

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.

ARTICLE INFO

Article History:

Submitted/Received: 2 November 2025

First Revised: 5 November 2025

Accepted: 10 December 2025

First Available online: 31 January 2026

Publication Date: 31 January 2026

Keyword :

Pancasila Student Profile
Seven Great Indonesian Children's
Habits
Character Education

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, worshipping, 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.



FIGURE 1. Observation activity with student representatives and teachers of Pancasila Education subjects at SMPN 1 Koba

The Student Representative explained that this activity has become a school culture that cannot be abandoned, because it has been proven to form sustainable positive habits. Routines such as praying together before studying, reflection activities on Pancasila values, maintaining class cleanliness, and cooperation activities every weekend have long been part of character learning. After the Great Indonesian Children's Seven Habits Movement was officially launched, the school then integrated the values of the movement into all school activities, such as ceremonial activities, morning sports, and character-based thematic learning.

The service team's mentoring activities then strengthened the implementation of the seven main values of the Great Indonesian Children's Seven Habits Movement, namely: Waking up early with enthusiasm (fostering discipline and self-responsibility); Worship on time (strengthening faith, piety, and moral integrity); Exercise regularly (instilling the value of healthy living and physical fitness); Eat a balanced nutritious diet (form nutritional awareness and life balance); Loves to learn and read (develops critical thinking and curiosity); Socializing with good manners (fostering empathy, social concern, and cooperation); Go to bed early (practice time discipline and healthy lifestyle balance).



FIGURE 2. PMTJ activities



FIGURE 3. PMTJ Games Implementation Activities

These values are integrated into reflective and simulative activities in the classroom. Students are not only invited to do it, but also to interpret the meaning of these habits in daily life. For example, the habit of waking up early is associated with the spirit of independence (the dimension of "independence" in the Pancasila Student Profile), while the habit of socializing with good manners is associated with the values of "working together" and "global diversity".

Results and Impact of Activities

The implementation of activities showed positive and measurable results. Based on field observations, students become more active, disciplined, and have better self-awareness of learning responsibilities. Teachers noted an increase in punctual attendance, dress discipline, and activeness in the classroom and extracurricular activities. Compared to the initial condition, student participation in learning activities experienced a significant increase of about one-third from the previous condition demonstrated by their enthusiasm in discussions and reflective activities in the classroom.

In addition, students show progress in social and spiritual aspects. They began to get used to greeting, greeting teachers, helping friends who had difficulty learning, and were active in maintaining the cleanliness of the school without having to be directed. Teachers also reported improved manners, honesty, and respect for others. These results are in line with the findings, which confirm that the habituation of seven positive habits has a direct effect on the formation of a child's healthy character, both physically and spiritually (Uswatun Hasanah et al., 2025)

From an institutional perspective, this activity strengthens the school culture that has been formed. Schools now have a more structured habituation system through daily character journals and weekly reflections. Teachers act as facilitators and moral role models who accompany students in the process of character formation (Ulandari & Rapita, 2023).

Discussion

The results of the service activities show that the implementation of the Great Indonesian Children's Seven Habits Movement and its integration with the values of the Pancasila Student Profile have proven to be effective in shaping the character of students who are faithful, disciplined, resilient, and socially responsible. This program is not only oriented to cognitive learning, but also touches on the affective and psychomotor dimensions through habituation of virtue values that are carried out consistently in daily life.



FIGURE 4. Appreciation to SMPN 1 Koba students

The Seven Habits of Great Indonesian Children Movement is basically a form of character education revitalization that emphasizes the balance between the spiritual, social, and physical aspects of students. This movement instills the values of discipline, faith, independence, social care, and life balance. Habits such as waking up early and worship are the basis for the formation of spiritual responsibility and discipline; regular exercise and nutritious eating build awareness of healthy living; the spirit of learning and reading fosters curiosity and critical reasoning skills; Meanwhile, the habit of socializing politely and sleeping early teaches the values of empathy, balance, and good time management. Through a repetitive and reflective habituation process, these values become part of the student's personal character that is formed naturally and sustainably.

The movement has a close relationship with the concept of the Pancasila Student Profile. The dimensions of faith and fear of God Almighty, independence, cooperation, critical reasoning, and creativity can be concretely realized through the application of these seven habits in schools. For example, timely worship activities strengthen the spiritual dimension, love of learning and reading foster critical and creative thinking skills, while socializing with good manners fosters social awareness and the spirit of cooperation. Thus, the Great Indonesian Children's Seven Habits Movement becomes a bridge between the idealism of Pancasila values and the real practice of character formation in the educational environment.

The implementation of this movement at SMP Negeri 1 Koba has proven effective because it is carried out in a participatory and reflective school climate. Principals and teachers play the role of moral role models who inspire changes in student behavior. Transformational leadership is in line with research results that affirm that leadership based on exemplary and moral motivation plays an important role in fostering a positive culture in schools. In addition, the results of this activity confirm the findings that habituation of seven positive habits can strengthen the balance between children's physical and spiritual health (Suherman et al., 2025) (Uswatun Hasanah et al., 2025).

The consistency of SMP Negeri 1 Koba in carrying out character-based activities for more than two years before this national policy was enacted shows a good practice in character education. In line with, the success of character education programs relies heavily on the involvement of three main elements: school, family, and community. In this context, the Movement of the Seven Habits of Great Indonesian Children has become a forum for synergy between the three to form students who are not only academically intelligent, but also morally and socially mature (Srie et al., 2025).

Thus, it can be concluded that the implementation of the Great Indonesian Children's Seven Habits Movement at SMP Negeri 1 Koba not only strengthens the values of the Pancasila Student Profile, but also becomes the foundation for the formation of a school culture that is humanistic, religious, and characterful. This movement emphasizes that changes in students' character can be realized through small habits that are carried out consistently, collaboratively, and meaningfully.

CONCLUSION

This community service activity at SMP Negeri 1 Koba, Central Bangka Regency, shows that the integration of the Pancasila Student Profile with the Great Indonesian Children's Seven Habits Movement is able to have a positive impact on the formation of students' character. The application of values such as discipline, responsibility, social concern, independence, and religiosity has been successfully embedded in school routines through reflective and participatory activities. Students not only understand the values of virtue conceptually, but also show real behavioral changes in daily life, such as increased learning activity, discipline in being present at school, and polite behavior and cooperation towards others.

The results of interviews with the school, especially the Deputy Principal for Student Affairs, strengthened the finding that SMP Negeri 1 Koba had carried out similar activities even before the Movement of the Seven Habits of Great Indonesian Children was officially launched nationally. This consistency makes SMP Negeri 1 Koba an example of best practice in the implementation of character education based on positive habits and Pancasila values in the Bangka Belitung Islands Province.

Thus, it can be concluded that the success of character strengthening in this school is determined by three main factors: (1) transformational and inspirational school leadership; (2) the involvement of teachers as moral role models and facilitators of habituation of virtue values; and (3) a supportive and collaborative school environment. This activity proves that the synergy between schools, families, and communities is the main key in forming a young generation that is healthy, noble, and globally competitive without abandoning the nation's identity.

To strengthen the sustainability of this program, a sustainable character mentoring policy is needed through cooperation between universities, schools, and local governments. The Community Service Program is then suggested to focus on the development of character modules based on local wisdom, teacher training of Pancasila Student Profile facilitators, and strengthening the network of schools with character in the Bangka Belitung area. This approach will support the creation of an educational ecosystem that is adaptive, humanist, and contextual to the nation's values.

ACKNOWLEDGMENT

The author expressed his gratitude to SMP Negeri 1 Koba, especially the Vice Principal for Student Affairs and teachers of Pancasila Education subjects, for their cooperation, support, and openness during the activity.

Gratitude was also conveyed to the University of Bangka Belitung, through the Department Level Community Service Program (PMTJ), which has provided academic support and facilitation of this activity. Special awards were given to the service implementation team who have worked with dedication and collaboration, so that this activity can run smoothly and provide benefits for strengthening the character of students at school.

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