

Implementing *Merdeka Belajar* to Strengthen the Pancasila Student Profile: A Character Education Approach in Indonesian Secondary Schools

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Abstract

The purpose of this study is to examine how Rimba Madya High School in Bogor City, Indonesia, has used the Freedom to Learn program to help students develop their Pancasila Student Profile through the use of Pancasila Education lessons. The importance of strengthening character education in the face of globalization and digital technology is the driving force behind this research, as is the weakening of national and social values in students. Although the Freedom to Learn policy and the Pancasila Student Profile have been the focus of educational reform in Indonesia, studies specifically integrating the implementation of Freedom to Learn within Pancasila Education lessons to shape student character are still relatively limited. This study used a case study design due to its qualitative approach. Participants included students, school administrators, and instructors from Pancasila Education. Data were collected through observation, in-depth interviews, and documentation. By using student-centered learning, reflective discussions, contextual learning, and reinforcement of Pancasila values, the results show that Freedom to Learn (Freedom to Learn) can shape students' character to be more disciplined, responsible, tolerant, critical, and cooperative. By incorporating a more contextual, humanistic, and student-centered Pancasila Education curriculum into the *Merdeka Belajar* framework, this research helps advance citizenship and character education.

Keywords: Freedom to learn; Pancasila student profile; Pancasila education; Character education; Civic education.

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INTRODUCTION

Character education has once again become a major focus in the transformation of 21st-century education, as the challenges of globalization, the digital revolution, and social change increasingly influence the behavior of the younger generation. Various studies have shown that technological developments and the uncontrolled flow of information have weakened moral values, increased individualism, reduced social awareness, and diminished tolerance and nationalism among students (Arbia & Amrullah, 2024). Given that the goal of education in Indonesia is to cultivate not only intellectual intelligence but also integrity, patriotism, and civic engagement in its students, this situation presents a significant obstacle for Indonesian schools.

Therefore, cultivating adaptive, humanistic human resources focused on the principles of Pancasila—the foundation of national and state life—is an essential component of character education (Dartini, Atmadja, Suastra, & Tika, 2025).

By instilling the principles of humanity, democracy, social justice, reciprocal cooperation, and religion, Pancasila education strategically shapes students' character. Several studies have shown that significant obstacles remain in the implementation of Pancasila teaching in schools. Unfortunately, most classrooms place too much emphasis on memorizing facts and figures, leaving students with only a theoretical understanding of Pancasila's ideals but little practical experience in applying them (Dianingtyas, Wahyuningsih, Arumsari, & Febriandini, 2025) (Khriswina, Wibowo, & Sartono, 2025). Low levels of student engagement, critical thinking, and value reflection are additional impacts of learning methods or models that are still largely based on traditional lecture and assignment formats (Huang, Nawi, & Muhamad, 2025). This means that, in this era of technology and globalization, Pancasila Education has not yet been fully realized as a tool for shaping students' personalities.

To address these challenges, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) formulated the *Merdeka Belajar* (Freedom to Learn) policy. This policy emphasizes student-centered, contextual, flexible, and purposeful learning. To support this philosophy, the Pancasila Student Profile was created. This profile has six main dimensions: faith and obedience to God Almighty and noble character, diversity from around the world, cooperation, independence, critical thinking, and creativity (Afwadzi, 2024) (Nugroho, Sugiyanto, & Prihadi, 2025). From the perspective of educational transformation, the Pancasila Student Profile not only serves as a framework for graduate competencies, but also as a new paradigm for Indonesian education that integrates academic competencies, character, and citizenship values into a holistic learning environment.

Although the implementation of Independent Learning and the Pancasila Student Profile have become the focus of national education reform, various studies show that their implementation at the school level still faces complex challenges. Some teachers still struggle to implement reflective learning, project-based learning, and student-centered learning due to limited pedagogical understanding and a teacher-centered learning culture (Irfan, Dewi, & Rufiana, 2026). On the other hand, strengthening the Pancasila Student Profile is often more focused on P5 activities and has not been optimally integrated into intracurricular learning, especially in the Pancasila Education subject (Syahli, et al., 2024). As a result, the process of internalizing character values through daily learning has not been systematic, contextual, and sustainable. This situation indicates a gap between education policy and the implementation of learning practices in schools.

Previous studies have focused more on the implementation of *Merdeka Belajar* (Freedom to Learn) within the context of general education policy, curriculum development, or the implementation of P5. Meanwhile, research specifically examining the integration of *Merdeka Belajar* (Freedom to Learn) into Pancasila Education learning to shape student character is still relatively limited, particularly in the context of private high schools in Indonesia. Furthermore, most previous studies still position Pancasila Education as a normative subject and fail to emphasize its potential as a medium for character transformation through reflective, participatory, and contextual learning. Thus, there remains a research gap regarding

how the implementation of *Merdeka Belajar* (Freedom to Learn) in Pancasila Education learning can strengthen the Pancasila Student Profile while simultaneously shaping student character in a more humanistic and sustainable manner.

Rimba Madya Senior High School, Bogor City, was chosen as the research location because the school has actively implemented the Independent Curriculum and strengthened the Pancasila Student Profile through Pancasila Education learning and a character-based school culture. This school has unique characteristics because it integrates the values of religiosity, nationalism, and contextual learning in both academic and non-academic activities. Furthermore, the diverse social backgrounds of its students make Rimba Madya Senior High School, Bogor City, a relevant research context for examining the implementation of Independent Learning in participatory and contextual character formation of students. This school selection was also based on the limited research specifically examining the implementation of Independent Learning in Pancasila Education learning in private high schools in Indonesia. Therefore, the context of Rimba Madya Senior High School, Bogor City, provides an opportunity to generate more in-depth empirical findings regarding the strengthening of the Pancasila Student Profile through Independent Learning-based Pancasila Education learning.

Based on these issues, the purpose of this study is to examine how SMA Rimba Madya in Bogor City, Indonesia, has used Freedom to Learn as a tool to improve the Pancasila Student Profile by integrating Pancasila Education into its students' character development. In the context of high school student character development, this study is unique because it takes an integrated approach to Freedom to Learn, Pancasila Education learning, and the development of the Pancasila Student Profile. This study argues that Pancasila Education learning is the main vehicle for students to internalize values and transform their character in a reflective, contextual, and student-centered manner, in contrast to previous studies that primarily focused on improving the Pancasila Student Profile through the P5 program. Within the framework of the implementation of Freedom to Learn in Indonesia, this study is expected to contribute to the advancement of civic education, character education, and educational reform.

RESEARCH METHOD

An intrinsic case study design and qualitative methodology were used to examine the impact of Pancasila Education on student character development at Rimba Madya High School in Bogor City, related to the implementation of *Merdeka Belajar* (Freedom to Learn). Because this research is concerned with understanding how educational policies are practiced in real classrooms, participants' subjective experiences, social interactions, and meaning-making processes led to the selection of qualitative research techniques (Creswell & Poth, 2018). This research follows a case study approach because the educational phenomenon studied, the implementation of *Merdeka Belajar*, is contextual, multifaceted, and influenced by factors such as school culture, learning practices, and the relationship between teachers and students (Heale & Twycross, 2018). By using this method, researchers can learn more about ways to strengthen the Pancasila Student Profile and how Pancasila Education studies are integrated to shape student character sustainably.

The research was conducted at SMA Rimba Madya, Bogor City, a school that has implemented the Independent Curriculum and strengthened the Pancasila Student Profile in intracurricular activities and school culture. The school was selected purposively because SMA Rimba Madya has characteristics relevant to the research focus, namely the integration of religiosity, nationalism, and contextual learning values in Pancasila Education learning. In addition, the diversity of students' social backgrounds and the implementation of character-based learning make this school an important research context to understand the practice of Independent Learning in building student character in more depth. The research participants consisted of the principal, vice principal for curriculum, Pancasila Education teachers, and students who were selected using a purposive sampling technique based on their direct involvement in the implementation of Independent Learning and strengthening the Pancasila Student Profile (Obilor, 2023).

To collect comprehensive and detailed data, we used methods such as documentation studies, semi-structured in-depth interviews, and participant observation. We observed the Pancasila Education learning process, character-based school activities, and teacher-student interactions during the implementation of *Merdeka Belajar*. Observations focused on the application of student-centered learning, reflective learning, collaborative learning, and the internalization of Pancasila values in learning activities. To investigate understandings, experiences, obstacles, and tactics in integrating *Merdeka Belajar* into character development, in-depth interviews were conducted with the principal, Pancasila Education instructors, and students. During this process, researchers examined documents related to the implementation of the Merdeka Curriculum, including lesson plans, student reflection notes, school policies, and P5 documents. To triangulate data and conduct a more comprehensive study, researchers used various different data collection methodologies (Schlunegger, Zumstein-Shaha, & Palm, 2024).

Researchers, involved in collecting, interpreting, and analyzing data in the field, were the primary tools in this study. Observation criteria, rules for semi-structured interviews, and a documentation format established according to the research emphasis were used to encourage consistent data collection. By using observation indicators created from the dimensions of the Pancasila Student Profile and the principles of student-centered learning, an analysis was conducted of the implementation of Independent Learning and the strengthening of the Pancasila Student Profile. Observation indicators include student involvement in discussions, critical thinking skills, group collaboration, value reflection, active participation, tolerance, responsibility, discipline, and learning independence. Observations were conducted in four grade XI classes during eight Pancasila Education learning meetings. In addition, researchers also analyzed student reflection journals and learning documents to identify changes in student character after the implementation of *Merdeka Belajar*.

Table 1. Observation Indicators for the Implementation of Independent Learning and the Profile of Pancasila Students

Observation Aspect	Indicator
Student-centered learning	Participation in discussion and reflection on learning
Critical thinking	Ability to analyze social cases

Observation Aspect	Indicator
Collaborative learning	Group cooperation and communication
Character formation	Discipline, responsibility, tolerance
Learner engagement	Student activity and interaction
Reflective learning	Ability to compose reflections on Pancasila values

The interview guide was designed to explore participants' perceptions of the effectiveness of *Merdeka Belajar* (Freedom to Learn) in developing student character and strengthening the Pancasila Student Profile. The validity of the instrument was strengthened through expert judgment from Pancasila Education lecturers and qualitative research methodology prior to data collection. Simplified quantitative data, such as student engagement percentages, discussion participation, and the emergence of character markers during learning observations, were also used in this study alongside the qualitative data. By providing additional evidence to support the interpretation of the qualitative research results, this quantitative data helped establish credibility and quantify the findings.

Using the interactive analysis approach proposed by Miles, Huberman, and Saldaña which includes data condensation, data presentation, and drawing/verifying conclusions, data analysis began simultaneously with data collection (Asipi, Rosalina, & Nopiyadi, 2022). Researchers selected, sorted, and simplified data according to the study's emphasis in the data condensation phase. Theme matrices, observation percentage tables, and descriptive narratives were used to display data during the data presentation phase, aiming to facilitate data understanding. The next step was to draw conclusions by analyzing the data and identifying similarities and differences in how the Pancasila Student Profile and student character were influenced by the *Merdeka Belajar* program. To ensure that the study was credible, reliable, and confirmable, the researchers used methods including source triangulation, technical triangulation, member verification, and peer discussion (Lemon & Hayes, 2020).

This research adheres to ethical guidelines by maintaining the confidentiality of participants, obtaining their informed consent, and conducting the research impartially and responsibly. The information collected will be used exclusively for scientific activities and research development related to the implementation of Independent Learning and the improvement of the Pancasila Student Profile in the process of developing student character.

RESULTS AND DISCUSSION

Results

This study aims to record the implementation of Independent Learning in Pancasila Education at SMA Rimba Madya in Bogor City using participatory observation, in-depth interviews, and other research methods. The research data was analyzed based on four main research focuses, namely: (1) the implementation of Independent Learning in Pancasila Education learning; (2) strengthening the Pancasila Student Profile through intracurricular learning; (3) character formation of students; and (4) supporting and inhibiting factors in the implementation of

Independent Learning. To increase the validity of the findings, the research results were also strengthened through data triangulation between the results of observations, interviews, and school documentation.

Implementation of Independent Learning in Pancasila Education Learning

Observations show that Pancasila Education learning at SMA Rimba Madya, Bogor City, has implemented the principle of student-centered learning through group discussions, case studies, reflective learning, and group presentations. Based on observations in four eleventh grade classes, 78% of learning activities demonstrated active student involvement in discussions and solving contextual problems related to Pancasila values. Teachers no longer dominate learning through lecture methods, but instead act as guides who allow students to talk about what they think, reflect on what they have learned, and relate it to real-world social situations.

Based on interviews with Pancasila Education instructors, more contextual and flexible learning strategies are used to implement *Merdeka Belajar*. Tolerance, bullying, social responsibility, and cultural diversity are just a few of the social themes that students are allowed to explore in class through teacher-led discussions and independent projects. Furthermore, students are encouraged to reflect on how they apply the ideals of Pancasila in their daily lives and express their thoughts. This finding is reinforced by documentation of teaching modules and learning tools that demonstrate the integration of reflective learning and collaborative learning activities in the Pancasila Education learning process.

Table 2. Implementation of the Principle of Independent Learning in Pancasila Education Learning

Learning Aspects	Observation Findings
Student-centered learning	78% of students are active in discussions
Reflective learning	Students create a reflection journal on Pancasila values
Collaborative learning	Heterogeneous group discussions were conducted throughout the class.
Contextual learning	The material is linked to current social issues
Teacher role	Teachers act as learning facilitators

The data in Table 2 shows that the implementation of Independent Learning at SMA Rimba Madya, Bogor City, has led to more participatory, reflective, and contextual learning. Learning focuses not only on knowledge transfer but also on developing critical thinking, communication, and social engagement among students throughout the learning process.

Strengthening the Profile of Pancasila Students through Pancasila Education Learning

Based on the findings, the Pancasila Student Profile criteria are now part of the Pancasila Education curriculum framework. During the learning process, the most prominent characteristics that emerged from group discussions and social case studies were global diversity and reciprocal collaboration, according to interviews and observations. Throughout the class, 82% of students indicated that they could collaborate well and tolerate each other's perspectives.

Furthermore, the critical reasoning dimension is also evident in students' ability to analyze cases of violations of Pancasila values presented by teachers. In addition to providing theoretical explanations of ideas, students are also expected to propose solutions to social problems occurring within the school and community. According to interviews, students find content more engaging when they can relate it to their real-life social experiences, which is a key component of Pancasila Education.

Table 3. Strengthening the Dimensions of the Pancasila Student Profile

Dimensions of Pancasila Student Profile	Research Findings
Mutual cooperation	82% of students actively collaborate
Critical reasoning	Students are able to analyze social cases
Global diversity	Discussions encourage tolerance and appreciation of differences
Independent	Students compile personal reflections
Having noble character	There is an increase in attitudes of discipline and responsibility

The findings indicate that Pancasila Education learning based on Freedom to Learn not only improves students' conceptual understanding of Pancasila values, but also encourages the internalization of values through participatory and reflective learning experiences.

Character Building of Students

Interview data with teachers and students indicates changes in student behavior following the implementation of Independent Learning-based Pancasila Education. Teachers stated that students became more confident in expressing their opinions, more disciplined in completing group assignments, and demonstrated greater social awareness during the learning process. Observations also showed an increase in positive interactions between students during discussions and collaborative activities in class.

Furthermore, based on documentation from student reflection journals, students generally felt that the lessons they learned in Pancasila Education emphasized the values of tolerance, responsibility, and teamwork in their daily lives. When asked how they learned the ideals of Pancasila, 76% of students said that conversation and reflection were more helpful than traditional lectures.

Table 4. Changes in Student Character

Character Indicator	Research Findings
Responsibility	Students are more active in completing group assignments
Discipline	Class attendance and participation increased
Tolerance	Students respect differences of opinion
Self-confident	Students are more active in expressing their opinions
Social concern	Increased interaction and cooperation between students

These findings indicate that the implementation of Independent Learning through Pancasila Education learning has made a positive contribution to the formation of students' character in a more contextual and sustainable manner.

Supporting and Inhibiting Factors in the Implementation of Independent Learning

In Bogor City, the implementation of SMA Rimba Madya (Merdeka Belajar) has been supported by a character-based school culture, principal support, and teacher readiness to encourage more creative and collaborative learning, according to research. Furthermore, for *Merdeka Belajar*-based learning to be successful, there must be a supportive school climate and strong relationships between teachers and students.

However, this study also identified several inhibiting factors, such as limited learning time, varying student abilities, and limited digital-based learning media. Some teachers also stated that implementing reflective and project-based learning requires more complex preparation than conventional learning methods.

Table 5. Supporting and Inhibiting Factors in the Implementation of Independent Learning

Supporting Factors	Inhibiting Factors
Principal support	Limited learning time
Character-based school culture	Variation in student abilities
Participatory learning	Limitations of learning media
Teacher readiness	Adaptation of project-based learning

Overall, the research results show that the implementation of Freedom to Learn through Pancasila Education learning at SMA Rimba Madya, Bogor City has made a positive contribution to strengthening the Pancasila Student Profile and character building of students through more reflective, contextual, and student-centered learning.

Discussion

Implementation of Independent Learning in Pancasila Education Learning

According to the study, more student-centered, reflective, and contextual learning has occurred as a result of the integration of Independent Learning into Pancasila Education lessons at SMA Rimba Madya in Bogor City. When compared to traditional lecture-based learning, students showed greater engagement in social case studies, reflective learning, and group discussions. An indication that the Independent Learning method can create a more democratic and participatory classroom is the fact that students are more actively involved in their own education. According to constructivist theory, children are able to develop a deeper understanding of values through their interactions with others and the knowledge they gain from classroom activities that encourage investigation and reflection. These results are in line with the results research, which found that in civic education, student-centered learning increases learning interactions, reflective abilities, and engagement (Tang, 2023). In addition, students gain a deeper appreciation for the practical application of Pancasila ideals in their daily lives through contextual learning that connects the content of Pancasila Education to the challenges of contemporary society.

One way Pancasila Education helps students strengthen their critical thinking skills is through reflective learning. In addition to having a theoretical understanding of Pancasila principles, students can consider how these principles

are applied in real-world situations and in their own lives. Students can hone their analytical skills in areas such as cultural diversity, social responsibility, and tolerance through critical debate and reflection exercises. These findings support research which confirmed that civic education learning based on reflection and critical discussion can improve students' civic reasoning and democratic participation (Videla, Mellado, Parada, & Palomero, 2025). Thus, the implementation of Freedom to Learn in Pancasila Education learning not only transforms learning methods but also strengthens the function of Pancasila Education as a medium for forming students' social awareness and civic identity.

Strengthening the Profile of Pancasila Students through Pancasila Education Learning

Independent learning, global diversity, critical thinking, and reciprocal collaboration are some of the characteristics of the Pancasila Student Profile that are strengthened by Pancasila Education based on Independent Learning, according to the study. Students learn to collaborate, appreciate each other's perspectives, and find collective solutions to societal challenges through problem-based discussion activities and collaborative learning. Students' social skills, empathy, tolerance, and civic responsibility are all enhanced through this collaborative approach within a character education framework. These findings align with found that in this era of globalization, students' global competence and civic aspirations are most significantly shaped by opportunities for social engagement and collaborative learning (Zalli, 2024).

The critical reasoning dimension also develops through the use of social case studies and reflective discussions in Pancasila Education learning. Students are trained to critically analyze various social issues and provide solutions based on Pancasila values. These activities demonstrate that Pancasila Education learning can be a medium for developing higher-order thinking skills when integrated with a student-centered learning approach and contextual pedagogy. This finding supports research, which states that effective civic education must be able to develop students' critical thinking and social reflection skills, not simply the transfer of normative knowledge (Shephard & Egan, 2018). Therefore, the implementation of Freedom to Learn in Pancasila Education learning makes an important contribution to the transformation of civic education to be more participatory, reflective, and humanistic.

Furthermore, research findings on the Pancasila Student Profile dimension indicate that intracurricular learning can significantly and sustainably shape students' character. Intracurricular learning is often only theoretical, while the P5 Project has received the most attention in terms of improving PPP. The results of this study indicate that by incorporating the values of the Pancasila Student Profile into Pancasila Education lessons, students can gain a better understanding of how to internalize these values through direct experience with group work, self-reflection, and group decision-making. Consequently, Pancasila Education serves as a platform for conveying civic information while providing an environment for students to experience personal growth and strengthen their sense of national togetherness.

Character Building for Students through Independent Learning

The research results show a change in student character after the implementation of Pancasila Education based on Freedom to Learn. These changes are seen in the increased sense of responsibility, discipline, tolerance, self-confidence, and social awareness of students during the learning process. Group discussion activities, value reflection, and collaborative learning help students develop social and moral skills more naturally through participatory learning experiences. From a character education perspective, character formation will be more effective when students are directly involved in social practices and ethical decision-making rather than only receiving theoretical explanations in the classroom. This finding is in line with the research which confirms that learning based on social experiences and active participation has a significant influence on student character development (Suciati, Idrus, Hajerina, Taha, & Wahyuni, 2023) (Mariyani & Sundawa, 2025).

The increased confidence of students in expressing their opinions also demonstrates that the implementation of Independent Learning provides a more democratic space in the learning process. Today, students are not merely recipients of information; they are actively involved in the learning process, constructing their own understanding and social experiences. Students can learn to become active citizens in a democratic classroom environment grounded in Pancasila Education and Independent Learning. These findings support the research which explains that a democratic and participatory classroom climate is strongly linked to the development of students' civic engagement and social responsibility (Lenzi, et al., 2014) (Reichert, Chen, & Torney-Purta, 2018).

Furthermore, increased social awareness and tolerance among students demonstrate that internalizing Pancasila values through contextual learning can foster stronger social awareness. Students become more open to differing opinions, appreciate diversity more, and actively assist their peers in group activities. These findings demonstrate that Independent Learning-based Pancasila Education plays a significant role in building social cohesion and civic culture within the school environment. Therefore, the implementation of Independent Learning not only impacts learning methods but also significantly impacts the sustainable development of students' character and social behavior.

Supporting and Inhibiting Factors in the Implementation of Independent Learning

The research findings indicate that the successful implementation of *Merdeka Belajar* (Freedom to Learn) at SMA Rimba Madya, Bogor City, was influenced by the principal's support, a character-based school culture, and teacher readiness in developing participatory learning. School institutional support plays a crucial role in creating a conducive learning environment for the implementation of student-centered learning and strengthening the Pancasila Student Profile. This finding aligns with research, which states that educational transformation requires the support of school leadership, a collaborative culture, and teacher pedagogical readiness for sustainable learning changes (Sliwka, Klopsch, Beigel, & Tung, 2024).

However, the study also highlighted factors that hinder the implementation of project-based learning and reflection. These factors include lack of learning time, diverse student abilities, and a lack of teacher preparedness. According to several

educators, traditional lesson plans are not as comprehensive as *Merdeka Belajar*-based lesson plans. Students' capacity to reflect on and contribute to their own learning is also not uniformly high. Based on these findings, increasing teacher capacity, creating diverse learning methodologies, and providing adequate learning facilities are still needed for *Merdeka Belajar* to be fully implemented and the Pancasila Student Profile to be fully realized.

Overall, the results of this study demonstrate that the implementation of Freedom to Learn through Pancasila Education has great potential in transforming civic learning to be more reflective, participatory, and oriented towards building student character. This study also expands the study of character education and civic education by positioning Pancasila Education as the primary medium for internalizing values and contextually strengthening the Pancasila Student Profile. In the context of Indonesian education, these findings indicate that the integration of Freedom to Learn and Pancasila Education can be an important strategy in developing a young generation that is not only academically competent, but also possesses strong character, national identity, and social responsibility in the era of globalization.

CONCLUSION

According to this study, student character development and PPP are strengthened by the integration of Freedom to Learn into Pancasila Education at SMA Rimba Madya, Bogor City. Compared with more traditional teaching methods, learning that prioritizes student independence, self-reflection, group work, and context creates an environment where students actively participate and knowledge is more easily retained. Student growth in areas such as social awareness, independence, tolerance, responsibility, critical thinking, and group work—as well as in areas such as social case studies, value reflection, and discussion-based learning—has been supported by research on the Pancasila Student Profile. The results of this study indicate that Pancasila Education is more than just a way to teach children about citizenship; it can help them transform their personalities and develop a stronger sense of national identity over time.

Furthermore, this study highlights the need for school leadership, cultural support, teacher pedagogical readiness, and student engagement to successfully implement *Merdeka Belajar*. Nevertheless, there are still a number of obstacles that must be overcome to fully implement *Merdeka Belajar*. These obstacles include insufficient learning time, diverse student capacities, and the need to improve teachers' abilities to incorporate reflective and project-based learning into their lessons. Therefore, to support the continuous improvement of the Pancasila Student Profile in Pancasila Education, it is crucial to create more adaptive, diverse, and interactive learning methodologies.

This study is unique because it takes a holistic view of high school students' character development by combining the Pancasila Education curriculum with Freedom to Learn and the Pancasila Student Profile. This study confirms that intracurricular learning of Pancasila Education plays a strategic role as a medium for internalizing values and transforming students' character through reflective and contextual means. Previous research has primarily focused on P5, but intracurricular learning of Pancasila Education plays a more important role. With

the introduction of Freedom to Learn in Indonesia, this study adds to the growing literature on civic education, character education, and educational reform. It is recommended that more research be conducted to examine how digital learning and civic participation can be integrated to improve the Pancasila Student Profile in various educational settings, as well as to conduct longitudinal and comparative studies across schools.

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