

Integration of Pancasila Student Profile with Civic Disposition: Building Character for Democratic Citizenship

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Abstract. Education in Indonesia plays a vital role in shaping students' character based on Pancasila values. This study examines the integration of the Pancasila Student Profile with civic disposition to nurture character-driven citizens. Civic disposition encompasses attitudes and behaviors of responsible, independent, disciplined, polite, and tolerant individuals. Motivated by the need for character education rooted in Pancasila values, this research aims to analyze how such integration supports character development. Using qualitative methods, including descriptive analysis and interviews, the study explores educational strategies that internalize Pancasila values and civic disposition in learning. The findings reveal that this integration enhances students' awareness, responsibility, active participation, and character as citizens. Furthermore, it strengthens their resilience in addressing global challenges. In conclusion, integrating Pancasila values with civic disposition effectively develops ethical, responsible, and high-integrity citizens.

Keywords: *Educational Integration; Pancasila Student Profile; Civic Disposition; Character Development; Democratic Citizenship*

INTRODUCTION

The Law concerning the National Education system Number 20 of 2003 in article 3 relates to the basis, functions and objectives. National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education helps humans perfect themselves as

humans (Christiana, 2013). Philosophically, education is humanizing humans as a whole. Ki Hajar Dewantara as a figure in Indonesian National Education, explained that education plays a role in developing children's morals, thoughts and physique, so that they can achieve a life in harmony with their environment and society (Dalyono & Lestariningsih, 2017).

Human development begins with education and teaching, especially in character building. Character education is based on the values of Pancasila which are the guiding star in the aspect of universal life values. As the foundation of the state, Pancasila acts as a

guideline for the social life of society and becomes a way of life and a guideline for ideals for the entire Indonesian nation (Hakim & Mazid, 2021). The values of Pancasila not only function as an ideology and source of national morality, but also as a foundation in facing national challenges and global dynamics (Natalia et al., 2021). The instillation of Pancasila values can be done through practice, habituation, role models, and environmental habituation (Afifah & Fadilah, 2023). These values have various functions, including forming ideal ways of thinking and behaving in society (Sari & Najicha, 2022).

Character education is implicitly mandated in Law No. 20 of 2003 Article 3, which emphasizes the importance of forming individual mindsets and behaviors in living life and interacting in the family, school, community, and state environments (Marampa, 2021). Character is the main aspect that reflects a person's quality (Manullang, 2013). In the form of a unique behavioral pattern that shows the individual's moral condition (Sudrajat, 2011). As one of the main focuses of the education curriculum in Indonesia (Anugrah & Rahmat, 2024), character education aims to form a generation that is not only academically superior, but also has good morals and ethics. Character education is a deliberate process to help individuals understand, appreciate, and apply core ethical values (Lickona, 1996). Character is a habit that reflects the mental nature,

character, morals, and ethics of a person or group of people, which is the core of the nation's personality (Mazid, Komalasari, Karim, et al., 2024). This prepares a person to make ethical decisions and act accordingly (Howard et al., 2004). A perfect human being is the result of efforts to develop human beings who have noble character and morals (Mazid et al., 2022, 2023).

The challenge in building character and civic responsibility of students in Indonesia lies in the importance of aligning character education with Pancasila values (Tirtoni, 2022). Internalization of Pancasila values among adolescents is very necessary so that their attitudes and behaviors are always inspired by the noble values of Pancasila (Nurhadianto, 2016). Indonesia needs shared values that can function as integrative values, common denominators, national identities, as well as ideal values that are common goals (D. Anggraini et al., 2020; Kariyadi & Suprpto, 2017). To achieve this, an approach is needed that is able to integrate formal education with the formation of responsible, disciplined, and tolerant civic attitudes and behaviors. The Merdeka Curriculum is one solution to overcome this challenge, with a focus on character development through independent learning methods, collaboration, and active student participation (Shofia Rohmah et al., 2023; Sri Hanipah, 2023). This step plays an important role in forming a generation of integrity who are ready to face social dynamics

in society. The independent learning curriculum implicitly emphasizes contextual learning by integrating the values of the Pancasila ideology into the reality of students' daily lives (Zaman et al., 2023). Through the curriculum, the teaching system becomes more focused, making it easier for educators to design relevant and effective learning materials (Yassa, 2018).

Data shows that by 2023, the Independent Curriculum has been implemented in almost 70% of educational units in Indonesia (Alimuddin, 2023). One example of its implementation is at SD Negeri 1 Landungsari, Malang, where students are encouraged to learn independently both in class and extracurricular activities such as Scouting. Character development in this school involves collaboration between teachers, students, and parents, ensuring that character education is effective (Sugiharto et al., 2024). As the foundation of the state, Pancasila represents the distinctive personality of the Indonesian nation and reflects the reality of ideas in Indonesian culture. The values of Pancasila also function as the main driving force in the development of the Indonesian people (Sabon et al., 2022). This independent learning curriculum-based approach is expected to form a generation that is ready to face social challenges while strengthening the appreciation of the values of Pancasila.

21st century education aims to realize the nation's ideals by forming quality human

resources, namely independent individuals, so that Indonesia can become a prosperous, happy, and equal country with other developed countries (W. Anggraini & Hudaidah, 2021). However, challenges such as technological backwardness, negative behavior such as brawls, the spread of hoaxes, provocation, and slander must be overcome. For this reason, learning in schools needs to develop attitudes, noble characters, and Pancasila values that are relevant to the development of the times. To answer these challenges, the Ministry of Education and Culture introduced the Independent Curriculum, which is designed to form a young generation with a global outlook and character.

This curriculum emphasizes character development through the concept of the Pancasila Student Profile, in accordance with the goals of Indonesian national education (Kahfi, 2022; Ulandari & Rapita, 2023). With a dynamic learning flow and adapted to the needs of the times, the Independent Curriculum is a strategic instrument in producing a superior generation that is ready to face global challenges, while maintaining the nation's identity.

The Ministry of Education, Culture, Research, and Technology formulated six dimensions of the Pancasila Student Profile, namely: faith and piety in God Almighty and noble character, global diversity, mutual cooperation, independence, and critical and creative reasoning skills (Rusnaini et al.,

2021). The Pancasila Student Profile includes the abilities, characters, and competencies that Indonesian students must have in the 21st century. Instilling character education in the independent curriculum can be done through the implementation of the Pancasila Student Profile Strengthening Project (P5). P5 is a cross-disciplinary project that focuses on the needs of the community or surrounding environment in educational units, with the aim of realizing Pancasila students (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Students are expected to be able to demonstrate a positive attitude towards friends and facilitators to achieve group goals at school. Good communication between group members is also needed so that activities can run smoothly. They must be able to understand information from various sources and convey messages effectively to others to achieve common goals (Kemendikbudristek, 2022).

Education in general, and civic education in particular, are facing the impacts of these changes, especially in relation to increasingly global life. This has shaped and strengthened the culture of teaching and learning (Kalidjernih, 2009). Civic Education emphasizes character building, encompassing knowledge, skills, and civic values that all play a role in shaping good citizens (Branson, 1998). Civic Disposition refers to the attitudes, character, and values that motivate individual or social behavior (Pasandaran et al., 2018),

which develop through learning and experiences at home, school, and in the community (Mulyono, 2017). The main goal of civic disposition is to foster the character of citizens, both private such as moral responsibility and self-discipline, and public such as social awareness, obedience to the law, critical thinking, and negotiation skills (Branson, 1998).

Civic disposition is an awareness of the rights and welfare of others, a fair attitude without discrimination, concern for the surrounding environment, and the ability to respect each other and be socially responsible (Latipa et al., 2022). As part of character education, civic disposition includes attitudes and values such as responsibility, tolerance, and active participation in community life. The formation of civic disposition cannot be separated from the role of local cultural values that can be transformed into tools for building national character (Yunus, 2016).

This process is formed through learning and experience that a person gains from their social environment (Galston, 2004). The goal is to prepare students to become responsible global citizens and contribute to the world community (Karliani et al., 2019). As the next generation of the nation, the quality of today's students will determine Indonesia's progress in the future (Suardi & Nur, 2022). Civic disposition plays an important role in shaping students' character, helping them live as active citizens, with integrity, and contributing to

society (Liem & Chua, 2013; Mazid, Komalasari, Abdulkarim, et al., 2024).

The integration of civic disposition has been successful in countries with strong democratic traditions, such as Finland and Canada, where civic education emphasizes students' active involvement in society (Nurhalisyah et al., 2024). However, in Indonesia, although the Merdeka Curriculum has shown positive results, there are still several challenges. One of the main challenges is the gap in the quality of education between urban and rural areas, which causes uneven development of civic disposition across regions. In addition, the lack of teacher training to consistently implement the concept of civic disposition is a major obstacle (Syahri, 2016).

This situation, local social and cultural pressures in various regions often hinder the internalization of more democratic and tolerant Pancasila values, which should be the basis of civic education in Indonesia (Zuriah, 2021). To overcome these challenges, strong collaboration between schools, families, and communities is essential. Joint support between parents, teachers, and the community will strengthen the achievement of character education and civic disposition goals. Therefore, it is important to strengthen synergy between all parties so that this education program can be achieved more effectively and comprehensively. Studies on the integration of character education with

civic disposition show a positive impact on the formation of student character.

The Merdeka Curriculum effectively encourages students to learn independently, collaborate, and actively participate in society. Implementation in schools related to the Pancasila student profile for character building has been studied by (Asiati & Hasanah, 2022; Kahfi, 2022; Rusnaini et al., 2021; Ulandari & Rapita, 2023). This study recommends that schools play an important role in the world of education, especially in educating the nation's life, in accordance with the ideals of the state. The Pancasila Student Profile and civic disposition are interrelated elements and are able to strengthen the character of the nation. Both are based on the harmony of the philosophy of Pancasila values which are strengthened by the internalization of civic values.

The Merdeka Curriculum, which has integrated P5 (Pancasila Student Profile), is the answer to the challenges of 21st-century education, with a focus on developing critical, creative, and global-minded thinking, all based on the spirit of Pancasila. The integration of the Pancasila Student Profile and civic disposition is expected to strengthen the formation of students' character, so that they not only understand but also internalize and practice the values of Pancasila in civic life. This study aims to analyze the effectiveness of the integration of the two concepts in shaping students' character, with a focus on increasing

students' responsibility, independence, and tolerance. Furthermore, this study wants to find out how this integration helps them to become ethical and active citizens.

This article is considered new because it combines the concept of principled character with Pancasila character. The Pancasila Student Profile is a manifestation of Pancasila values that students are expected to apply in their daily lives. The results of this study are expected to provide insight into the success of the implementation of this integration in developing student character in Indonesia. Therefore, it is necessary to formulate how the integration between the Pancasila Student Profile and civic disposition can form students who are not only intelligent, capable, and skilled, but also have characters based on solid Pancasila values.

RESEARCH METHODS

This study uses a descriptive qualitative approach, which aims to describe, explore, and understand the meanings generated by individuals or groups of social or humanitarian problems (Creswell, 1998; Meleong, 1989). Data collection was carried out through observation, in-depth interviews, and documentation. The research subjects in this study were teachers, students, and administrators involved in the implementation of the Merdeka Curriculum and Pancasila Student Profiles at SMP N 2 Pakis, Magelang. The students in grade VII were chosen as the

focus because Pancasila Student Profile was implemented in this class and the age of the students were at an important stage of character development. The stages of data collection were topic identification, the development of interview instruments, data collection through interviews and field observations, and documentation of activities in schools. Data were collected from January to May 2024 and analyzed using the Miles and Huberman model consisting of data reduction, data presentation, and Conclusion drawing (Miles, & Huberman, 1992). The analysis was carried out thematically with a focus on the pattern of the integration of Pancasila and civic disposition in students' daily activities. The validity of the data is maintained through the triangulation method, by verifying findings from various sources such as interviews, observations, and documentation. The results of the study are expected to provide an overview of the effectiveness of the implementation of the Merdeka Curriculum and its role in building the students' character.

DISCUSSION

Integration of Pancasila Profile Forms Democratic Citizenship Character

The profile of Pancasila Students, in accordance with the Vision and Mission of the Ministry of Education and Culture (now the Ministry of Education, Culture, Research, and Technology) listed in Regulation of the Minister of Education and Culture Number 22

of 2020 concerning the Strategic Plan of the Ministry of Education and Culture in 2020-2024. It describes Indonesian students as lifelong learners with global competencies who behave in accordance with Pancasila values. This profile includes six main characteristics: faith and piety in God Almighty, noble character, global diversity, mutual cooperation, independence, and the ability to reason critically and creatively (Rusnaini et al., 2021). Pancasila Student Profile is a concept introduced in the Merdeka Curriculum as an effort to internalize Pancasila values in students. This profile consists of six main dimensions: faith and piety in God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Sufyadi, et al., 2021).

Pancasila Student Profile or commonly called P3 is a form of effort in cultivating Pancasila values to students. Minister of Education and Culture, Nadiem Anwar Makarim, stated that strengthening students' character education can be achieved through various policies that focus on the achievement of Pancasila Students, ranging from primary education to higher education (Ismail et al., 2021). Strengthening character education related to P3 is part of the Ministry's strategy to build a smart and civilized nation. Therefore, this study observed the integration of P3 with civic disposition at SMP N 2 Pakis Magelang to build the students' character. The interview

result with DL (48) is described as follows. The Merdeka curriculum has a significant impact on the development of students, especially with the application of P3 that can change thinking, and acting. The appreciation of the experience and practice of Pancasila values is emphasized. Therefore, P3 indirectly has an impact related to strengthening students' character.

Based on the interview above, the implementation of the Merdeka curriculum related to P3 is considered appropriate. Especially to foster character and Pancasilaist in the midst of globalization that continues to erode the nation's character. The students become the capital of the nation's development, in accordance with the slogan of welcoming the golden Indonesia 2045. Hence, it is necessary to prepare the next generation that is capable, skilled, characterized and has a global minded. Pancasila Student Profiles must be applied in everyday characters and brought to students' life through school culture, intracurricular, co-curricular, and extracurricular learning (Susilawati et al., 2021). Mrs. E.T. (45) as a civic education teacher mentioned as follows. For several semesters now, SMP N 2 Pakis has always implemented P3, and also P5 which has a lot of activities. Students' Intracurricular activities are related to the material being taught while extracurricular activities are part of their interests and talents. Then, this co-curricular is part of the project that is tailored to the themes.

There are many P5 activities in this school, ranging from entrepreneurship, diversity and other themes.

Based on the results of the interview above, it is clear that the school has carried out P3 well, moreover P5 has also been carried out with the role of guidance from the Ministry of Education and Culture. Some of the P5 activities carried out by SMP N 2 Pakis are elaborated in the following table.

Table 1: The Activity Map of Pancasila Student Profile Strengthening Project.

Theme	Description
Wake Up Body and Soul	This project aims to create an inclusive and bullying-free school environment. It is activities that show all students are friendly. The activities are greetings, and smiles.
The Voice of Democracy	This project aims to create a democratic and civilized school i.e. the election of the student council president. (Vote directly, publicly, freely, secretly, honestly and fairly)
Entrepreneurship	The project aims to mobilize students for entrepreneurship and independence. The example of this activity is making local Magelang products such as Onde-Onde and Getuk.
Local Wisdom	This project aims to create schools that uphold local wisdom such as traditional games (Dakon, Playing kite, Playing walking stilts).
Sustainable Lifestyle	This project aims to create a creative, hard work and responsible school such as crating vertical garden (creating plant pots).
Bhineka Tunggal Ika (Unity in Diversity)	This project aims to create a multicultural

school such as arts activities (Soreng dance, Topeng Ireng dance).

Source: Data processing by researchers

In developing the Pancasila student profile strengthening project, the Ministry of Education and Culture launched seven themes and developed them based on priority issues stated in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other relevant documents. Five common themes are Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Engineering and Technology to Build Nation and Entrepreneurship. The following are activities related to the project to strengthen the profile of Pancasila students at SMP N 2 Pakis.

Figure 1: P5 Activity.



Source: Documentation from Researchers.

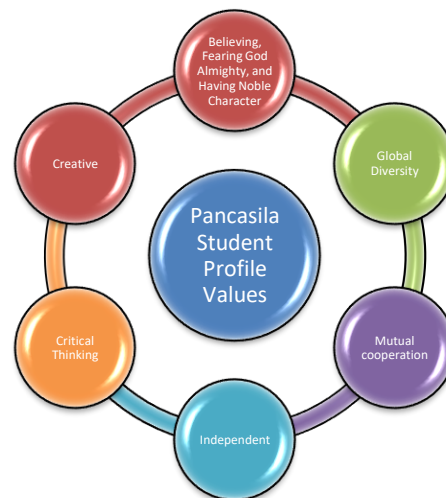
The Pancasila Student Profile Strengthening Project is designed to provide

students with a fun and flexible learning experience, with a non-rigid structure. This activity emphasizes interactivity and direct involvement with the surrounding environment, to strengthen the competencies needed in the Pancasila Student Profile (Mery et al., 2022). Therefore, the activities carried out at SMP N 2 Pakis related to P5 was running well. The characteristics of the values are embodied in a variety of project activities that contain P5 values. The Pancasila philosophy is a unified whole, or an organic unity based on Pancasila (Gunawan & Wahyudi, 2020). The integration of Pancasila values with civic disposition contributes significantly to students' character development, focusing on three important aspects: moral responsibility, tolerance, and critical thinking skills. Pancasila, as the basis of the state, contains principles such as mutual cooperation, justice, and unity, which serve as a foundation for students to develop a sense of responsibility for their actions. By understanding the importance of mutual cooperation, students learn to help each other and work together in groups, while the value of fairness encourages them to appreciate differences and promote a spirit of inclusiveness.

Moreover, this integration also stimulates students' critical thinking skills in dealing with various complex social issues. By encouraging students to analyze situations, consider multiple perspectives, and make wise decisions, they become more independent and

proactive in finding solutions. Finally, through the internalization of these values, students are not only prepared for daily challenges, but also committed to being ethical and integrity citizens, who understand the importance of their contribution to society and the nation. Thus, the integration of Pancasila values in character education will form a smart, moral, and responsible generation. The following are the values of the Pancasila Student Profile.

Figure 2: Pancasila Student Profile Values.



Source: Ministry of Education and Culture 2022.

The values of the Pancasila Student Profile reflect the character and competencies expected of students in Indonesia. These values are integrated in school learning and activities to form character and competencies that are in line with Pancasila. The strategy of transferring P5 values is embedded in various aspects of activities in the form of activity projects. The construct developed is to form intelligent student characters and pancasilaist.

The hope and goal is that superior human resources are in line with the character of Pancasila values. Personal character such as moral responsibility, self-discipline, and respect for the dignity and human dignity of each individual is mandatory (Engelen et al., 2018; Woofter, 2019). Meanwhile, the public character is related to the students' concern as citizens (Klien, 2005). Civic disposition training is usually conducted through learning models such as citizen projects (Sarkadi & Fadhillah, 2020).

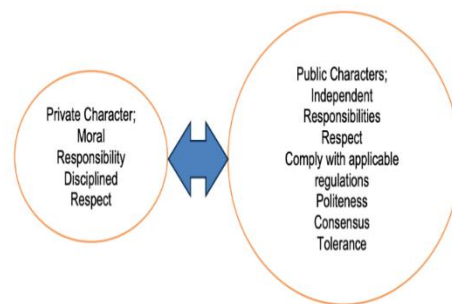
The formation of the Pancasila Student Profile in the development of democratic character must be a priority in Indonesian education. The implementation of Pancasila values in schools and communities helps students internalize the principles of fair, tolerant, and responsible citizenship, and prepares them to play an active role in society as ethical and democratic citizens.

Collaboration between schools, families, and communities is important to strengthen the values of Pancasila in an applicative manner. Student involvement in project-based activities, social discussions, and communities can improve citizenship skills, such as social awareness and responsibility. Consistent implementation of the Pancasila Student Profile is expected to form a young generation that is intelligent and has character in accordance with national values.

Actualization of the values of the Pancasila Student Profile and Civic Disposition

Civic disposition refers to attitudes and behaviours that reflect democratic and civic values. This disposition includes attitudes of tolerance, moral responsibility, discipline, independence, politeness in school life and in the community. Some schools have successfully implemented programs that integrate these two concepts, such as social projects, group discussions on national issues, extracurricular and co-curricular activities that focus on developing civic disposition. As a result, students become more aware of their role as citizens with character and contribute positively to society. The following is the figure of the civic disposition indicator based on Branson's theory.

Figure 3: Civic Disposition Indicator Table



Source: The Value of Civic Disposition (Branson, 1999).

These values are then adapted according to local needs and culture, which include values of moral responsibility, participation, politeness, care and patience. Meanwhile, the

activities of the Project to strengthen the student profile of Pancasila (P5) and Civic Disposition are relevant to the theory of Functionalism by Parsons. First, interdependence among other parts, components and processes that include visible regularities. Second, interdependence with other components and the environments surround them (Eisenstadt, 1986). Hence, the integration characteristics spread in P5 and civic disposition have dependence and attachment in the formation of Pancasilaist character. Pancasila democracy means the democracy of people's sovereignty imbued and integrated with other precepts (Sudrajat, 2016). The following is a description of the integration and distribution of the two values between P5 and civic disposition.

Table 2: Matrix of P5 and Civic Disposition Value Integration

The Activities at SMP N 2 Pakis	Pancasila Student Profile Values	Civic Disposition Values
Friendly activities (greetings and smiles).	<ul style="list-style-type: none"> Believing, Fearing God Almighty, and Having Noble Character Global Diversity Independent Critical Thinking Creative 	<ul style="list-style-type: none"> Moral Responsibility Politeness Tolerance Independent Disciplined
Vote of Student Council President (Vote directly, publicly, freely,	<ul style="list-style-type: none"> Independent Critical Thinking Creative 	<ul style="list-style-type: none"> Moral Responsibility Independent Disciplined

secretly, honestly and fairly)			
Making local Magelang products such as Onde-Onde and Getuk.	<ul style="list-style-type: none"> Independent Critical Thinking Creative 	<ul style="list-style-type: none"> Independent Disciplined 	
traditional games (Dakon, Playing kite, Playing walking stilts).	<ul style="list-style-type: none"> Independent Critical Thinking Creative Global Diversity 	<ul style="list-style-type: none"> Independent Disciplined Tolerance 	
Vertical garden (make plant pots)	<ul style="list-style-type: none"> Independent Critical Thinking Creative Global Diversity 	<ul style="list-style-type: none"> Moral Responsibility Independent Disciplined 	
arts activities (Soreng dance, Topeng Ireng dance).	<ul style="list-style-type: none"> Independent Critical Thinking Creative Global Diversity 	<ul style="list-style-type: none"> Tolerance Independent Disciplined 	

Source: processed by researchers.

Based on the spread of values sourced from various activities that contain P5 and CD values at SMPN N 2 Pakis, it can be seen that there is integration in each activity and the values are the basis for character building. The value integration contains pancasilaist character values. The souls of these values are based on Pancasila as the nation's view of life. If this combination of values is implemented and becomes a student's practice, then what is valued is the formation of a capable, skilled, global-minded and democratic character. The aforementioned value can be achieved from combining the values of the Pancasila Learner Profile (P5), i.e. Believing, Fearing God Almighty, Having noble character, Being

globally diverse, Independent, Critical reasoning and Creative.

Indonesian people are likened to a physical body or container while Pancasila is likened to a symbol of the content, soul, spirit, values, personality, multiple intelligences, and wisdom of Indonesian people (Aneswari & Musmini, 2017). The value of Civic Disposition, i.e. moral responsibility, politeness, independence, discipline, and tolerance in the life of students at SMP N 2 Pakis Magelang is carried out through various daily activities and behaviors.

Students are taught to pray, maintain courtesy, and take responsibility for their actions. Students learn to appreciate cultural differences, be polite, and collaborate on cross-cultural projects. Independence is fostered by regulating study time, doing assignments on time, and discipline in following school rules. Students are also trained to think critically and consider moral aspects in decision making. Creativity is encouraged through art projects and extracurricular activities & implemented in co-curricular activities, while remaining open to criticism and teamwork. The school conducts mentoring programs, devotional work, anti-bullying campaigns, anti-violence sexuality and debates between classes to practice these values as a whole.

Research on the integration of the Pancasila Student Profile with civic disposition shows a positive impact in the

formation of student character, in accordance with previous findings. Research by (Depdiknas, 2003) the Ministry of National Education in Indonesia revealed that Pancasila-based character education increases attitudes of responsibility, discipline, and tolerance. In Finland, the integration of character education with civic disposition also results in students more active and understand social responsibility better. Overall, both at the national and international levels, there is agreement on the importance of the integration of moral values and citizenship in creating ethical citizens. The values of mutual cooperation are also reflected in the Indonesian state policy which forms the philosophy of Pancasila, including the values of divinity, deliberation and consensus, kinship, justice and tolerance (Effendi, 2016).

This study is unique in integrating the Pancasila Student Profile and civic disposition to form a democratic character. The implications and suggestions of this study are the importance of implementing Pancasila values and civic disposition in national and state life. However, the limitation of this study is that it has not examined in depth the integration of Pancasila values and civic disposition based on different local cultures. Therefore, further research is suggested to explore the potential for integrating these values with local characteristics that still maintain universal values. This study is in line with the civic disposition theory (Branson,

1998) which emphasizes the importance of moral values and student involvement in learning. By integrating Pancasila values, students not only understand their rights and obligations, but also how to apply them in their daily lives. This creates harmony between theory and practice, training students to become ethical, democratic, and proactive individuals.

This study supports the argument that civic-based character education can produce a young generation that is ready to face a democratic society. The integration of the Pancasila Student Profile with civic disposition is carried out through a holistic educational approach that combines Pancasila values with civic practices. Project-based learning, social engagement, and the role of schools as agents of social change strengthen this process. The results of the study showed that participatory and contextual approaches were effective in increasing students' attitudes of tolerance, social responsibility, and active participation in society.

CONCLUSION

The integration of Pancasila values with civic disposition at SMPN 2 Pakis has a positive impact on the formation of students' character, making them noble, responsible, and able to collaborate in a diverse society. Through various activities that prioritize Pancasila values, students learn to appreciate differences, discipline, and critical thinking, in

line with the goals of character education. This study confirms that Pancasila value-based character education not only improves academic competence, but also forms a balanced and strong character. With a holistic educational approach, students can internalize these values in everyday life, so they are ready to become ethical and active citizens and democratic characters. Furthermore, this approach also instils a deep understanding of students' social responsibility. Their involvement in Pancasila value-based projects and social activities enhances collaboration and leadership skills. Experience-based learning that involves interaction with various communities helps students develop empathy and tolerance. Thus, the integration of these values contributes to the creation of a school environment that supports the development of democratic character and citizenship, which is essential in an increasingly complex society.

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