

Analysis of Grit on the Implementation of the Pancasila Student Profile

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ABSTRACT

The development of high-quality and character-driven human resources is a national priority program. Human resources in Indonesia must be based on Pancasila values. Therefore, the Ministry of Education, Culture, Research, and Technology is committed to realizing the Pancasila Student Profile. Educators play a key role in implementing the Pancasila Student Profile. This research aims to gain deeper insight into the implementation of the Pancasila Student Profile through the concept of grit, which is identified as a form of educator resilience in facing students' moral degradation. This research uses a qualitative method. The method used is a qualitative approach with a phenomenological design. The data was obtained through in-depth interviews with two respondents who were teachers and elementary school principals. The results showed that both respondents had a high level of grit, characterized by strong motivation, consistency in facing challenges, and resilience in the face of psychological pressure from parents and the environment. Educators can incorporate Pancasila values into the learning process despite post-pandemic challenges. The conclusion of this study states that grit is an important factor in the successful implementation of the Pancasila Student Profile. The implications of this study highlight the importance of strengthening the capacity and psychological resilience of teachers in implementing national character programs. Further research is suggested to include more respondents and adopt a multi-level approach to examine the influence of cross-school and institutional policies on the implementation of character values.

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Introduction

The generation widely known as the millennial generation is expected to become agents of change in leading Indonesia toward becoming a developed nation. (Rustandi & Farid, 2024). This generation is considered the successor to the country's leadership, and great hopes are placed upon them. However, one pressing issue is believed to hinder millennials from realizing the nation's aspirations, moral degradation. This serves as a reminder for parents and educators to pay more attention to this issue. (Aldila, 2019). Collaboration from various parties is needed to address the problem, including parents as educators at home, teachers as mentors at school, and the government in continuously improving the existing curriculum. (Zawodniak et al., 2021).

National character education must also be promoted with the hope of shaping students' moral competence. With strong morals and good behavior, noble individuals can be formed, worthy of becoming the next generation of the nation. Regarding the Pancasila Student Profile itself, the Ministry of Education and Culture (Kemendikbud), through the Center for Character Strengthening (Puspeka), continues to strive to shape the nation's future generations in alignment with the Pancasila Student Profile. Minister of Education Nadiem Anwar Makarim has defined six indicators of the Pancasila Student Profile: noble character, independence, critical thinking, creativity, collaboration, and global diversity. (Aryasutha et al., 2025; Sufanti & Ma'ruf, 2023; Sukirno et al., 2023). These six indicators are aligned with the 2020–2035 Indonesian Education Roadmap, which responds to the ongoing global changes in technology, society, and environment. (Kearney, 2020; Masyithoh, 2020; Qulsum & Hermanto, 2022).

Various phenomena in Indonesian education, both classical and modern, pose challenges to implementing these values. Classical issues include intolerance in the educational environment, which is considered a threat to the nation's ideology, Pancasila. The rise of social issues such as racial and religious-based conflicts, human rights violations, and radicalism has caused many casualties. (Setyowati, 2019). Educators play a crucial role in shaping students' character by forming habits and setting positive examples. Law Number 20 of 2003 on the National Education System (SPN) states:

"National education functions to develop capabilities and form the character and civilization of a dignified nation in the context of educating the nation's life. It aims to develop students' potential to become individuals who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." (Depdiknas, 2020) (Hasni et al., 2024; Rusnaini et al., 2021)

The pandemic has had negative impacts on education, including: (1) Moral crisis media broadcasts that feature immoral behavior such as free sex, alcohol consumption, drugs, infidelity, pornography, violence, etc., have influenced youth behavior, leading to actions such as brawls, rape, underage pregnancy, theft, bullying, and motor gang activity. These behaviors indicate moral degradation among the younger generation in the era of globalization. (Syarif & Mawardi, 2021).

Solutions to overcome moral degradation include: (1) Formal education starting from early childhood, primary, and secondary education as a means to train youth's moral and mental integrity toward personal and social resilience; (2) Family environment plays a very significant role in shaping children's and adolescents' behavior. The role of parents and other family members is dominant in educating, guiding, supervising, and giving focused attention to the development of children's behavior; (3) Social environment should be made conducive so that social interactions and relationships positively influence youth activities; (4) Law enforcement or sanctions firm enforcement of sanctions can act as a deterrent for those committing deviant acts. Sanctions can be applied within the family, schools, police institutions, and other related agencies. (Arniati, 2018; Suprayitno, 2018).

There is a concept that explains how a person endures in doing something. According to Wang, (2021) Grit is the capacity an individual possesses to maintain effort and interest in a particular task that requires a considerable amount of time to achieve. This construct is related to the desire to attain achievement. It has been found that individuals with a high level of grit do not easily give up in pursuing their goals.

The data on the degradation of values has become the background for various formal and informal movements in the field of character and value development. Therefore, the researcher analyzes that the Profil Pelajar Pancasila (Pancasila Student Profile) is one of the concrete efforts currently being implemented to form Indonesian students who embody Pancasila values. It serves as one of the answers to the widespread concerns about value degradation, supported by relevant data. The Pancasila Student Profile targets every Indonesian student individually to shape themselves as ideally as possible according to Pancasila values. Hence, the Pancasila Student Profile aims to develop students with Pancasila-based personalities. This personality becomes a dynamic condition of the student's self, which eventually builds personal resilience. This personal resilience is a key element in forming community resilience, regional resilience, and eventually national resilience. (Rusnaini et al., 2021).

At the beginning of its development, Duckworth et al. (2007) explained that the concept of grit consists of two dimensions. The first is perseverance of effort, defined as the strength of determination to reach a goal through consistent efforts over a long period. The second is consistency of interest, defined as the ability to maintain focus on a specific goal over an extended time. Later, Singh & Chukkali, (2021) Enhanced the concept by adding a third dimension called adaptability to situations, referring to the ability to adapt to various circumstances effectively.

According to research by Kurniawaty & Widayatmo, (2021) There is a need to reintroduce Pancasila values in the education system by establishing the Pancasila Student Profile. Since teachers play a crucial role in implementing the Pancasila Student Profile (Ananda & Utami, 2023). The novelty of this research lies in the combination of grit theory with national character education policy, a domain that is still rarely explored in education studies in Indonesia. While many studies have discussed the effectiveness of the Pancasila Student Profile or grit psychology separately, few have examined the role of teacher grit in maintaining the implementation of character education in times of global crisis.

The urgency of this research is underscored by the need to rebuild students' character during the post-pandemic recovery period, particularly at the primary and secondary education levels, where fundamental attitudes and values are formed. Therefore, this study aims to explore how the grit dimension in teachers affects their commitment to implementing the Pancasila Student Profile in a real educational environment.

The researcher aims to investigate whether grit can explain how educators persist in implementing the Pancasila Student Profile in their teaching during the COVID-19 pandemic. This study aims to provide an overview of how educators manage to persevere in implementing the profile despite the challenging conditions during the pandemic. Today's education system still faces a significant challenge: moral degradation. (Juliani & Bastian, 2021).

Materials and Methods

This study aims to analyze the implementation of the Pancasila Student Profile model among elementary school teachers. Based on this objective, the researcher employs a qualitative phenomenological approach, considering that phenomenology seeks to explore the subject's perspective on their world, requiring in-depth analysis of the subject's account of a particular phenomenon. (Willig, 2017).

Data collection was conducted through interviews with respondents who serve as elementary school teachers. Interviews were held with two respondents. The first respondent,

identified by the initials DA, was interviewed on Monday, February 10, 2022. DA is an elementary school teacher who teaches science. DA also serves as a homeroom teacher for the second-grade class, referred to as Respondent A. The school where DA teaches has resumed face-to-face learning.

The second respondent, identified by the initials HB and referred to as Respondent B, was interviewed on Tuesday, February 11, 2022. HB currently serves as the principal of an elementary school. Previously, HB had taught at the school for two years before being appointed principal by the foundation that oversees the school.

After data collection through interviews, the researcher conducted an intra-case analysis. After analyzing each case individually, a cross-case analysis was carried out.

Results and Discussion

Based on its objectives, this study aims to analyze the grit model among elementary school teachers. After conducting the analysis, it was found that there is alignment in the dimensions that emerge from the respondents who exhibit grit, including having high motivation, the ability to persevere in the face of various problems that arise, and not being pessimistic when facing obstacles or challenges.

According to Majorsy, (2007) The aspects of perseverance include four components:

1. Passion/Enthusiasm

This is indirectly related to high motivation. Passion can also indicate that a person has grit, as perseverance means having an interest that drives the individual to work harder and persist.

2. Ability to Persist

Describes a state where a person does not lose sight of their goals when facing difficulties. This means perseverance accompanied by confidence and mutual encouragement. According to Alport Majorsy, (2007) Individuals with high grit do not easily give up when facing various problems.

3. Strength to Overcome Frustration

Describes how someone with high grit does not have a pessimistic attitude when encountering obstacles or challenges in life.

Passion/Enthusiasm

The first aspect of grit is passion or enthusiasm. In this aspect, respondents demonstrated a high level of motivation. This was evident in the interview with Respondent A, who teaches Science and also serves as a homeroom teacher.

“...The government program on the Pancasila Student Profile is beneficial, especially in the context of online learning. However, because I saw the character of the children decline a lot after the pandemic, the desire arose to provide material about the Pancasila Student Profile seriously.” (Respondent A)

A similar view was shared by Respondent B, who is the school principal. According to Respondent B, online learning affected the character formation that had been previously implemented and nurtured in the school culture. After face-to-face learning resumed, there

were changes in culture and character, even character degradation among elementary students. This motivated Respondent B to become more enthusiastic and take responsibility for restoring student abilities to pre-pandemic levels.

“...Honestly, implementing the Pancasila Student Profile is challenging, especially since some teachers are new and need time to adapt their work. However, I feel responsible to parents and the foundation because I see the children’s development declining. For two years, they did not attend school, and their parents were also working, so the children did not receive optimal guidance and education. From there arose motivation, commitment, and the desire to restore and equalize the students’ achievements as before the pandemic.” (Respondent B)

Ability to Persist

The second aspect of grit is the ability to persist. In this aspect, respondents showed their ability to continue implementing the Pancasila Student Profile. Both Respondents, A and B, demonstrated high grit and did not easily give up on achieving their goals.

“...There are many obstacles, especially from the students. Now they are used to seeing character development through their phones. They absorb information quickly, Mbak, very different from my time. However, my colleagues and I remain optimistic and supportive of each other. What I remember most is patience because this is for the children... hehe.” (Respondent A)

Meanwhile, for the principal, the challenges are extraordinary—not only challenges with the students but also with the parents. According to the principal, to achieve the goals, there must be cooperation between the teachers at school and the parents at home. It is hoped that this cooperation will lead to more focused and expedited achievements, as both the school and home environments share the same goal: fostering character through the Profil Pelajar Pancasila program.

“...Wow, I have to put in extra effort because not all parents are the same and easy to cooperate with. That is a tremendous challenge, but since we already have the same goal with the teachers, it is easier to carry out. At least the children at school are being guided.” (Respondent B)

Strength to Overcome Frustration

The third aspect of grit is the strength to overcome frustration. In this aspect, Respondents A and B also experienced frustration caused by uneven achievements and parents’ demands towards teachers and the school. This can also be said to cause stress among educators. However, according to Respondent A, the educational institution has a Mental Health program, so educators and the school community feel more relaxed and comfortable facing problems.

“...Of course, sometimes we get stressed, because parents directly convey their demands to us as homeroom teachers, asking how they want their children to be. Especially since these requests do not come from just one or two parents, but almost all

of them. However, thankfully, the foundation has a mental health program, so it helps to calm the mind a bit.” (Respondent A)

Respondent B, as the principal, faces a more difficult situation because they oversee not just one class but the entire school. However, because of their sense of responsibility, they face this with confidence, balanced by aligning the school’s vision and mission with the Profil Pelajar Pancasila program. This was expressed by Respondent B.

“...Sometimes I do feel frustrated, but because I am determined and follow the achievement goals, I get motivated again and do not get frustrated. The foundation supports the steps I take, so I am more confident in running this program. Despite many challenges and obstacles...” (Respondent B)

Based on the interviews conducted, it can be concluded that Respondents A and B possess good grit, as evidenced by the observed aspects of grit. Both Respondents A and B face their challenges in implementing the Profil Pelajar Pancasila. These challenges come not only from internal sources, such as the school or students, but also from external sources, including parents, which greatly influence the process.

In principle, the strengthening of Pancasila character through the realization of the Profil Pelajar Pancasila is an ongoing legacy passed down from one generation to the next. This is driven by concerns from many parties regarding the condition of the Indonesian people as a nation. The researcher noted that each generation has people who think about and take action to strengthen Pancasila values. This is because being a Pancasila person, in principle, is a noble ideal that must continuously be strived for and realized at all times. The idea of Pancasila, as envisioned by the Indonesian people, began when the founding fathers agreed upon it as the philosophical foundation of the country. The Pancasila person cannot be separated from the essence of being human itself, as explained by (Pardosi et al., 2019) In the study of the essence of humans, the individuals referred to here are whole and complete.

In the learning process, teachers play an important role in guiding learning to be more effective and optimal. A teacher is not only required to teach material to achieve learning competencies and prioritize the cognitive aspects of students, but also to explore students’ potential to build character. Education is expected to instill good morals and enhance critical thinking skills in students. Thus, students can apply what they learn in school to their daily lives, allowing them to experience the benefits firsthand and contribute to the betterment of their environment.

Research Implications

The results of this study have several important implications, both in the practical realm and in education policy. First, practically, this study shows that the grit or persistence of educators is a key factor in the successful implementation of the Pancasila Student Profile. Therefore, teacher training and professional development should not only focus on pedagogical aspects and curriculum content, but also on strengthening the character and psychological resilience of teachers. Training programs such as stress management, internal motivation

strengthening, and resilience-based training need to be integrated into the teacher coaching system.

Second, in terms of policy, the results of this study can serve as the basis for the Ministry of Education, Culture, Research, and Technology to develop indicators for implementing the Pancasila Student Profile, which includes psychological factors relevant to educators. This approach will provide a more comprehensive understanding of the readiness and effectiveness of teachers in implementing character education based on Pancasila values.

Third, in the context of curriculum development, the results of this research can serve as a reference for incorporating the strengthening of grit as part of a character education strategy. A curriculum that encourages teachers' perseverance, consistency, and adaptability in facing challenges can strengthen the resilience of the national education system to changing times and global crises, such as pandemics.

Overall, the findings of this study emphasize that the development of a nation's character depends not only on students but also on the quality and personal toughness of its educators. Collective efforts involving policies, training, and a supportive school culture are crucial to establishing the Pancasila Student Profile as the primary foundation of national education.

Conclusion

The widespread moral degradation observed during the period of online learning has presented significant challenges for educators in delivering effective instruction during face-to-face teaching. As a result, teachers have had to adapt by incorporating different concepts and content compared to the pre-pandemic period. To address these challenges, the government introduced the Profil Pelajar Pancasila program, which emphasizes six key student indicators: Global Diversity, Mutual Cooperation (Gotong Royong), Creativity, Noble Character, Independence, and Critical Thinking. These aspects align closely with the components of grit: passion and enthusiasm, perseverance, and the strength to overcome frustration. The two respondents interviewed demonstrated these grit qualities, showing sufficient determination to integrate the Profil Pelajar Pancasila into their teaching practices. However, further, more comprehensive research with additional respondents is necessary to gain a deeper understanding of how grit influences the implementation of this program.

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