

Strengthening Character Based on Pancasila Student Profiles and 7 Great Indonesian Children's Habits at SMP Negeri 1 Koba

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ABSTRACT

This community service activity aims to strengthen student character through the integration of the values of the Pancasila Student Profile and the Seven Great Indonesian Children's Habits Movement at SMP Negeri 1 Koba, Central Bangka Regency. This program involved 35 students and 2 teachers of Pancasila Education subjects and used a Project-Based Learning (PBL) approach, emphasizing reflection and active participation. The results showed a significant increase in students' discipline, responsibility, and social concern, with around 80% of students demonstrating positive behavioral changes, including being on time, actively participating in learning activities, and showing a polite attitude and cooperation. Based on an interview with the Vice Principal for Student Affairs, this activity had become a sustainable school culture even before the movement was launched nationally. In conclusion, the synergy between the values of the Pancasila Student Profile and the seven positive habits has proven effective in shaping the character of students who are faithful, independent, and noble in character, while strengthening a humanist and competitive school culture.

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INTRODUCTION

Education has a fundamental role in shaping the young generation who are not only superior in knowledge, but also have strong character, independence, and noble personalities. In the context of Indonesian human development, education must be oriented towards the development of students' personal integrity, which includes moral, social, and spiritual aspects. Explaining that character education is a conscious and planned process to cultivate the ability to know the good, loving the good, and doing the good, namely knowing, loving, and doing good in daily life. This view is in line with the policy of the Ministry of Education, Culture, Research, and Technology, which launched the Pancasila Student Profile as a basic value framework in the Independent Curriculum. (Lickona, 1991)

The Pancasila Student Profile emphasizes six main character dimensions, namely faith and fear of God Almighty and noble character, global diversity, cooperation, independence, critical reasoning, and creativity. These six dimensions are expected to be able to form Indonesian students who are intellectually intelligent, morally tough, and committed to national values (Kurniyanti et al., 2024).

However, the current social reality shows that the challenge of education does not only lie in the cognitive aspect, but also in the moral aspect and social discipline. The phenomenon of low social awareness, increasing consumptive behavior, and declining tendency of digital ethics demands a concrete and fun character education approach for students. Responding to this need, the government, through the Ministry of Primary and Secondary Education, launched the Seven Great Indonesian Children's Habits Movement in 2025. This movement focuses on positive habits through seven main behaviors, namely waking up early, worshiping, exercising, eating healthy and nutritious, loving to learn, socializing, and sleeping well.

This program aims to form healthy, disciplined, and strong character living habits in students from an early age, with the principle that big changes start from small steps that are done consistently every day (the 1% rule). The Seven Habits of Great Indonesian Children Movement also prioritizes the involvement of the three main pillars of education, namely schools, families, and society, so that virtues can be thoroughly internalized (Aunts et al., 2025).

The successful implementation of the Great Indonesian Children's Seven Habits Movement requires visionary and inspirational school leadership. Transformational leadership is considered an effective strategic approach in building a character-oriented school culture. Through example, motivation, and empowerment of teachers and students, school principals can foster an environment conducive to the formation of positive behavior (Suherman et al., 2025).

In the context of education in the Bangka Belitung Islands Province, this movement has high relevance. An archipelago with a strong cultural wealth and local wisdom is an ideal space for the development of contextual character values. The project-based learning approach, as implemented in the Pancasila Student Profile Strengthening Project (P5) at SMK Negeri 1 Belinyu, shows that the integration between local wisdom and national values can increase the literacy, creativity, and character of student cooperation (Oktariani et al., 2025).

Based on this background, the community service activity at SMP Negeri 1 Koba aims to strengthen the character of students through the integration of the values of the Pancasila Student Profile and the Movement of the Seven Great Indonesian Children's Habits. This program is expected to be a collaborative forum between teachers, students, and the community in building a religious, healthy, disciplined, and competitive school culture. The approach used is participatory and contextual, by prioritizing positive habituation practices and reflection on Pancasila values in daily life. Through this activity, it is hoped that

students who are faithful, cultured, healthy, intelligent, and have high social sensitivity will be formed as a reflection of the golden generation of Bangka Belitung.

METHOD

This community service activity uses the Project-Based Learning (PBL) approach, which is oriented towards the active participation of students and teachers in building character based on the values of the Pancasila Student Profile and the Seven Habits of Great Indonesian Children's Movement. This method was chosen because it is able to integrate the learning process with real experiences through projects that focus on solving social problems and building character in the school environment. As explained by (Oktariani et al., 2025), the project-based approach allows students to observe, identify problems, and produce real products or activities that reflect the values of the Pancasila Student Profile and the Great Indonesian Children's Seven Habits Movement. In the implementation of Community Service at SMPN 1 Koba, it was carried out with 35 students, namely one class and two teachers of Pancasila Education Subjects. The implementation of the activity lasted for three hours, from 09.00 to 12.00 WIB.

RESULTS AND DISCUSSION

This service activity was carried out at SMP Negeri 1 Koba, Central Bangka Regency, as a form of assistance in strengthening student character through the integration of the Pancasila Student Profile and the Seven Great Indonesian Children's Habits Movement. The program emphasizes the application of virtue values in school routines by actively involving teachers, students, and school stakeholders. The approach used is a reflection-based Project-Based Learning (PjBL), in accordance with the community service framework that emphasizes learning by doing and strengthening contextual character in the educational environment (Oktariani et al., 2025).

Implementation of Field Activities and Interviews

The stages of implementing the activity began with observation and in-depth interviews with the principal and Deputy Principal for Student Affairs. From the results of the interview, information was obtained that SMP Negeri 1 Koba has been carrying out activities based on the Pancasila Student Profile consistently for two years before the official declaration of the Seven Habits of Great Indonesian Children's Movement by the government. Even before the national policy was issued, the school had been carrying out similar activities oriented towards the formation of discipline, responsibility, and social concern of students.

