

Implementation of the Pancasila Student Profile Gotong Royong Dimension in Merdeka Curriculum

Purwaningrum, A. B.¹, Rondli, W. S.¹ & Khamdun¹

¹Muria Kudus University
Kudus Regency, Jawa Tengah 59327, INDONESIA

*Corresponding Author: 202203046@std.umk.ac.id

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Abstract: The Pancasila Student Profile is an embodiment of the Merdeka Curriculum concept applied to enhance the quality of education in Indonesia, aiming for the cultivation of character strengths and competency development, problem-solving abilities, and responsibility towards local issues. The Pancasila Student Profile comprises six dimensions, one of which is gotong royong, or mutual cooperation. This study aims to: (1) Describe and explain the implementation of the Pancasila Student Profile's gotong royong dimension within the Merdeka Curriculum in Grobogan Regency, (2) Identify the barriers to implementing the gotong royong dimension of the Pancasila Student Profile in the Merdeka Curriculum in Grobogan Regency, (3) Discover solutions to overcome these implementation barriers. This qualitative research used abductive methods as they are more suitable for explaining current conditions or phenomena. Sampling techniques included purposive or internal sampling. The sample consisted of class V students at SD Negeri 4 Purwodadi, with two primary informants: the school principal and the class V teacher at SD Negeri 4 Purwodadi. Data were collected through observations, interviews, and document studies, with data validity confirmed through source triangulation.

Keywords: Gotong Royong, Merdeka Curriculum, Pancasila Student Profile.

1. Introduction

The Merdeka Curriculum is a curriculum initiated by the Indonesian Minister of Education and Culture, Nadiem Makarim, on December 10, 2019, which contains several new aspects as an improvement of the previous curriculum. The Merdeka Curriculum is designed for diverse learning with more optimal content, allowing students sufficient time to understand concepts and strengthen their competencies.

The Merdeka Curriculum is implemented through the Pancasila Student Profile to strengthen character and enhance student competencies, thereby improving the quality of education. One of the character values that is relevant and has the potential to be integrated into the Pancasila Student Profile is gotong royong (mutual cooperation). The gotong royong dimension consists of three elements: collaboration, empathy, and sharing. Gotong royong reflects the spirit of cooperation, solidarity, and social responsibility, and it has a significant contribution in shaping students' character to be both of integrity and adaptive. According to Nur Bintari (2016), gotong royong is an activity carried out collectively and voluntarily to make work easier and smoother. Students can show gotong royong behavior by working together to complete tasks, upholding human values by helping one another regardless of status or position, for the sake of harmony or happiness in life (Suhana, 2022).

The school that became the object of this research is SD Negeri 4 Purwodadi. This school is located on the outskirts of Purwodadi city, and it has students with diverse characteristics and backgrounds. Based on the preliminary research conducted at SD Negeri 4 Purwodadi through interviews with fifth-grade teachers and several students, problems related to the Pancasila Student Profile, particularly in the gotong royong dimension, were still found. In the collaboration element, several issues remain, such as students who are not yet able to work together or express ideas during discussions or group presentations. This has led to situations where students push or point at one another. Some students are still selective in choosing friends and are unwilling to work in groups with others. In addition, some students have not yet developed a habit of helping each other within their groups. In the empathy element, there are still students who are not responsive to their surrounding environment during the learning process, and some students are still unable to respond to the topic of their group discussion. The last element is the sharing element, in which some students are still unable to

provide assistance, such as sharing information related to the learning material with peers who do not yet understand. This is caused by an individualistic attitude due to students' lack of social interaction, and there are still some students who mock each other using their parents' names as nicknames.

Due to the importance of implementing the Pancasila Student Profile, particularly the gotong royong dimension, including in learning activities to nurture character and personality following Pancasila values, the researcher was encouraged to conduct a study on the implementation of the Pancasila Student Profile in the gotong royong dimension within the Merdeka Curriculum.

1.1 Conceptual framework

Education is the main foundation in shaping the character and quality of human resources in a nation. Education that functions optimally and with quality can be seen from the success of the learning implementation. The role of teachers in the learning process is highly important as the driving force of education in order to continuously improve and adjust their competencies. This ability to adapt competencies can be achieved through the implementation of the curriculum used in school learning. In facing the dynamics of global and local developments, Indonesia is not only required to have intellectually intelligent human resources, but also individuals who are capable of adapting, innovating, and possessing strong character. In an effort to optimize the education system, the Indonesian government introduced the concept of the Merdeka Curriculum as a revolutionary step to transform the paradigm of national education. The Merdeka Curriculum applied in education serves to guide students toward creative and innovative ideas.

The implementation of the Merdeka Curriculum concept is realized through the Pancasila Student Profile, which is applied to enhance the quality of education in Indonesia. It is expected to strengthen character development and competency enhancement, train problem-solving skills, as well as foster responsibility and awareness toward surrounding issues. The Pancasila Student Profile consists of six dimensions. The Pancasila Student Profile was promoted as a vision and mission by the Ministry of Education and Culture, as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024, which reads: “Pancasila Students are the embodiment of lifelong learners who possess global competence and behave in accordance with Pancasila, characterized by: having faith in God Almighty and showing noble character, embracing global diversity, working collaboratively, being independent, thinking critically, and being creative” (Juliani & Bastian, 2021).

1.2 Research objectives

This study was conducted to: (1) Describe and explain the implementation of the Pancasila Student Profile's gotong royong dimension within the Merdeka Curriculum in Grobogan Regency, (2) Identify the barriers to implementing the gotong royong dimension of the Pancasila Student Profile in the Merdeka Curriculum in Grobogan Regency, (3) Discover solutions to overcome these implementation barriers..

2. Method

2.1 Research Design

This study was conducted using a qualitative approach with a case study design. The qualitative approach refers to research that employs a descriptive basis to explain and explore specific phenomena (Hermawan, 2018). The method used in this study was the abductive method. Research using the abductive method applies theory as a lens, involving interaction between the particular and the general, with data used to support or refute the theory to modify it.

2.2 Respondents and Data Sources

The research was conducted at SD Negeri 4 Purwodadi, located in the Grobogan Regency, utilizing both primary and secondary data sources. To ensure the depth and relevance of the findings, key informants were selected through purposive sampling techniques. These informants included the school principal and a fifth-grade class teacher, both serving as primary sources of information regarding policy and implementation. Additionally, three fifth-grade students were involved as supporting informants to provide a firsthand perspective on the learning experience and character development within the classroom.

2.3 Research Procedures

To ensure a systematic and credible investigation, the research was carried out through three distinct procedural stages. The process began with a preparation stage, which involved conducting a preliminary study at SD Negeri 4 Purwodadi to identify existing challenges in implementing the Pancasila Student Profile. During this phase, the researcher designed various research instruments—including interview protocols, observation checklists, and documentation guides—while

also securing the necessary administrative permits. This was followed by the implementation stage, where the researcher entered the field to collect data over a specified period. This fieldwork included observing the Pancasila Student Profile Strengthening Project (P5) activities to witness the "Gotong Royong" dimension in action, conducting semi-structured interviews with the principal, teacher, and students, and gathering physical evidence such as lesson plans and student work. The process concluded with a completion stage, where data validation was performed through source and technical triangulation before drafting the final findings and discussion.

2.4 Data Collection Techniques

Data were collected through three integrated methods to ensure a comprehensive understanding of the research object. The researcher employed non-participant observation, which focused specifically on tracking student behavior and interactions during the various stages of the "Sustainable Lifestyle" project. This was supplemented by in-depth, semi-structured interviews designed to capture the qualitative insights and underlying perceptions of the participants regarding the curriculum's implementation. Furthermore, a thorough documentation study was conducted to review formal records, project modules, and other school-based artifacts related to the Merdeka Curriculum and its execution at SD Negeri 4 Purwodadi.

2.5 Data Analysis

The analysis of the collected data followed the interactive model proposed by Miles, Huberman, and Saldaña, consisting of three concurrent flows of activity. The first flow, data reduction, involved the meticulous process of selecting, focusing, and transforming raw field notes and interview transcripts into a more manageable form, specifically targeting elements of collaboration, empathy, and sharing. Following this, the data display stage organized this refined information into narrative text and structured summaries to facilitate the identification of patterns. Finally, the researcher engaged in conclusion drawing and verification, where initial meanings and regularities were tested against the gathered evidence. These conclusions were continuously verified throughout the research process to ensure they remained grounded in the actual conditions observed at the school.

2.2 Respondents of the study

The data collection techniques used in this study were interviews, observation, and documentation. The research was conducted at SD Negeri 4 Purwodadi. This study utilized both primary and secondary data sources. The researcher selected five key informants, consisting of the principal, one fifth-grade teacher, and three fifth-grade students from SD Negeri 4 Purwodadi.

3. Findings and discussion

3.1 Description of Research Results on Student P5 Activities Viewed from the Gotong Royong Dimension

Based on the Regulation of the Ministry of Education, Culture, Research, and Technology No. 56/M/2022, the Pancasila Student Profile Strengthening Project (Indonesian: *Projek Penguatan Profil Pelajar Pancasila*; P5) is a project-based co-curricular activity designed to strengthen the efforts to achieve competencies and character in accordance with the Pancasila Student Profile, which is formulated based on the Graduate Competency Standards (Indonesian: *Standar Kompetensi Lulusan*; SKL). The implementation of P5 is carried out flexibly in terms of content, activities, and implementation time. The project is also designed separately from intraclassroom learning. This program aims to promote the achievement of the Pancasila Student Profile, which refers to students who are able to behave in accordance with Pancasila values, such as having faith in and devotion to God Almighty, embracing global diversity, working collaboratively, being independent, thinking critically, and being creative. P5 is implemented using a new paradigm, namely project-based learning. The stages of P5 consist of four phases: introduction, contextualization, action, and reflection.

This study focuses on collecting data regarding the gotong royong dimension in P5 learning at SD Negeri 4 Purwodadi, particularly in Grade V during the 2024/2025 academic year. The implementation of the P5 activity with the theme of Sustainable Lifestyle was carried out in four stages, which include the introduction stage, contextualization stage, action stage, and reflection and follow-up stage. The description of activities in each stage of implementation is presented in the following table.

Table 1. Stages of Activities in the Pancasila Student Profile Strengthening Project (P5) on the Theme of Sustainable Lifestyle

No	Stage	Activities
1	Introduction Stage	a. Socialization of the <i>Pancasila Student Profile Strengthening Project</i> b. Introduction to the <i>Pancasila Student Profile Strengthening Project</i>
2	Contextualization Stage	c. Conducting observation on organic waste management d. Writing an observation report e. Planning a visit program to a resource person f. Interviewing with the resource person g. Writing an interview report h. Searching for information on organic waste management from various sources.
3	Action Stage	a. Planning the creation of crafts utilizing plastic waste b. Producing eco-enzyme
4	Reflection and Follow-Up Stage	c. Conducting reflection and evaluation of the project implementation and planning follow-up efforts

3.1.1 Introduction Stage

In the introduction stage, there are two activities carried out, namely the socialization of the Pancasila Student Profile Strengthening Project and the introduction of the Pancasila Student Profile Strengthening Project with the theme of Sustainable Lifestyle. This activity aims to enable students to understand the Pancasila Student Profile Strengthening Project and its dimensions, as well as to understand the theme of sustainable lifestyle and the stages of project implementation.

The first activity carried out was the teacher presenting the selected theme, namely “Sustainable Lifestyle,” which is expected to increase students’ awareness of the causes of environmental problems and how to address them. Before introducing what a sustainable lifestyle is and what topics will be discussed, students must understand what the Pancasila Student Profile Strengthening Project (P5).

First is the general overview for the public regarding P5, which refers to the Pancasila Student Profile Strengthening Project, and it will be implemented separately from subject-based learning. However, it will take a full day, specifically on Thursday, for conducting P5 learning activities. There are three dimensions included in this project: Having Faith in God Almighty and Demonstrating Noble Character, Gotong Royong (Mutual Cooperation), and Creativity. The purpose of selecting this project is to strengthen the Pancasila Student Profile by emphasizing the importance of being wise and managing the use of organic waste, as well as taking action as a responsible solution to organic waste problems. In the introduction stage, students actively explored and inquired about the impact of organic waste and solutions for waste management through the 4R concept (Reduce, Reuse, Recycle, Replace), which involves behaviors such as reusing materials, reducing usage, replacing plastic materials, and recycling activities.

3.1.2 Contextualization Stage

Contextualization here refers to a learning concept that helps facilitators relate the material being taught to the real-world situations of students and encourages students to connect their existing knowledge with its application in daily life. In this study, the contextualization stage involved observing the large amount of waste in the surrounding environment, consisting of both organic and inorganic waste. Many people around us are still unaware of proper organic waste management that can be beneficial to life. Organic waste is often left unattended under the assumption that it will decompose naturally. However, improperly managed organic waste can lead to environmental pollution. This pollution may take the form of air pollution, as decomposing waste produces unpleasant odors. On the other hand, the accumulation of organic waste in water channels or landfill sites can cause flooding. If organic waste is left unmanaged for a long period of time, it can disrupt the survival of living organisms in the surrounding environment.

In this contextualization stage, students referred to the school environment to conduct observations on waste management behavior within the school and its surrounding areas. At the beginning of this stage, students carried out an initial reflection by sharing their experiences in managing organic waste. Subsequently, students observed organic waste management practices in their school and residential environments, then prepared observation reports, developed a visit program plan to a resource person, conducted interviews with the resource person (through visits, observation, and question-and-answer sessions regarding organic waste and its utilization), prepared interview reports containing information on the use of organic waste, and searched for information about organic waste management from various sources.

3.1.3 Action Stage

In the action stage, students are expected to become aware of what they can do by conducting research and taking action regarding their surrounding environment. Subsequently, students can apply what they have learned and try to create processed organic waste products that are useful for the surrounding environment. The teacher will provide guidance and

evaluate the results of the product creation. This activity aims to increase students' environmental awareness of the importance of being wise in managing waste usage, taking action as a responsible solution to waste-related problems, and creating a school environment that is clean, orderly, and beneficial.

The activities carried out by students at this stage included presenting the results of their research in the form of posters and conducting campaigns to raise awareness among others. In this stage, the teacher and students, together with the school management, discussed how to implement actions for managing organic waste at school and created products from processed waste to beautify the school environment. The first step in the action stage was planning the creation of crafts that utilize plastic waste using the 4R concept (Reduce, Reuse, Recycle, and Replace), as well as producing eco-enzymes by utilizing organic waste found in the surrounding environment.

3.1.4 Reflection and Follow-Up Stage

In the reflection stage, the teacher and students conducted a reflection and evaluation of the project implementation and planned follow-up actions. At this stage, it is expected that students have understood how to process organic waste so that it can be useful for the surrounding environment in daily life, based on the dimensions of the Pancasila Student Profile, namely Having Faith in and Devotion to God Almighty, Creativity, and Gotong Royong (Mutual Cooperation).

In the reflection and follow-up stage carried out for this topic, the activities included reflecting on the utilization of organic waste and the production of eco-enzyme, as well as discussing follow-up efforts from these activities. The expected outcome is that all students will be able to promote the utilization of organic waste in the surrounding environment into items or products that are useful for daily life, for example, by processing it into an eco-enzyme that can be used as fertilizer for plants.

3.2 Obstacles in the Implementation of the Pancasila Student Profile Strengthening Project

The obstacles encountered in the implementation of P5 in Grade 5 at SD Negeri 4 Purwodadi include the tendency of students to form their groups, so when forming groups for discussions or projects, they tend to choose friends from their usual group. They usually do not want to be placed in groups with members of the opposite gender or with classmates with whom they have had personal conflicts. Therefore, in such situations, the role of the teacher is highly necessary. During the discussion process, some students tended to be passive within their groups, unwilling to express their opinions and merely following what their groupmates were doing, with some relying entirely on others in the group. When a student expressed an opinion, the passive students tended to be indifferent, unwilling to listen to their peer's opinion, and unable to provide a positive response. Another issue was that several students were still not confident enough to come forward for presentations; they tended to point at each other within the group instead of volunteering themselves.

3.3 Solutions to Overcome Obstacles in the Implementation of P5

Several solutions were implemented by the teacher to overcome obstacles in the implementation of the Pancasila Student Profile Strengthening Project in the gotong royong dimension. Based on the results of observations and research findings, the solutions to address the challenges in realizing the Pancasila Student Profile are as follows: 1) providing motivation and guidance to students, 2) giving rewards to students who demonstrate good character, and 3) forming study groups using a rolling system, and 4) increasing students' self-awareness through mindfulness practices.

4. Conclusions and recommendations

The conclusion drawn from the results of this research is that the implementation of the Pancasila Student Profile Strengthening Project in the gotong royong dimension within the Merdeka Curriculum in Grade 5 at SD Negeri 4 Purwodadi consists of several stages, namely: 1) Introduction Stage, 2) Contextualization Stage, 3) Action Stage, and 4) Reflection and Follow-Up Stage. Several obstacles were identified in the implementation of P5, including students who tend to be passive and selective in choosing group members. The solutions to address the challenges in realizing the Pancasila Student Profile are as follows: 1) providing motivation and guidance to students, 2) giving rewards to students who demonstrate good character, and 3) forming study groups using a rolling system, and 4) increasing students' self-awareness through mindfulness practices.

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Conflict of Interest

The authors declare no conflicts of interest.

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