

DIFFUSION OF THE PANCASILA STUDENT PROFILE INNOVATION IN THE INDEPENDENT CURRICULUM THROUGH COMMUNITY SERVICE ACTIVITIES IN SCHOOLS

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Abstract

This research focuses on the diffusion of the Pancasila Student Profile innovation in schools located in the Thousand Islands through community service activities in 2024. The Pancasila Student Profile, as an integral part of the Independent Curriculum, aims to develop students' character based on the values of Pancasila. Community service activities are seen as an effective means of disseminating and adopting educational innovations that support the implementation of Pancasila values in school environments. This research employs a descriptive quantitative approach using a questionnaire study of several participants from various schools that have participated in community service activities related to the Pancasila Student Profile. The results of the study show that community service involving teachers, students, and the surrounding community can accelerate the process of innovation diffusion and strengthen the integration of Pancasila values into students' daily lives. This research makes an important contribution to understanding the Pancasila Student Profile innovation through community service activities in optimizing the implementation of the Independent Curriculum in Indonesia.

Keywords: *Innovation Diffusion, Pancasila Student Profile, Independent Curriculum, and Community Service*

Abstrak

Penelitian ini berfokus pada difusi inovasi Profil Pelajar Pancasila di sekolah-sekolah yang berlokasi di Kepulauan Seribu melalui kegiatan pengabdian masyarakat pada tahun 2024. Profil Pelajar Pancasila, sebagai bagian integral dari Kurikulum Merdeka, bertujuan untuk mengembangkan karakter peserta didik

berdasarkan nilai-nilai Pancasila. Kegiatan pengabdian masyarakat dipandang sebagai sarana yang efektif dalam menyebarkan dan mengadopsi inovasi pendidikan yang mendukung penerapan nilai-nilai Pancasila di lingkungan sekolah. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan metode angket kepada beberapa partisipan dari berbagai sekolah yang telah mengikuti kegiatan pengabdian masyarakat terkait Profil Pelajar Pancasila. Hasil penelitian menunjukkan bahwa pengabdian masyarakat yang melibatkan guru, siswa, dan masyarakat sekitar dapat mempercepat proses difusi inovasi serta memperkuat integrasi nilai-nilai Pancasila dalam kehidupan sehari-hari peserta didik. Penelitian ini memberikan kontribusi penting dalam memahami inovasi Profil Pelajar Pancasila melalui kegiatan pengabdian masyarakat dalam mengoptimalkan implementasi Kurikulum Merdeka di Indonesia.

Kata Kunci: difusi inovasi, profil pelajar Pancasila, kurikulum merdeka dan pengabdian masyarakat

1. INTRODUCTION

The Pancasila Student Profile is one of the core components in the Kurikulum Merdeka, designed to shape the character of Indonesian students in accordance with the values of Pancasila. In facing the challenges of globalization and digitalization, education in Indonesia needs to integrate new approaches that not only enhance academic competence but also instill national values. In this context, the diffusion of innovation becomes important as a mechanism to disseminate and adopt new educational approaches, while still respecting and strengthening Pancasila values.

Community service activities in schools have proven to be one effective way to accelerate this diffusion process. Through these activities, various parties such as educators, students, and education practitioners can collaborate to develop and disseminate educational innovations that support the implementation of the Pancasila Student Profile.

Several studies and community service outcomes have demonstrated the effectiveness of these activities in supporting the implementation of the Pancasila Student Profile. For example, Putri, A.D. (2022), in her research titled "Implementation of Learning Innovations Based on Pancasila Values through Community Service Activities in Junior High Schools in Surabaya," showed that through community service activities focusing on applying Pancasila-based learning innovations, there was a significant increase in students' understanding and application of Pancasila values. These activities involved teacher training to integrate Pancasila values into the curriculum, as well as student activities focusing on character development through social projects.

Another study by Ramadhani, S. (2023), titled "Effectiveness of Community Service in Supporting the Implementation of the Pancasila Student Profile in Primary Schools in Bandung City," also found that community service involving the development of innovative learning modules oriented towards ecoliteracy and Pancasila values could increase students' awareness of the environment and national values. These modules were developed collaboratively between teachers, students, and the community and were implemented through various class and extracurricular activities, ultimately strengthening students' character in line with the Pancasila Student Profile.

Additionally, the results of community service by Yusuf, M., & Hartono, T. (2021) in the program "Strengthening Pancasila Values through Community Service in Border Schools of Kalimantan" showed that through a collaborative approach, schools in border

areas were able to adopt and implement Pancasila values more effectively. This program involved training for teachers and students, as well as collaboration with local communities to strengthen nationalism and solidarity, which are the core of the Pancasila Student Profile.

Based on this evidence, it can be concluded that community service activities in schools not only accelerate the diffusion of educational innovations but also play a crucial role in strengthening the implementation of the Pancasila Student Profile. These initiatives help deeply instill Pancasila values in students, making them a generation with strong character, ready to face future challenges.

The aim of this community service is to analyze the effectiveness of community service activities in accelerating the implementation of Pancasila values among students and to explore the role of teachers, students, and the community in community service that supports the achievement of the Pancasila Student Profile, as well as to formulate strategic recommendations for schools and educational stakeholders to enhance the role of community service in disseminating educational innovations.

Based on these aims, the questions arise: To what extent are community service activities effective in supporting the implementation of Pancasila values among students? What roles do teachers, students, and the community play in community service activities related to the Pancasila Student Profile? And what factors support or hinder the diffusion of the Pancasila Student Profile through community service activities in schools?

2. LITERATURE REVIEW

a. Concept of Diffusion of Innovation

Everett M. Rogers' *Diffusion of Innovations* theory (1962; 2003) explains how an innovation is introduced, communicated, and adopted within a social system. Rogers highlights four main elements:

1. Innovation – a new idea or practice perceived as an improvement.
2. Communication channels – the means through which the innovation spreads.
3. Time – covering the stages from awareness to adoption.
4. Social system – the context or community where diffusion occurs.

In the Indonesian education context, the *Pancasila Student Profile* represents an innovation that requires effective diffusion strategies to be understood, adopted, and practiced by teachers, students, and school communities.

b. Pancasila Student Profile in the Independent Curriculum

The Pancasila Student Profile serves as a central orientation of the Independent Curriculum, aiming to cultivate learners' character based on Pancasila values. It consists of six main dimensions:

1. Faith, devotion to God Almighty, and noble character.
2. Global diversity.

3. Mutual cooperation.
4. Independence.
5. Critical reasoning.
6. Creativity.

This profile emphasizes not only cognitive but also affective and psychomotor aspects. Hence, its implementation requires collaborative engagement among schools, families, and the wider community (MoECRT, 2022).

c. Community Empowerment in Education

Community empowerment, as defined by Zimmerman (1995), is the process of enhancing people's control over their lives, including through participation in education. Through *community service* activities, schools strengthen meaningful social interaction with their surrounding environment. Teachers function as *change agents*. Students act as both subjects and beneficiaries of Pancasila values. Communities provide supportive ecosystems for internalizing those values.

Thus, community empowerment in education not only improves schools but also sustains a national values-based education ecosystem.

d. Community Service as a Channel for Innovation Diffusion

Community service activities in schools can be seen as effective communication channels for diffusing educational innovations (Rogers, 2003). They may take the form of:

1. Teacher and student training on the implementation of the Pancasila Student Profile.
2. Collaborative school-community projects (e.g., social or cultural programs).
3. Forums for dialogue and dissemination of Pancasila values.

Such activities accelerate innovation adoption because they involve direct interaction, strengthen social ties, and reduce resistance to change.

e. Diffusion of the Pancasila Student Profile in the Independent Curriculum

Based on Rogers' framework, the diffusion of the Pancasila Student Profile through community service activities can be mapped into five stages of adoption:

1. Awareness – school communities are introduced to the concept.
2. Interest – teachers, students, and communities develop curiosity about its implementation.
3. Evaluation – stakeholders assess its potential benefits.
4. Trial – initial application through school-based community service.
5. Adoption – Pancasila values become integrated into students' everyday lives.

f. Research Relevance

This study is significant because it links educational innovation (the Pancasila Student Profile), diffusion strategies (community service), and the social system (schools and communities). This aligns with Fullan's (2007) argument that successful educational reform depends heavily on collaboration and stakeholder involvement.

In conclusion, the theoretical review highlights that community empowerment through service activities serves as an effective strategy for accelerating the diffusion of the *Pancasila Student Profile* in the Independent Curriculum. By engaging teachers, students, and local communities, the innovation is more likely to be sustained and integrated into the school ecosystem.

3. MATERIALS AND METHOD

This community service-based research employs a descriptive quantitative approach to gain a deep understanding of the diffusion of innovation process through community service activities in schools. The research design is structured as a descriptive study in several schools that have implemented community service activities related to the Pancasila Student Profile. This study was chosen to enable descriptive and contextual analysis of the phenomenon being investigated.

The subjects of this community service-based research consist of principals, teachers, students, and community members involved in community service activities in selected schools using purposive sampling. Data collection was carried out through the distribution of questionnaires to community service participants to explore their perspectives on the effectiveness of community service in the diffusion of innovation. Data analysis used descriptive analysis techniques, where key patterns and themes emerging from the data were identified and interpreted. The expected outcomes of this research aim to provide a clear picture of the role and effectiveness of community service activities in the diffusion of innovation for the Pancasila Student Profile in schools in 2024, as well as to offer strategic recommendations for further development.

4. RESULTS AND DISCUSSION

1. Implementation of the Pancasila Profile

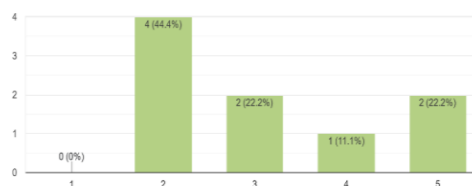


Figure 1: Implementation of the Pancasila Student Profile

Based on Figure 1 above, it can be concluded that the majority of respondents gave a score of 2 to the statement, indicating that most respondents tend to be somewhat disagreeing or skeptical about the effectiveness of implementing the Pancasila Student Profile in improving ecoliteracy within the *Kurikulum Merdeka*. However, there were also respondents who gave higher scores (3, 4, and 5), indicating a variety of perspectives.

2. Implementation of P5 Environmental Literacy

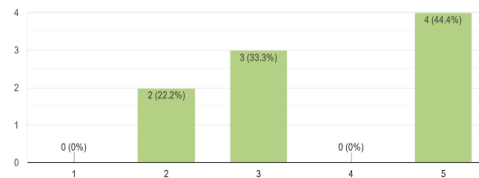


Figure 2: P5 Environmental Literacy

Figure 2 above shows this graph shows that the respondents tended to give higher scores (3 and 5), indicating a better level of understanding or implementation regarding green transformation in the context of the Pancasila Student Profile and environmental literacy.

3. Integration of P5 with Environmental Literacy.

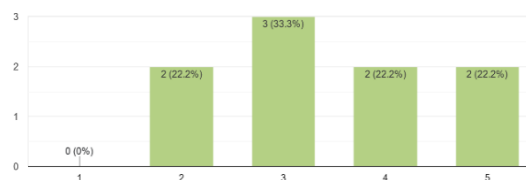


Figure 3: Graph of P5 Integration with Environmental Literacy

Figure 3 above presents a relatively even distribution across the 2-5 categories, showing variation in the level of support from school principals. The majority of participants fell within the middle-to-upper categories (3-5), indicating a positive tendency in support for the integration of the Pancasila Student Profile and environmental literacy.

4. P5 integrated into themes of environmental literacy

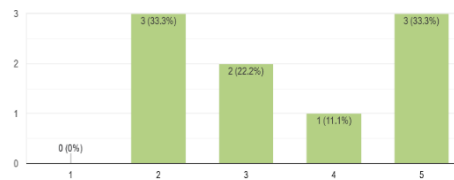


Figure 4: Graph of P5 Integration into Themes of Environmental Literacy

Figure 4 above presents a fairly diverse distribution, with a concentration in Categories 2 and 5. The presence of respondents in Category 5 shows that some have achieved a high level of implementation. This distribution reflects variation in the level of "environmental literacy" implementation within the curriculum integrated with the Pancasila Student Profile.

5. P5 Planning in Environmental Literacy.



Figure 5: P5 Planning in Environmental Literacy

Figure 5 shows a general agreement that environmental literacy planning can refer to the Pancasila profile. Likewise, the statement regarding teaching based on the Pancasila profile to improve "environmental literacy" indicates a higher level of agreement or effectiveness for the statement on teaching that refers to the Pancasila profile in enhancing environmental literacy.

6. Implementation of P5 Teaching Towards Environmental Literacy.

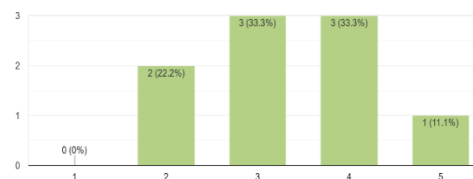


Figure 6: Implementation of Environmental Literacy Learning

Figure 6 above shows that the majority of respondents tended to choose mid-to-high values (3 and 4), which may suggest a relatively positive level of agreement or

effectiveness regarding the implementation of learning that uses the Pancasila Student Profile to enhance environmental literacy and green transformation.

7. P5 Assessment with the internalization of character values and human rights in environmental literacy.

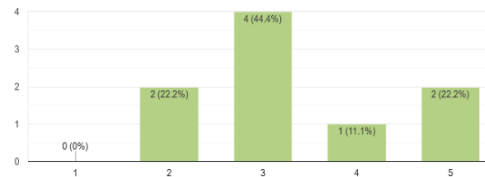


Figure 7: Assessment of the P5 Process for the Internalization of Values in Environmental Literacy

Figure 7 above shows that the majority of respondents tended to select a mid-level score (scale 3), possibly indicating a moderate level of agreement or effectiveness regarding the internalization of character and environmental human rights values in learning and process assessments based on environmental literacy from the Pancasila Student Profile. There was also a balanced distribution between responses on scales 2 and 5, reflecting a variation of views among respondents. In conducting effective final assessments in the classroom to achieve learning outcomes by integrating green transformation, the responses indicate significant variation in views regarding the effectiveness of implementing final classroom assessments. The implementation of process assessments in the classroom, focusing on environmental literacy or ecoliteracy referenced from the Pancasila Student Profile and integrating green transformation, also indicates a moderate level of agreement or effectiveness.

8. Feedback on P5 Learning for Environmental Literacy

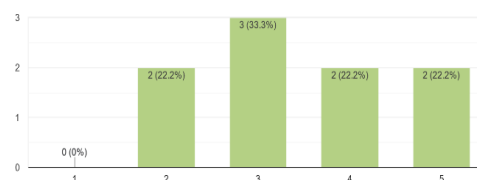


Figure 8: Feedback on P5 Learning for Environmental Literacy

Figure 8 above shows a relatively balanced range of views among respondents regarding the effectiveness of feedback on environmental literacy learning, referencing the Pancasila Student Profile and integrating green transformation. The absence of responses on scale 1 indicates that no respondents strongly disagreed with this statement.

Based on service-based research findings, there are several aspects that encompass educational innovation, implementation of the Merdeka Curriculum, the role of community service activities, and how all of these contribute to the dissemination and strengthening of Pancasila values in Indonesian education. The following are some main points that can be highlighted:

1. Diffusion of Innovation in Education

Many studies highlight the importance of diffusion of innovation in education. One of the classic theories in this regard is the Diffusion of Innovations theory by Everett Rogers (2003), which emphasizes that new innovations, such as the Pancasila Student Profile in the Merdeka Curriculum, require effective dissemination strategies to be accepted and adopted by educational stakeholders. This research shows that the adoption of innovation usually goes through certain stages, from introduction, approval, implementation, to confirmation.

In the context of the Merdeka Curriculum, research by Sani (2020) underlines that educational innovations, especially those focusing on strengthening character and national values, often require a more collaborative and contextual approach to be accepted by teachers and students. This indicates that the diffusion of innovation involving community service activities can be an effective tool in accelerating the adoption of Pancasila values in education.

2. Pancasila Student Profile in the Merdeka Curriculum

The Pancasila Student Profile is one of the important innovations in the Merdeka Curriculum designed to instill the basic values of Pancasila in students. Research by Tilaar (2015) highlights that character education based on Pancasila values is an essential foundation for shaping a generation with integrity, nationalism, and the ability to compete on the global stage.

In the implementation of the Merdeka Curriculum, research by Prasetyo (2020) found that although there are challenges in applying this curriculum, the integration of Pancasila values is crucial for creating a holistic learning environment. This study also emphasizes the importance of community and school involvement in supporting the reinforcement of these values, which demonstrates the relevance of community service activities in this context.

3. Community Service as a Diffusion Tool

Community service in education has been studied as an effective method for bridging the gap between theory and practice. Studies by Putri (2022) and Ramadhani (2023) show that community service in schools can be an effective means of disseminating Pancasila values to students. Through these activities, students not only learn academically but also through direct experience, which deepens their understanding of Pancasila values.

Community service allows students and teachers to interact directly with society, giving them opportunities to apply Pancasila values in real situations. This

supports the findings of Setiawan (2021), which state that well-designed community service activities can increase the effectiveness of educational innovation diffusion, particularly those focusing on character education.

4. Challenges and Opportunities in 2024

In the context of 2024, we need to consider recent developments and challenges that may be faced in the diffusion of this innovation. Research by Yusuf and Hartono (2021) shows that the main challenges in spreading educational innovation in Indonesia include resistance to change, limited resources, and gaps between policy and implementation in the field.

However, 2024 also offers opportunities, especially with the increasing development of educational technology and growing awareness of the importance of character education. Research by Rizky (2020) states that the use of technology and innovative approaches in community service can expand the reach and impact of these programs, thus facilitating the dissemination of Pancasila values in various educational contexts.

5. Research Implications and Policy Development

Based on relevant research results, there are several important implications for educational policy development in Indonesia. First, it is crucial to integrate community service activities as part of the innovation diffusion strategy in the Merdeka Curriculum. Second, adequate training and support must be provided to teachers and schools to ensure they can implement these programs effectively.

Furthermore, research by Agus (2023) shows that measuring the impact of community service activities on student character formation is very important. Therefore, the development of comprehensive evaluation tools to assess the successful implementation of the Pancasila Student Profile through community service activities needs to be prioritized.

The diffusion of innovation of the Pancasila Student Profile in the Merdeka Curriculum through community service activities in schools in 2024 is a promising approach to strengthen character education in Indonesia. Research results show that community service can function as an effective means to disseminate and implement Pancasila values more broadly and deeply. Although there are challenges, with the right strategy and support from various parties, this innovation diffusion can succeed and provide long-term positive impacts for education in Indonesia.

5. CONCLUSIONS

Penutup berisi kesimpulan dan saran. Kesimpulan menggambarkan jawaban dari hipotesis dan/atau tujuan penelitian atau temuan yang diperoleh. Kesimpulan bukan berisi

perulangan dari hasil dan pembahasan, tetapi lebih kepada ringkasan hasil temuan seperti yang diharapkan di tujuan atau hipotesis. Saran menyajikan hal-hal yang akan dilakukan terkait dengan gagasan selanjutnya dari pengabdian Masyarakat tersebut.

The study titled "Diffusion of Innovation of Pancasila Student Profile in 2024 through Community Service Activities in Schools" demonstrates that community service activities play a strategic role in accelerating the dissemination and implementation of educational innovations aligned with Pancasila values. The Pancasila Student Profile, as an essential part of the Merdeka Curriculum, demands not only academic strengthening but also the development of student character based on national values.

Through conducted research and service, it has been proven that collaboration among teachers, students, and the community through community service activities can create a conducive learning environment for internalizing Pancasila values. These activities are also effective in bridging educational theory and practice, ensuring that the resulting innovations can be widely adopted and consistently applied in schools.

Results from various studies indicate that well-designed community service can enhance students' understanding and commitment to Pancasila values, as well as strengthen the relationship between schools and communities. Thus, community service becomes not only a means of disseminating innovation but also an important tool in shaping student character in accordance with the Pancasila Student Profile, making it relevant and ready to face future challenges.

In conclusion, the diffusion of innovation through community service in schools in 2024 becomes an effective approach that needs to be continuously developed to ensure that every Indonesian student can grow into individuals with strong character, broad insight, and readiness to contribute positively to the nation and country.

6. ACKNOWLEDGEMENT

The study was supported funded by LPPM Universitas Negeri Jakarta, 2024

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