

Implementation of the Creative Dimension of Pancasila Student Profile in Science and Social Studies Learning in Integrated Islamic Elementary School

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Abstract

This study aimed to understand how the creative values in Pancasila Student Profile are applied in Science and Social Studies (IPAS) learning in the third-grade of elementary school students. This study used a qualitative approach with a case study model implemented at integrated Islamic elementary school (SDIT) Yasir, Cipondoh, Tangerang. The study subjects included 3 teachers and 27 third-grade students. Data were collected through observation, interviews, and documents, while data validity was tested using source and technique triangulation. Data analysis was carried out interactively through the stages of collection, reduction, presentation, and drawing conclusions. The results showed that teachers have integrated creative values in IPAS learning by linking them to various learning activities. One concrete example was the project of making Geographic modelling using the Project Based Learning (PjBL) approach. In this activity, students were engaged in the assigned activities to design, build, and present the model from simple materials. Through this process, they learned to think innovatively, dare to express ideas, and work collaboratively. This activity was proven effective to increase student motivation and participation, although there were still obstacles such as limited time and understanding of scientific concepts. Therefore, teachers are required to enhance their novelty strategy in the pedagogical approaches so that the ability of students thoughts and creativity can be maximized.

Keywords: Pancasila Student Profile, Creative, Social Studies Learning, Science Learning

Abstrak

Penelitian ini bertujuan untuk memahami bagaimana nilai-nilai kreatif dalam Profil Siswa Pancasila diterapkan dalam pembelajaran Ilmu Pengetahuan dan Ilmu Sosial (IPAS) di kelas tiga sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan model studi kasus yang diimplementasikan di Sekolah Dasar Islam Terpadu (SDIT) Yasir, Cipondoh, Tangerang. Subjek penelitian meliputi 3 guru dan 27 siswa di kelas 3. Data dikumpulkan melalui observasi, wawancara, dan dokumen, sedangkan validitas data diuji menggunakan triangulasi sumber dan teknik. Analisis data dilakukan secara interaktif melalui tahapan pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru telah mengintegrasikan nilai-nilai kreatif dalam pembelajaran IPAS dengan menghubungkannya dengan berbagai kegiatan pembelajaran. Salah satu contoh konkret adalah proyek pembuatan model Geografi menggunakan pendekatan Project Based Learning (PjBL). Dalam kegiatan ini, siswa terlibat dalam kegiatan yang ditugaskan untuk mendesain, membangun, dan mempresentasikan model dari bahan-bahan sederhana. Melalui proses ini, mereka belajar berpikir inovatif, berani mengekspresikan ide, dan bekerja sama. Kegiatan ini terbukti efektif untuk meningkatkan motivasi dan partisipasi siswa, meskipun masih terdapat kendala seperti keterbatasan waktu dan pemahaman konsep ilmiah. Oleh karena itu, guru dituntut

untuk meningkatkan strategi inovatif dalam pendekatan pedagogis agar kemampuan berpikir dan kreativitas siswa dapat dimaksimalkan.

Kata kunci: *Profil Siswa Pancasila, Kreatif, Pembelajaran Ilmu Sosial, Pembelajaran Sains*

INTRODUCTION

The implementation of Pancasila Student Profile (Profil Pelajar Pancasila) in schools is currently targeted toward developing student character aligned with Pancasila values. Meanwhile, the creative dimension of Science and Social Studies in elementary schools is currently targeted toward developing students' creativity through various innovative, project-based learning activities. This allows students to develop creative thinking skills, generate new ideas, and find innovative solutions to problems. However, education in Indonesia currently faces significant challenges in developing student abilities and characters aligned with the needs of the nation and society. To address this issue, the creative dimension of Pancasila Student Profile is used in learning.

The Ministry of Education and Culture (Kemendikbud) created the creative dimension of Pancasila Student Profile to develop student competencies and characters aligned with Pancasila values and possess creative and innovative abilities (Shofia Rohmah et al., 2023). However, most teachers do not understand the concept of the creative dimension of Pancasila Student Profile (Sulastri et al., 2022). Inadequate resources and facilities also pose a significant challenge. Schools lack adequate resources and facilities to support the implementation, thus teachers face insufficient access to adequate resources and facilities to develop student competencies and characters (Shofia et al., 2023). Teachers' lack of capacity to develop student competencies and characters also pose a significant challenge. The capacity of teachers to effectively operationalize the cognitive competencies and affective characters that align with the creative dimension of Pancasila Student Profile remains underdeveloped (Fachirna et al., 2024). Furthermore, there are issues with student participation in education. Students are not actively involved in learning, therefore do not have the opportunity to develop their abilities and traits.

Based on observations and initial interviews, a major obstacle was the lack of innovative and creative teaching methods. Many teachers still used traditional approaches focused on theory and memorization. This was due to their inability to understand the concept of the creative dimension of Pancasila Student Profile. Students at SDIT Yasir also tend to be quiet, leading to feelings of shyness, as they have not received sufficient character development. They struggle to participate in class discussions, express their opinions, and even interact with their peers. They are often perceived as lacking the ability or interest in learning. This can also lead to isolation, a lack of self-confidence, and difficulties in developing social and emotional skills. It can even lead to cases of bullying. Therefore, schools and teachers need to instill adequate and appropriate character education.

Lack of student participation in learning is a compelling and significant research area. In addition to affecting learning outcomes, the active role of students in classroom activities can impact their motivation, self-confidence, and their ability to solve problems and think critically. Nonetheless, the majority of schools continue to encounter the challenge of limited student engagement, especially in subjects perceived as uninteresting or difficult. Students are often perceived as passive and not actively involved in the learning process. As a result, they lack the opportunity to develop critical thinking, communication, and collaboration skills. Therefore, conducting research on student under-participation in learning is crucial. This can help identify the causes of student under-participation, develop methods to increase student participation, and improve the comprehensive learning outcomes.

In the preceding study, indicated that students still tend to be reluctant to demonstrate their creativity and expression (Intania, 2023). Anita indicated that the implementation of Pancasila Student Profile faced obstacles related to teachers' ability (Anita, 2023). Similarly, Tiara also

indicated that a common problem encountered in learning is a lack of student engagement (Tiara, 2025). Meanwhile, according to Fadhilah's study (2023) entitled "Analysis of the PJBL Model in the Creative Dimension of the Pancasila Student Profile in Grade IV Students of SDN Pandean Lamper 04 Semarang" stated that creativity will make students have a positive imagination, which will help them solve various challenges that are encountered within their settings (Fadhilah, 2023).

This study shares a common focus on the implementation of Pancasila Student Profile in learning. Both this study and the previous study aimed to improve the quality of learning and enhance student abilities aligned with Pancasila Student Profile. Both also identified problems with the implementation of Pancasila Student Profile, such as a lack of participation and teachers' incompetence in implementing Pancasila Student Profile. Although the focus of this study is similar to the previous study, there are significant differences. Compared to the previous study, this study focuses on the implementation of the creative dimension of Pancasila Student Profile in Science and Social Studies. Consequently, due to this variance, this study focuses on more precise components, namely Science and Social Studies. Therefore, this study can make more significant contribution to improve the learning outcomes of Science and Social Studies and develop creative student profiles.

Character development in education in Indonesia are expected to be taught effectively from an early age. To improve the quality of education in Indonesia, the concept of the Merdeka Curriculum (Kurikulum Merdeka) is implemented through the Pancasila Student Profile (Purnawanto, 2022). Education is an essential role in character development, knowledge, insight, and skills, as well as the creativity needed to develop social equity and fairness (Irawati et al., 2022). A study conducted by Jamaludin et al. (2022) suggests that Pancasila education can foster student character and foster critical and creative thinking. Meanwhile, according to Shofia Rohmah et al. (2023), a primary variable affecting the success in educational objectives is the lack of character development within the school environment. The novelty of this study encompasses the implementation of a Geographic modelling project as a means of strengthening the Pancasila Student Profile, particularly in the creative aspect. This study used a Project-Based Learning (PjBL) approach for the elementary school. This study provided a concrete example of how simple project activities can foster student creativity and character in accordance with Pancasila values.

METHOD

This study used a qualitative approach with a case study model (Norman et al., 2021; Castleberry & Nolen, 2018). This approach was chosen because it allowed researchers to deeply understand how creative values as part of Pancasila Student Profile were applied in Science and Social Studies (IPAS) learning. The location was SDIT Yasir, Cipondoh, Tangerang, a school known for integrating Pancasila values into its learning process. The study subjects consisted of the principal, a third-grade teacher, and three third-grade students. They were selected through purposive sampling because they were considered to have the most profound comprehension and direct involvement in implementing IPAS learning, which emphasizes the development of creative values.

Validity was maintained through triangulation, comparing results from various sources and methods to ensure more valid findings. Data analysis employed the interactive model, which encompasses four stages: data collection, data reduction, presentation, and conclusion/verification (Miles et al., 2014:). Data were collected through three main techniques: observation, interviews, and documents. Observations were conducted four times in December 2024 to directly observe how teachers and students interact in the learning process. Interviews were conducted with the principal, teacher, and three students to explore their views and experiences on the implementation of creative values in learning. Meanwhile, document was used to examine learning tools such as lesson plans, teaching modules, and student work. This methodology aimed to deliver a rich and interpretative understanding of how creative values are enacted in educational settings in third grade of SDIT Yasir.

RESULT AND DISCUSSION

The creative dimension of Pancasila Student Profile at SDIT Yasir was implemented in Science and Social Studies lessons by aligning the instructional tasks delineated in the Student Profile framework, for example, SDIT Yasir teachers created lessons that encourage students to think critically and foster innovative thinking. In Science lessons, teachers assigned students to conduct challenging scientific experiments, solved problems related to natural or social phenomena, and created projects based on their own research. SDIT Yasir's third-grade teachers used a variety of learning media, such as images, videos, or interactive applications, to encourage students to learn creatively. Specifically, during lessons on the water cycle or climate change, students were encouraged to participate in creating models or props that visually demonstrate the processes. SDIT Yasir's third-grade students also created artwork that depicts the natural phenomena they studied. Students collaborated in groups and shared ideas, gained new perspectives, and found creative ways to overcome challenges. In this way, students not only gained knowledge but also developed creative thinking skills. These two skills are highly relevant to the objectives of the creative dimension of Pancasila Student Profile, which is to shape a generation capable of innovative and solution-oriented thinking in various situations. Third-grade students at SDIT Yasir have demonstrated their ability to create artwork depicting the natural phenomena they studied. They also collaborated in groups to share ideas and find creative ways to solve problems. However, some students struggled to participate in discussions and other creative activities. Therefore, teachers must continuously improve their learning strategies to ensure all students actively participate and enhance their creative thinking skills. Thus, Pancasila Student Profile can be achieved under various circumstances.



Figure 1. Science learning activities in class

Creative thinking is a method of thinking that aims to generate new ideas and questions, explore various options, and evaluate various ideas through students' imagination. Science learning at SDIT Yasir is described as a social perspective which is situated within structured and systematic instruction rather than spontaneous. This provides opportunities for students to participate in creative activities that produce works, which helps them become creative, independent, and think critically. However, many students still struggled with participation, such as discussions, in the Science learning process.

The Pancasila Student Profile can be integrated in ways that involve a more active and relevant approach to students. A third-grade teacher at SDIT Yasir uses strategies to create interactive and fun classes. This can be achieved through project-based learning or group discussions. As part of the third-grade science learning at SDIT Yasir, innovative and enthusiastic students created a solar system model project. Under the direct supervision and facilitation of the teacher, they worked

collaboratively in groups to design and build appropriate planetary models. The third-grade students demonstrated their creativity by creating unique and engaging solar system models using styrofoam, paper, and paint. They not only gained an understanding of the science concepts of the solar system through this activity, but also learned how to work together, communicate well, and think creatively. The third-grade students at SDIT Yasir showed they were successful at using their knowledge and being creative at the same time. Through this activity, students were able to find the relationship between the values of Pancasila and the things they experience in their daily lives. This can be seen in Figure 2 below.



Figure 2. Results of student creativity in science learning

During this activity, students' engagement and enthusiasm were significantly strengthened to take an active role in the learning process. Teachers can also challenge students' interests and abilities through activities or competitions. By using an engaging approach that directly engages students, student participation in Pancasila Student Profile can increase, and the principles can be more easily internalized.

Teachers emphasized two important components: mastery of scientific knowledge and management skills, along with strategies for implementing them. Teachers should know the subject fully, be skilled at managing the classroom and know how to use effective teaching method so that they can support various learning styles and create a fun learning environment for students. First, they can use a PjBL approach, through a constructive assignments by asking students to model the solar system or create a poster about geological processes, to enhance their creative abilities. Second, they can use a task-based learning approach. Teachers should consider several factors when incorporating creative traits. These include providing opportunities for students to enhance their creative abilities, providing opportunities for critical thinking and problem-solving, and fostering a broader understanding of science concepts.

Based on findings during the Geographic modelling project, third-grade students at SDIT Yasir demonstrated various behaviors reflecting the creative dimension of Pancasila Student Profile. Students were able to present original ideas in designing Earth models using simple materials. They demonstrated courage in experimenting, such as trying to use existing materials to create more attractive displays. When faced with technical difficulties, students took the initiative to find solutions themselves or discuss with the peers, demonstrating strong problem-solving skills. Furthermore, students demonstrated high enthusiasm and curiosity about the subject of the study. During group work, they respected each other's ideas, shared tasks, and collaborated to achieve the best results. These facts demonstrated that this project activity successfully fostered the creative, collaborative, and innovative character traits that are essential components of Pancasila Student Profile.

Observations at SDIT Yasir indicated that implementing Pancasila Student Profile presents challenges that teachers need to address, specifically facing the challenges of limited time to foster student creativity and a lack of motivation to learn and develop it. Teachers at SDIT Yasir maximized their available time and facilitate enhanced intrinsic motivation by incorporating engaging activities. Furthermore, teachers frequently incorporated group discussions into their classroom activities to foster effective communication, collaboration, and peer deliberation.

At this school, collaborative activities on the material being studied are among the learning activities. These activities train students in effective communication and enhance their creativity and critical thinking skills. Implementing creative aspects in the Science and Social Studies subject at elementary school requires appropriate methods that achieve the goal of making science learning a foundation for students' creativity.

Challenges in implementing Pancasila Student Profile at SDIT Yasir included a lack of learning motivation and limited time to foster student creativity. However, the school's teachers have demonstrated adaptability by effectively utilizing their time and providing appropriate learning motivation to foster student creativity. Furthermore, they enhanced students' critical thinking, collaboration, and communication skills through group discussions. Collaborative activities on Science and Social Studies provided students with opportunities to exchange ideas, share thoughts, and solve problems collaboratively. These activities not only enhanced students' creativity and critical thinking skills but also fostered teamwork and effective communication skills.

SDIT Yasir teachers strived to create a comfortable and supportive learning environment so that students feel comfortable and motivated to learn and develop their creativity. Therefore, implementing creative elements in Science and Social Studies learning in elementary schools requires appropriate and efficient methods to achieve the desired learning objectives. Teachers must continuously innovate and develop learning strategies that enhance students' creativity and encourage them to develop their best abilities. SDIT Yasir functions as an exemplary model for the implementation of Pancasila Student Profile and the enhancement of learning effectiveness.

According research result, the lessons of Science and Social Studies in elementary school can help students become more intelligent, critical, appreciative, and creative (Susanti et al., 2024). According to the Pancasila Student Profile, creativity means students have the ability to change, create, and make something unique, significant, effective, and useful. The ability to engage in divergent thinking and create innovative processes are key characteristics of imagination (Kiska 2023). Pancasila Student Profile is a form of skill and personality adapted to everyday life through co-curricular, intracurricular, and extracurricular learning, as well as the social culture within students (Muniroh et al., 2024).

The subjects were transformed into Science and Social Studies during Merdeka curriculum, a combination of science and social studies. It is crucial because they study the universe and its contents, as well as the events that occur within it. Therefore, Science and Social Studies have been taught to students since secondary school. The intended outcome is to enable students to understand the core scientific of the natural world (Rosiyani et al., 2024). There is an integration of Science (IPA) and Social Studies (IPS) subjects into the Science and Social Studies (IPAS) subject in elementary schools. This integration is based on the fact that elementary school students have a tendency to see everything as an integrated whole. In addition, they still think pragmatically, holistically, and comprehensively, even if not in detail. It is hoped that this integration of Science and Social Studies subjects will encourage students to be able to manage both the natural and social environment. In the Merdeka curriculum, teachers are required to apply Pancasila Student Profile in every lesson, including IPAS. One of the Pancasila Student Profiles is the creative aspect (Ibad, 2022).

Implementing creative character in Science and Social Studies learning can be done through various strategies. In the process of learning, the creative dimension of Pancasila Student Profile is expected to help students become more creative, critical, and innovative in solving problems.

Therefore, teachers must create learning activities that support students' abilities, for example, teachers can use a PjBL approach by asking students to build a model of the solar system or create a poster about geological processes. This can increase student participation in learning and enhance their creative and critical problem-solving skills. Furthermore, it can help teachers improve their teaching skills. Teachers must understand the concept and how to apply it in Science and Social Studies learning. Therefore, they should participate in training and workshops to create more engaging and effective learning activities and help students improve.

In Science and Social Studies learning in elementary schools, implementing Pancasila Student Profile is crucial for developing a generation with the ability to think creatively and find solutions in various situations. Teachers are a fundamental part in creating a classroom atmosphere that supports student creativity. By using appropriate and high-quality learning approaches, teachers can help students develop their creativity and achieve the objective of Pancasila Student Profile. Furthermore, implementing Pancasila Student Profile can also help students become more independent, confident, and able to communicate effectively. Therefore, it is crucial for teachers to ensure that students can enhance the proficiency in communication.

Teachers actively participate in the learning process by developing and mastering subject matter, evaluating, planning, preparing, and supervising student activities (Hulu, 2021). Teachers' roles in enhancing student creativity include those of instructor, mentor, educator, motivator, and evaluator (Sari & Sinthiya, 2022). As teachers, they must possess qualities that enhance student achievement by instilling creative values in students, which can help them enhance and develop their talents (Salsabilah et al., 2021). Furthermore, as teachers, they must also provide guidance or training on subjects to foster student creativity (Puspitasari & Wibowo, 2022). As teachers, they must employ a variety of models, methods, and strategies to foster students' creative character. Furthermore, the delivery of material must be clear so students are able to achieve the meaning of delivered instructions (Rizkiyah & Muttaqin, 2024). As educators, teachers must also assist students who are struggling.

By mastering scientific knowledge and management skills, along with implementing strategies, teachers can be more effective in teaching and guiding students. They can convey subject matter more clearly, support various learning styles, create a fun learning environment, and create meaningful learning experiences for students (Widyawati & Sukadari, 2023). To achieve this, teachers must create an open, inclusive, and barrier-free classroom environment where students feel comfortable voicing their opinions and sharing new ideas (Lilihata et al., 2023). Furthermore, it is important for teachers to create flexible desks that allow students to interact with each other in discussions and experiments. Teachers provide students with opportunities to develop their creativity through the use of technology, hands-on experiments, and project-based learning (Anwar et al., 2023). This active and challenging classroom atmosphere will keep students more engaged and encourage them to generate creative ideas that are useful for science lessons.

To implement Pancasila Student Profile in elementary schools, teachers must use effective strategies that can enhance students' creativity, critical thinking, and innovation. Strategies such as task-based learning, projects, and group discussions can help teachers achieve the objectives of the Pancasila Student Profile to help students develop their creativity.

This study identified obstacles in its implementation, including limited time to foster student creativity, a lack of student motivation to learn and develop their creativity, and a lack of student engagement in learning activities (Santika & Dafit, 2023). The Pancasila Student Profile is an implementation of the Merdeka curriculum based on expected implementation. During lessons, the Pancasila Student Profile was used. This aligns with the Decree of the Minister of Education and Culture (Permendikbud) No. 22 of 2022 concerning the Ministry of Education and Culture's Strategic Plan 2020–2024, which stipulates that teachers must implement the Pancasila Student Profile in the classroom, creating students who are defined by strong affective quality, including moral uprightness,

intercultural tolerance, essential behavioral traits, and cognitive competencies (Mulyani et al., 2023).

Through this creative activity as implemented in the school, the learning process can be interactive and engaging. To enhance students' understanding of ecosystem concepts, a third-grade science teacher developed a "Creating an Ecosystem Model" project. Students were divided into small groups and tasked with creating an ecosystem model using plants, rocks, and soil. This activity not only improved students' critical thinking skills and creativity but also enhanced their understanding of how each component of an ecosystem interacts with one another. It also trained students to work together and communicate effectively. It allowed students to share their experiences and knowledge about the project, and then present it to the class. Therefore, this classroom activity successfully enhanced students' understanding and increased their desire to learn science. Innovative and creative learning creates a fun and engaging learning environment, motivating students. Researchers believe that if all learning were designed innovatively and creatively, learning would be more enjoyable and children would be more enthusiastic (Andini et al., 2021). During classroom activities, teachers should involve students in discussions that introduce and discuss that they are Pancasila students who are expected to be able to apply aspects of Pancasila Student Profile that have been learned in Science and Social Studies. Teachers can provide motivation to students so that students are able to participate in learning, thereby increasing their creativity (Lia et al., 2023). In this process, teachers must be able to encourage students to be able to involve themselves in the learning process, because student involvement is highly essential in implementing aspects of the Pancasila Student Profile.

Harriman explains that creative thinking is a thought process that seeks to generate new ideas. In elementary schools, students must possess creative thinking skills. Students who possess these skills will have intrinsic motivation to learn, self-confidence, and be equipped for the future. Life always presents problems, and creative solutions are the best way to solve them (Wahidah et al., 2023). Paying attention to intuition, igniting imagination, uncovering new opportunities, creating amazing perspectives, and generating unexpected ideas are some signs of creative thinking skills. To improve students' understanding of learning materials and learning outcomes, creative thinking skills must be developed starting in secondary school. Creative thinking can be practiced and developed consistently. A pedagogical strategy oriented that focuses on developing higher-order thinking skills (HOTS) can help students develop the creative thinking skills needed to solve problems (Aflah et al., 2023). To strengthen students' character, implementing the values of the Pancasila Student Profile is crucial. The values of the Pancasila Student Profile help students become more competitive aligned with international metrics for student proficiency, so they must be incorporated into learning. Science and Social Studies learning must also be integrated with the Pancasila student profile values. Implementing the Pancasila Student Profile values in Merdeka curriculum for Science and Social Studies is crucial for fostering and developing students' creativity and critical thinking (Amir et al., 2022).

Character building is crucial in the process of institutional mechanisms because national greatness relies entirely on the courage and integrity of its people (Amilda et al., 2023). Implementing character education in schools is a way to help students internalize and understand moral, social, and ethical aspects, so they can become competent graduates who align with Pancasila values (Maharani et al., 2021). Therefore, it is a behavior that is readily observable in significant real-world applicability, both in behavior and actions. According to Thomas Lickona (2005), the development of character requires the knowledge, the desires, and actions. Developing good character requires habits of thought, heart, and action (Lickona, 1997).

Self-directed learning is when students are allowed to think without limits, create new ideas and find new solutions. Consequently, learning should be enjoyable. Constructivism and humanism must be applied in the learning process so that teachers and students can achieve freedom of thought (Wijayant & Ekantini, 2023). Here, teachers act as learning partners for students. Teachers design more enjoyable learning, so that students become more self-aware and dare to make their own decisions (Mahendra, 2020). By using inventive learning models, teachers can foster freedom to

innovate. Innovative learning is when teachers use various new ideas to help their students achieve the best learning outcomes (Purwadhi, 2019). By creating a learning environment that supports the development of new ideas, teachers can encourage students to innovate and be creative in Science and Social Studies lessons. Giving students the freedom to ask questions and investigate topics that interest them, both individually and in groups, is one effective way. Teachers can offer challenges that encourage critical thinking, such as projects, experiments, or solving problems (Fadiyah & Fuadiyah, 2024). Teachers can also use simulations or interactive applications to enhance student learning. Students will be more motivated to try new things to understand complex concepts if they are given space for creativity and support independent thinking.

Schools are responsible for shaping students' character; they are responsible not only for imparting academic knowledge but also for instilling ethics and moral values (Bujuri et al., 2023). Schools can help students understand the meaning of honesty, integrity, responsibility, and cooperation through tailored curricula, extracurricular activities, and character development programs (Covay & Carbonaro, 2010; Marini, 2017). Parents also serve as an essential part in shaping their children's character, as children will model the behavior and values they observe (Rosita et al., 2022). Children who receive support, love, and attention from their parents can help them grow into caring and responsible individuals. Besides parents and schools, the environment also significantly influences student character (Fadhilah & Nurahman, 2021; Hidayat & Bujuri, 2020).

One component of Pancasila Student Profile strengthening project is the creative dimension. This includes creating independent tasks or actions where students can explore and communicate their thoughts and feelings according to their interests and preferences. Furthermore, they have the ability to evaluate their work or actions as they contribute to the participants' interests, talents, and abilities. Students, on the other hand, demonstrate various creative traits, such as being open to new experiences, appreciating creativity, interested in real-life activities, being self-confident, independent, and taking initiative. They also have the courage to express their ideas (Rasworo & Ramadan, 2024).

Based on this research, several factors can determine how effectively the creative dimension of Pancasila Student Profile is used in elementary school. First, by providing students with opportunities to explore new concepts through a variety of challenging, project-based learning activities, their creativity can be enhanced. When students have the opportunity to actively participate in experiments or group discussions, they not only acquire new information but also develop critical thinking skills and find creative ways to solve problems. Furthermore, the implementation of multi-modal technology-enhanced learning can make learning more enjoyable and engaging. When students work in groups or individually to create models or scientific papers, they can learn problem-solving, collaboration, and communication skills. This also helps them develop the desired creative character. However, the success of the activities also depends on the teacher's ability to design the activities well, organize the materials in a way that engages students, and provides useful feedback.

Teachers must ensure that the activities not only entertain students but also challenge them to think critically and find creative solutions to the scientific or social problems being taught (Henriksen et al., 2017; Sawyer, 2015). If these components are implemented well, the lessons will be highly effective in developing students' creativity. This will shape the creative dimension of Pancasila Student Profile. Implementing Pancasila Student Profile is crucial for fostering students' creativity, critical thinking, and innovation. Teachers serve as a crucial role in creating a classroom environment that supports student creativity (Aquami et al., 2024). Using strategies such as project-based learning, group discussions, and task-based learning, teachers can achieve the objectives of Pancasila Student Profile.

CONCLUSION

The implementation of Pancasila Student Profile, particularly its creative values, for Science and Social Studies taught in elementary school was extremely important in developing students' ability of innovative and solution-oriented thinking. Through project activities such as creating models of the Earth and the solar system, students not only learned to understand scientific concepts but also developed imagination, collaboration, and the courage to propose new ideas. This learning process helped them see that creativity is not just about drawing or making something, but also about thinking and finding solutions to various challenges.

Teachers served as a pivotal determinant in creating a learning environment that encourages this creativity. By implementing a Project-Based Learning (PjBL) approach, teachers were able to foster a spirit of collaboration and reflection in students, making the learning process more meaningful and enjoyable. The uniqueness of this study lies in the concrete application of creative values in simple projects close to the students' lives. However, this study is limited to one school and only highlights the creative dimension of Pancasila Student Profile. Future study is expected to be conducted in various schools with a broader approach to obtain a more comprehensive picture of how the values of the Pancasila Student Profile are applied in a common scholastic setting in elementary schools.

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