation of the Pancasila student profile is to create students with character and competence in accordance with the vision of national education, namely creating an independent, sovereign, and personality generation. One of the efforts to realize this is through the implementation of the Independent Curriculum, which provides opportunities for students to develop their potential (Anggelia et al. 2022). The application of the Pancasila student profile values is carried out through learning activities designed by each school in accordance with the context and characteristics of its students (Purwanti et al. 2023). In this case, the subject of Pancasila Education plays an important role. Pancasila education is a lesson that focuses on shaping students' character to become citizens with noble character, participation, intellectual, and responsible character (Lestari et al. 2024). The goal is for students to be able to develop knowledge, skills, and attitudes that are in line with the values of Pancasila, and to be able to apply them in real life, both in the school, family, and community environments (Hulu et al. 2024).

The success of the application of these values is highly dependent on the role of teachers in learning. Teachers have a great responsibility as educators as well as shapers of students' character. In its implementation, teachers not only act as material presenters, but also as motivators, facilitators, and role models. As a motivator, teachers help build students' enthusiasm for learning, foster confidence, and encourage learning independence. As facilitators, teachers create meaningful learning experiences and guide students to take responsibility for their own learning. Meanwhile, as an example, teachers are a real example in practicing Pancasila values through their daily behavior and attitudes (Nurzannah, 2022); Augustine, 2025). Therefore, teachers' understanding and skills in applying the Pancasila student profile greatly determine the success of character education in elementary schools.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. Bahiyah & Gumiandari (2024), a qualitative descriptive approach aims to explain a phenomenon or problem related to the research object in a complete and in-depth manner, based on the scope and depth of the analysis carried out. This study specifically analyzes the application of the dimensions of independence, mutual cooperation, and noble character in the Pancasila Student Profile in the subject of Pancasila Education in the Fourth Grade of SD Inpres Bumi Sagu. Through this approach, researchers go directly into the field to obtain contextual and accurate data through observation and direct interaction with teachers and students. The research was carried out at SD Inpres Bumi Sagu, which is located on Jl. Letjen Soeprapto No. 55 Besusu Tengah, Central Sulawesi. The selection of this location was based on several considerations: the school has implemented an Independent Curriculum that focuses on strengthening students' character through the Pancasila Student Profile, it was found that there were problems in the application of these values based on the results of initial observations, and the school environment was open and supportive of research activities. The time for the implementation of the research is set in the even semester of the 2025/2026 school year, according to the school's academic calendar. The subjects in this study involved a fourth grade teacher, namely Mrs. Andi Risna, and 30 fourth grade students consisting of 15 female students and 15 male students. The focus of the research is aimed at the application of the character values of the Pancasila Student Profile, especially the dimensions of independence, mutual cooperation, and noble character in the learning of Pancasila Education. Data collection techniques are carried out through three methods: observation, interviews, and documentation. According to Sulistiyo (2023), data collection techniques are a systematic procedure to obtain the necessary data. Observation is carried out in a passive participatory manner, where the researcher is present in the classroom to observe the learning process without being directly involved. Interviews are conducted with teachers and students to get more in-depth information. Meanwhile, documentation is used as a complement to the data, in the form of notes, photos of learning activities, and teaching tools.

The research instruments used included interview guidelines, observation sheets, and documentation. The interview guidelines serve as a guide so that the interview process takes place systematically and focused (Ardiansyah, 2023). Observation sheets are used to systematically record all activities observed, while documentation includes relevant visual and written evidence during the learning process. For the data analysis technique, this study uses a qualitative data analysis model consisting of three stages, namely data reduction, data presentation, and conclusion drawing (Rofiah, 2022). Data reduction is carried out to filter relevant data, then the data is presented narratively so that it is easy to understand and analyze, before finally drawing conclusions based on field findings. The researcher ensures the validity of the data through source triangulation and triangulation techniques.

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According to Susanto & Jailani (2023), triangulation is carried out to test the validity of data by comparing results from various information sources and data collection techniques. The research procedure is carried out through three main stages. First, the planning stage, namely the researcher determines the location, arranges instruments, applies for research permits, and conducts initial observations. Second, the research implementation stage is carried out by conducting classroom observations, teacher and student interviews, and documentation of learning activities. Third, in the final stage of the research, the researcher analyzes the data that has been collected, verifies the validity of the findings, and draws conclusions from the results of the research regarding the application of the values of the Pancasila Student Profile in the Fourth Grade of SD Inpres Bumi Sagu.

RESULT AND DISCUSSION

The results of the study show that the application of the Pancasila Student Profile in learning Pancasila Education in the fourth grade of SD Inpres Bumi Sagu has included three main dimensions, namely *noble character*, *mutual cooperation*, and *independence*. Based on the results of observations, *noble moral values* began to be instilled through routine activities such as praying together before the lesson started, giving motivation by the teacher, and drafting class agreements that included time discipline, cleanliness, ethics, and stop bullying. Although teachers have made efforts to instill these values, researchers have found that their implementation is still not optimal. Some students do not listen to the teacher's explanations, go in and out of class without permission, and disturb friends while studying. This shows that not all students understand or apply morality to human beings as a whole. This is reinforced by the opinion of Wahyuni & Ramadan (2023) who states that noble morality is reflected not only in love for oneself but also in respect for others and respect for differences.

In the dimension of *mutual cooperation*, students are seen doing group activities such as interviewing residents around the school. This activity is designed to foster cooperation and an active role in the group. However, not all students are actively involved. There are students who only talk to friends without participating in the discussion, and during the presentation, there are still students who are reluctant to share roles, so other members feel marginalized. According to Rahayu et al. (2024), gotong royong is a joint work that is done voluntarily and selflessly, which makes the work process feel lighter and more effective. Meanwhile, in the *independent* dimension, teachers assign individual tasks to students to see their ability to take responsibility for learning. From the observation results, most students do assignments independently, but there are still students who do not complete their assignments or copy their friends' work. This shows that an independent attitude has not yet been fully formed. This is in accordance with the statement of R. Agustina & Mustika (2023) that independent attitudes are very important in shaping students' confidence and responsibility for their learning process.

To strengthen the findings from the observations, the researcher also conducted an interview with the fourth grade teacher, Mrs. Risna. Regarding the application of *independent grades*, he stated: *"To see the application of students to independent grades, I see it from the attitude of responsibility for the assignments I give whether it is done independently or cheating with their friends, and some students have begun to get used to completing their own assignments, and students immediately do it without asking the teacher again, and dare to try to do their own assignments without waiting for their friends. However, when they do the assignments I give, there are still some students who have not fully applied independent grades, for example when I asked if the assignments that my mother gave had been done at home, but it turned out that there were still some who did not do it because they forgot". Regarding the obstacles or challenges in the application of these values, Mrs. Risna explained: "For the own obstacles that I have faced so far, namely in students, of course, they have different characters and learning styles, some are quick to respond, some are slow in understanding the material, besides that in terms of their own character, of course, it takes longer to approach students, especially if there are students who get examples of bad behavior at home or school environment. Like in the family environment, the student experiences verbal problems, namely seeing his parents often fighting, then from the problems of his parents he also lacks attention and affection from his parents, which makes the child a dissident even to the point of hiding himself from others, from the annoyance, anger and sadness that he feels at home, and when he is at school he vents to his friends. This can be seen for its application to make character habituation according to the profile of Pancasila students at school more challenging and it takes longer to approach the student, besides that also from other students, namely the use of uncontrolled gadgets, especially with current technological advances that hinder the formation of students' character in accordance with Pancasila values".* This statement shows that obstacles in the implementation of the values of the Pancasila Student Profile do not only come from internal factors such as lack of parental attention and student motivation, but also from external factors such as the family environment and the influence of technology.

Regarding the efforts made to instill *noble moral values*, *mutual cooperation*, and *independence*, Mrs. Risna explained: *"So the effort we are currently making is to integrate the value of the Pancasila student profile in learning, the first to be an example and*

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positive reinforcement to students. As an educator, I try to be a good role model for students, a student motivator, and a facilitator who not only facilitates in the form of teaching material but also creates a more varied learning atmosphere in the future, as well as giving appreciation to students who show an attitude that is in accordance with the Pancasila student profile, in the context of learning such as always associating the subject matter with the values of the Pancasila Student Profile, such as mutual cooperation, independence, and noble character, so that students not only understand the material but also form positive characters. Habituating a positive attitude every day in class, I get students used to respecting each other, and working together in groups. This is done to train social responsibility and concern, in addition to that in order to achieve these values, of course, it is necessary to collaborate with the parents of students in their guidance by holding regular meetings with parents to discuss the development of the child, from there parents of students and teachers can share and support each other in the development process of the student. In addition, I always give project assignments and collaborative activities, I involve students in the habit of group projects, these activities can foster the spirit of mutual cooperation or cooperation, and student concern, and I hope that students can become individuals who are not only academically intelligent, but also have an independent, collaborative and caring attitude, as well as noble morals by respecting each other's differences, which is based on the values of Pancasila". From this explanation, it can be concluded that teachers have a central role in shaping the character of students, both as role models, motivators, and facilitators. Teachers become student partners in fostering positive attitudes in accordance with Pancasila values. Fourth-grade teachers at SD Inpres Bumi Sagu have made maximum efforts to overcome obstacles in the application of these values through a holistic approach, including cooperation with parents and assigning project assignments involving group work.

Pancasila Education Learning in the fourth grade of SD Inpres Bumi Sagu has integrated the values of the Pancasila Student Profile, although in its implementation there are still several obstacles such as monotonous learning methods, limited teacher understanding, and lack of infrastructure. Pancasila education as an important subject must be able to shape students into intelligent, skilled, and characterful individuals according to the noble values of the nation. According to Mei & Tanjung (2024), Pancasila values must be implemented in all curricula and learning activities because they are the main foundation in building the character and morals of Indonesian students. Therefore, Pancasila Education learning needs to be designed in a contextual and fun way, so that it can reach the cognitive, affective, and psychomotor realms of students in a balanced manner.

CONCLUSION

Based on the results of the research conducted regarding the application of Pancasila student profiles in the subject of Pancasila Education in the fourth grade of SD Inpres Bumi Sagu, it can be concluded that the process of applying character values that include independence, mutual cooperation, and noble character has been implemented by teachers and students, but has not fully run optimally. In the independent dimension, some students have shown an attitude of responsibility in completing assignments, but there are still some students who have not been able to do it independently and tend to cheat on the work of friends. In the gotong-royong dimension, group work activities have been carried out but student participation in the group is still uneven, some students tend to be passive and contribute less. Meanwhile, in the dimension of noble morals, students have been taught and accustomed to be polite and respectful of others, but in practice there are still behaviors that do not reflect good morals, such as not complying with class rules and disturbing friends during learning. The obstacles faced in the implementation of this profile include the influence of a less supportive family environment, low motivation and parental attention to children's education, and uncontrolled use of technology. From the school side, the limited facilities and teachers' understanding of character-based learning strategies is also a challenge in itself. Nevertheless, teachers have made maximum efforts through an integrative approach in learning, habituating positive attitudes, providing direct examples, and collaborating with students' parents. These efforts are a strategic step to cultivate the character of Pancasila students from an early age in order to create a generation that is not only academically intelligent, but also has a noble personality and character in accordance with Pancasila values.

CONFESSION

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suggestions are highly expected of me. Hopefully this article can provide benefits for readers and can make a real contribution to the development of science, especially in the field of education.

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