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The Effect Of Implementing The Project-Based Learning Model On Strengthening The Pancasila Student Profile In Civics Education At The Elementary School Level

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Abstract

This study aims to examine the effect of implementing the Project-Based Learning (PBL) model on strengthening the Pancasila Student Profile in Civics Education at the elementary school level. The research employed a quantitative approach using a quasi-experimental design involving an experimental group taught through Project-Based Learning and a control group taught using conventional instructional methods. Data were collected through observation, questionnaires, and learning outcome assessments designed to measure the six dimensions of the Pancasila Student Profile, namely faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The collected data were analyzed using descriptive statistics and inferential statistical tests to determine the significance of differences between the two groups. The findings indicate that the implementation of Project-Based Learning has a significant positive effect on strengthening the Pancasila Student Profile. Students who participated in project-based learning demonstrated higher levels of critical thinking, collaboration, creativity, independence, civic responsibility, and active participation than those who experienced conventional learning. Furthermore, authentic project activities enabled students to integrate civic knowledge with real-life experiences, thereby fostering meaningful learning and character development simultaneously. These results suggest that Project-Based Learning is an effective instructional model for supporting the objectives of the Merdeka Curriculum by promoting holistic student development that integrates cognitive, affective, and psychomotor competencies. Therefore, the

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study recommends the broader implementation of Project-Based Learning in elementary Civics Education to strengthen students' character, civic competence, and readiness to become responsible citizens who embody the values of Pancasila in everyday life.

Keywords: Project-Based Learning; Pancasila Student Profile; Civics Education; Elementary School; Character Education; Merdeka Curriculum

INTRODUCTION

The implementation of the Merdeka Curriculum in Indonesia has introduced a transformative direction in elementary education by emphasizing the development of students' competencies, character, and lifelong learning skills. One of the primary objectives of this curriculum is the realization of the Pancasila Student Profile (Profil Pelajar Pancasila), which represents the ideal characteristics expected of Indonesian learners. These characteristics include faith in and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. In Civics Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn), these dimensions are particularly significant because the subject aims not only to develop students' understanding of civic knowledge but also to cultivate democratic values, national identity, responsibility, and active participation in society. However, conventional teacher-centered instructional approaches remain prevalent in many elementary schools, resulting in limited student engagement and insufficient opportunities to develop higher-order thinking skills and character values. Consequently, innovative learning models that actively involve students in meaningful learning experiences are needed to strengthen the implementation of the Pancasila Student Profile within elementary Civics Education (Kemendikbudristek, 2022; Thomas, 2000; Bell, 2010).

Project-Based Learning (PBL) has emerged as one of the most effective student-centered instructional approaches capable of integrating cognitive, affective, and psychomotor learning outcomes simultaneously. Unlike traditional instructional methods, PBL encourages students to investigate authentic problems, collaborate with peers, design creative solutions, and produce meaningful products through inquiry-based activities. This learning model positions students as active participants responsible for constructing their own knowledge while teachers function as facilitators who guide learning processes. Through collaborative projects, students naturally develop communication skills, critical thinking, creativity, independence, and social responsibility, all of which correspond closely with the dimensions of the Pancasila Student Profile. Moreover, PBL creates authentic learning situations where students connect classroom knowledge with real-

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life social issues, thereby increasing learning motivation and meaningful civic participation. Numerous educational studies have demonstrated that project-based learning contributes significantly to improving academic achievement, collaboration, problem-solving ability, and character development among elementary school students (Thomas, 2000; Bell, 2010; Krajcik & Blumenfeld, 2006).

The theoretical foundation of Project-Based Learning is deeply rooted in constructivist learning theory, particularly the ideas proposed by John Dewey and later expanded by educational researchers emphasizing experiential and inquiry-based learning. Constructivism argues that learners actively construct knowledge through direct interaction with their environment rather than passively receiving information from teachers. In the context of Civics Education, this perspective enables students to explore democratic values, citizenship responsibilities, and social issues through authentic experiences instead of merely memorizing concepts. As students collaborate in solving community-based problems or designing civic projects, they develop critical reasoning, empathy, leadership, and participatory attitudes that reflect the essence of democratic citizenship. Such learning experiences are consistent with twenty-first-century educational goals that emphasize creativity, collaboration, communication, and critical thinking while simultaneously strengthening moral and civic character. Therefore, Project-Based Learning provides a pedagogical framework capable of integrating academic competence with character education in elementary schools (Vygotsky, 1978; Krajcik & Blumenfeld, 2006; Larmer, Mergendoller, & Boss, 2015).

Strengthening the Pancasila Student Profile has become a national educational priority because Indonesia faces increasingly complex social, cultural, technological, and global challenges. Elementary school students are expected to develop not only academic competence but also resilience, social awareness, ethical behavior, and national identity from an early age. Civics Education plays a strategic role in achieving these objectives because it serves as the primary subject responsible for fostering democratic citizenship and constitutional awareness. Nevertheless, previous classroom practices frequently focused on cognitive achievement while providing limited opportunities for students to practice collaboration, leadership, creativity, and reflective thinking. The integration of Project-Based Learning into Civics Education offers opportunities for students to participate in community-oriented projects, environmental conservation activities, cultural preservation initiatives, and collaborative problem-solving tasks that embody the principles of Pancasila. Such authentic experiences are expected to strengthen all dimensions of the Pancasila Student Profile through continuous practice rather than theoretical instruction alone (Kemendikbudristek, 2022; Larmer et al., 2015; Bell, 2010).

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Several previous empirical studies have reported positive relationships between Project-Based Learning and students' academic achievement, motivation, creativity, collaboration, and critical thinking across various educational contexts. Research has consistently demonstrated that PBL enhances students' engagement by encouraging active participation and ownership of learning activities. Furthermore, studies conducted within Indonesian educational settings indicate that the implementation of project-based learning aligns well with the objectives of the Merdeka Curriculum and contributes to strengthening character education. Nevertheless, empirical evidence specifically examining the influence of Project-Based Learning on strengthening the Pancasila Student Profile within elementary Civics Education remains relatively limited. Most existing studies focus primarily on science, mathematics, or general classroom learning outcomes rather than civic character development. Consequently, further investigation is required to determine the effectiveness of PBL in promoting the six dimensions of the Pancasila Student Profile among elementary school students through Civics Education learning activities (Guo et al., 2020; Condliffe et al., 2017; Kokotsaki, Menzies, & Wiggins, 2016).

Based on these considerations, this study aims to examine the effect of implementing the Project-Based Learning model on strengthening the Pancasila Student Profile in Civics Education at the elementary school level. Specifically, the research seeks to determine whether Project-Based Learning significantly improves students' development across the six dimensions of the Pancasila Student Profile compared with conventional instructional approaches. The findings of this study are expected to contribute theoretically by enriching the literature concerning student-centered learning, character education, and civic education, while also providing practical recommendations for elementary school teachers, curriculum developers, and policymakers in implementing effective learning strategies aligned with the objectives of the Merdeka Curriculum. Ultimately, this research is expected to support the development of responsible, creative, independent, collaborative, and globally competent citizens who embody the values of Pancasila in their daily lives (Thomas, 2000; Guo et al., 2020; Kemendikbudristek, 2022).

Project-Based Learning (PBL)

Project-Based Learning (PBL) is a student-centered instructional model that engages learners in investigating authentic problems and producing meaningful products through collaborative and inquiry-based activities. Unlike conventional teacher-centered instruction, PBL emphasizes active participation, allowing students to construct knowledge by exploring real-world issues, asking questions, conducting investigations, and presenting solutions. The learning process integrates academic knowledge with practical experiences, enabling students to develop not only

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conceptual understanding but also critical thinking, communication, creativity, and collaboration skills. Teachers act primarily as facilitators who guide students throughout the learning process rather than as the sole source of information. This approach is grounded in constructivist learning theory, which views knowledge as actively constructed through meaningful experiences. Consequently, PBL provides students with opportunities to become independent learners capable of solving complex problems while simultaneously strengthening social responsibility and lifelong learning competencies (Thomas, 2000; Bell, 2010).

The implementation of Project-Based Learning generally follows several systematic stages. According to Larmer, Mergendoller, and Boss (2015), effective PBL begins with presenting an authentic driving question that encourages students to investigate a meaningful problem. Students then collaboratively design project plans, collect and analyze relevant information, create products or solutions, and finally present their work for evaluation and reflection. Throughout these stages, students continuously apply higher-order thinking skills, collaborate with peers, communicate ideas effectively, and evaluate their own learning progress. Such activities encourage meaningful learning because students directly connect classroom concepts with real-life situations. In elementary education, particularly in Civics Education, these project activities can involve environmental campaigns, community service initiatives, cultural preservation projects, or democratic simulations that allow students to practice citizenship values while developing academic competencies (Larmer et al., 2015; Krajcik & Blumenfeld, 2006).

Numerous empirical studies have demonstrated the effectiveness of Project-Based Learning in improving students' academic performance and twenty-first-century competencies. Bell (2010) argues that PBL promotes deeper understanding because students actively engage in inquiry rather than memorizing factual information. Similarly, Guo et al. (2020), through a systematic review, found that Project-Based Learning positively influences learning achievement, motivation, collaboration, self-regulated learning, and problem-solving abilities across various educational contexts. These findings indicate that PBL is not merely an instructional strategy for improving academic outcomes but also an effective approach for developing character, creativity, independence, and civic responsibility. Therefore, Project-Based Learning is considered highly compatible with the objectives of the Indonesian Merdeka Curriculum, which emphasizes holistic student development through authentic and meaningful learning experiences (Bell, 2010; Guo et al., 2020).

Strengthening the Pancasila Student Profile in Elementary Civics Education

The Pancasila Student Profile (Profil Pelajar Pancasila) represents the vision of Indonesian

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education in producing lifelong learners who possess global competence while maintaining national identity and noble character. According to the Ministry of Education, Culture, Research, and Technology of Indonesia, the profile consists of six interconnected dimensions: faith in and devotion to God Almighty with noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These dimensions are intended to be integrated across all learning activities rather than taught as separate subjects. The implementation of the Pancasila Student Profile is expected to prepare students to face twenty-first-century challenges while preserving Indonesia's cultural values and national philosophy. Consequently, character education is positioned as an essential component of the Merdeka Curriculum and serves as the foundation for developing competent and responsible citizens (Kemendikbudristek, 2022).

Civics Education (Pendidikan Pancasila dan Kewarganegaraan) plays a strategic role in strengthening the Pancasila Student Profile because it focuses on developing democratic values, constitutional awareness, civic participation, and moral responsibility. Elementary school students learn not only theoretical knowledge concerning citizenship but also attitudes and behaviors that reflect the principles of Pancasila in everyday life. Effective Civics Education therefore requires contextual and participatory learning experiences that encourage students to apply civic values through real-life activities. Through collaborative discussions, community projects, problem-solving tasks, and reflective learning, students develop empathy, respect for diversity, responsibility, leadership, and active participation within their communities. These competencies correspond directly with the six dimensions of the Pancasila Student Profile and contribute to the holistic development of Indonesian learners (Branson, 1999; Kemendikbudristek, 2022).

The successful strengthening of the Pancasila Student Profile depends significantly on learning models that actively engage students in meaningful experiences. Student-centered instructional approaches such as Project-Based Learning provide authentic contexts where learners practice collaboration, critical reasoning, creativity, communication, and independent decision-making while addressing community issues. Such experiences facilitate the internalization of Pancasila values because students learn through action rather than passive instruction. Educational researchers have consistently emphasized that character education becomes more effective when integrated into authentic learning activities involving reflection, collaboration, and social participation. Therefore, strengthening the Pancasila Student Profile requires innovative instructional practices that combine cognitive learning with affective and behavioral development, enabling students to demonstrate civic values both inside and outside the classroom (Lickona, 1991; Bell, 2010; Kemendikbudristek, 2022).

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The Relationship between Project-Based Learning and the Strengthening of the Pancasila Student Profile in Civics Education

Project-Based Learning possesses strong theoretical relevance to strengthening the Pancasila Student Profile because both emphasize holistic student development through meaningful learning experiences. Constructivist learning theory suggests that students develop knowledge and character by actively interacting with their environment and collaboratively solving authentic problems. Within Project-Based Learning, students participate in inquiry, teamwork, reflection, and product creation, all of which contribute to the development of critical reasoning, creativity, independence, communication, and collaboration. These competencies align closely with the six dimensions of the Pancasila Student Profile, indicating that PBL offers an appropriate pedagogical framework for implementing character education within the Merdeka Curriculum. Consequently, Project-Based Learning not only supports academic achievement but also facilitates the development of responsible and socially engaged citizens (Vygotsky, 1978; Krajcik & Blumenfeld, 2006).

In elementary Civics Education, Project-Based Learning enables students to engage directly with citizenship issues through authentic projects related to environmental conservation, cultural preservation, democratic participation, social responsibility, and community service. Such projects encourage learners to practice civic values while developing problem-solving and collaborative skills. Rather than receiving civic concepts through lectures alone, students experience democratic processes firsthand by discussing problems, making collective decisions, resolving conflicts, and evaluating project outcomes. These experiences foster deeper understanding and long-term retention of civic values because learning occurs through meaningful participation. As a result, students become more capable of demonstrating the values embodied in the Pancasila Student Profile within both school and community contexts (Thomas, 2000; Larmer et al., 2015).

Empirical evidence supports the positive relationship between Project-Based Learning and character development. Guo et al. (2020) reported that Project-Based Learning significantly enhances collaboration, motivation, self-regulated learning, and critical thinking, all of which contribute to students' personal and social development. Similarly, Kokotsaki, Menzies, and Wiggins (2016) concluded that well-designed project-based instruction improves communication, teamwork, engagement, and authentic learning outcomes across educational levels. Since the dimensions of the Pancasila Student Profile emphasize collaborative attitudes, creativity, independence, critical reasoning, and responsible citizenship, Project-Based Learning provides an effective instructional approach for achieving these educational goals. Therefore, investigating the influence of Project-Based Learning on strengthening the Pancasila Student Profile in elementary

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Civics Education is both theoretically justified and practically significant for improving the quality of character education in Indonesia (Guo et al., 2020; Kokotsaki et al., 2016; Kemendikbudristek, 2022).

DISCUSSION

The Effect of Project-Based Learning on Strengthening the Pancasila Student Profile in Elementary Civics Education

The findings of this study indicate that the implementation of the Project-Based Learning (PBL) model has a significant positive effect on strengthening the Pancasila Student Profile among elementary school students in Civics Education. This result demonstrates that learning activities organized through authentic projects provide students with meaningful opportunities to internalize civic values while simultaneously developing academic competencies. Unlike conventional instructional methods that primarily emphasize knowledge acquisition, PBL encourages students to participate actively in solving contextual problems, collaborating with peers, communicating ideas, and reflecting on their learning experiences. These learning processes contribute directly to the development of the six dimensions of the Pancasila Student Profile, namely faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The integration of authentic learning experiences with civic education enables students to understand the practical meaning of citizenship rather than merely memorizing civic concepts. Consequently, Project-Based Learning creates a learning environment where character development becomes an integral part of the instructional process rather than an additional educational objective (Darling-Hammond et al., 2020).

One of the most evident contributions of Project-Based Learning lies in strengthening students' critical reasoning skills, which represent one of the essential dimensions of the Pancasila Student Profile. Throughout project implementation, students are encouraged to identify social problems, collect information from various sources, analyze evidence, discuss alternative solutions, and evaluate the effectiveness of their proposed actions. Such learning experiences stimulate higher-order thinking processes because students continuously engage in inquiry, reasoning, and reflection instead of relying on memorization. In elementary Civics Education, projects concerning environmental conservation, community cleanliness, cultural diversity, or democratic participation encourage students to connect classroom theories with real societal issues. Through repeated engagement with authentic problems, students gradually develop the ability to make informed decisions while considering ethical and civic responsibilities. This finding supports educational research emphasizing that inquiry-oriented instructional models effectively

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improve analytical thinking and decision-making abilities among young learners (Hmelo-Silver, 2004).

The implementation of Project-Based Learning also contributes significantly to developing students' collaborative competence, which corresponds to the mutual cooperation (*gotong royong*) dimension of the Pancasila Student Profile. Every project requires students to work cooperatively in planning activities, distributing responsibilities, exchanging ideas, negotiating differences, and accomplishing shared objectives. These collaborative interactions encourage learners to appreciate diverse opinions, respect individual contributions, and develop interpersonal communication skills necessary for democratic participation. Collaboration within heterogeneous groups also strengthens students' awareness of diversity because they learn to interact with classmates who possess different backgrounds, perspectives, and abilities. Such experiences are particularly important in Civics Education because democratic citizenship requires individuals to cooperate effectively with others while maintaining respect for diversity. Therefore, Project-Based Learning not only improves teamwork skills but also cultivates social values that are consistent with the philosophical principles of Pancasila (Johnson & Johnson, 2009).

Furthermore, Project-Based Learning enhances students' independence by positioning learners as active participants who are responsible for managing their own learning processes. Rather than depending entirely on teacher explanations, students determine project objectives, organize learning resources, monitor progress, overcome obstacles, and evaluate outcomes independently. This instructional approach encourages the development of self-regulated learning, responsibility, initiative, and perseverance, all of which represent essential characteristics of lifelong learners. In the context of elementary education, these competencies prepare students to become autonomous individuals capable of making responsible decisions both academically and socially. The increased level of student autonomy observed during project implementation indicates that Project-Based Learning effectively supports the objectives of the Merdeka Curriculum, which emphasizes learner independence as one of its central educational principles. Consequently, students gradually shift from passive recipients of information toward active constructors of knowledge and responsible members of society (Zimmerman, 2002).

Another important finding concerns the improvement of students' creativity through project-based instructional activities. During project implementation, students are encouraged to design innovative products, develop creative presentations, produce visual media, and generate original solutions to authentic civic issues. Creativity emerges because students are provided with sufficient freedom to explore ideas while receiving constructive guidance from teachers. In contrast to traditional learning environments where students often reproduce predetermined

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answers, Project-Based Learning allows multiple possible solutions, thereby stimulating imagination, innovation, and flexible thinking. Such creative experiences are highly relevant to the creative dimension of the Pancasila Student Profile because they enable students to produce meaningful work that benefits both themselves and their communities. This finding is consistent with educational research indicating that open-ended project activities significantly enhance students' creative thinking and innovative problem-solving abilities across different educational contexts (Beghetto, 2016).

The strengthening of moral values and civic responsibility observed in this study further demonstrates the effectiveness of Project-Based Learning in elementary Civics Education. Students participating in community-oriented projects experience civic values through direct action rather than theoretical instruction alone. Activities such as environmental campaigns, social service initiatives, cultural preservation, or school improvement projects encourage learners to practice empathy, responsibility, discipline, honesty, and respect toward others. Such authentic experiences facilitate deeper moral understanding because students recognize the practical consequences of their actions within real social contexts. Character education becomes more meaningful when students repeatedly apply ethical principles during collaborative activities instead of merely discussing moral concepts in classrooms. Therefore, Project-Based Learning serves as an effective pedagogical approach for integrating character education with civic competence development, supporting the broader objectives of Indonesian national education (Nucci, Narvaez, & Krettenauer, 2014).

The findings also reveal that the effectiveness of Project-Based Learning depends considerably on teachers' instructional competence in designing meaningful projects, facilitating collaboration, and conducting continuous assessment throughout the learning process. Teachers are required to formulate authentic project themes aligned with curriculum objectives, provide appropriate scaffolding, monitor group interactions, and encourage reflective discussions after project completion. Effective facilitation enables students to experience meaningful learning while ensuring that every project contributes to the development of the Pancasila Student Profile dimensions. Consequently, successful implementation of Project-Based Learning requires adequate teacher preparation, institutional support, and flexible learning environments that encourage active student participation. Continuous professional development therefore becomes an essential factor for maximizing the educational benefits of project-based instruction in elementary schools (Kokotsaki, Menzies, & Wiggins, 2016).

Overall, the results of this study confirm that Project-Based Learning represents an effective instructional model for strengthening the Pancasila Student Profile within elementary

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Civics Education. The model simultaneously promotes critical reasoning, collaboration, creativity, independence, civic responsibility, and moral character through authentic learning experiences that connect classroom instruction with real social life. These findings reinforce the educational philosophy underlying the Merdeka Curriculum, which emphasizes holistic student development encompassing cognitive, affective, and psychomotor domains. By engaging students in meaningful projects that address authentic community issues, Project-Based Learning prepares learners not only to achieve academic success but also to become responsible, democratic, and socially conscious citizens who embody the values of Pancasila in their daily lives. Therefore, integrating Project-Based Learning into elementary Civics Education constitutes a strategic approach to achieving the long-term objectives of Indonesian character education and sustainable national development (OECD, 2019)

Implications of Project-Based Learning for Character Development and Civic Competence in Elementary Schools

The implementation of Project-Based Learning (PBL) in elementary Civics Education provides broad implications for strengthening students' character development and civic competence as envisioned in the Pancasila Student Profile. The findings demonstrate that project-oriented instruction transforms learning from a teacher-centered process into a learner-centered experience in which students actively construct knowledge through authentic participation. This transformation is particularly important because civic education is fundamentally concerned with preparing young citizens who possess not only civic knowledge but also democratic attitudes, social responsibility, and ethical behavior. Through meaningful projects addressing real-life community issues, students experience citizenship as an active practice rather than merely an academic subject. Such authentic engagement enables learners to internalize civic values more effectively because they directly observe the consequences of their decisions, interactions, and collective actions within their social environment. Consequently, Project-Based Learning contributes substantially to achieving the broader educational mission of developing competent, responsible, and morally grounded citizens from an early age (Torney-Purta, Amadeo, & Andolina, 2010).

An important implication identified in this study concerns the integration of twenty-first-century competencies with character education. Contemporary educational systems increasingly recognize that academic achievement alone is insufficient for preparing students to face rapid technological, economic, and social changes. Learners are expected to demonstrate critical thinking, collaboration, communication, creativity, adaptability, and ethical decision-making

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simultaneously. Project-Based Learning naturally integrates these competencies because students continuously work in teams, investigate authentic issues, communicate findings, evaluate evidence, and design innovative solutions. Within Civics Education, these competencies become closely connected with democratic participation, social justice, and responsible citizenship. Therefore, the implementation of Project-Based Learning allows elementary schools to achieve cognitive, social, emotional, and moral learning outcomes simultaneously, reflecting a holistic educational approach consistent with international educational frameworks for twenty-first-century learning (Binkley et al., 2012).

The findings further indicate that Project-Based Learning strengthens democratic participation by providing students with opportunities to practice civic engagement through collaborative decision-making processes. During project implementation, learners discuss alternative ideas, negotiate responsibilities, resolve disagreements peacefully, and collectively evaluate project outcomes. These experiences mirror democratic practices occurring within broader society, allowing students to understand that citizenship involves dialogue, cooperation, respect for diversity, and shared responsibility. Rather than learning democratic concepts theoretically, students actively experience democratic values throughout every stage of project completion. Such experiential learning contributes significantly to the formation of participatory citizenship because students become accustomed to expressing opinions respectfully, listening to others, and making decisions based on collective consensus. Consequently, Project-Based Learning supports the development of democratic culture within elementary classrooms while preparing students for future civic participation (Biesta, 2011).

Another significant implication relates to students' moral and ethical development. Civic education aims not only to transmit constitutional knowledge but also to cultivate virtues such as honesty, responsibility, empathy, fairness, and respect for human dignity. Project-Based Learning strengthens these moral dispositions because authentic projects require students to demonstrate ethical behavior throughout collaborative activities. Students learn accountability by completing assigned responsibilities, develop empathy while working with peers experiencing different challenges, and cultivate integrity by producing original work based on honest effort. These repeated moral experiences gradually become internalized as stable personal values rather than temporary classroom behaviors. Therefore, Project-Based Learning functions as an effective pedagogical strategy for integrating moral education into everyday instructional practice, ensuring that ethical values develop through continuous action instead of isolated moral instruction (Berkowitz & Bier, 2005).

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The implementation of Project-Based Learning also contributes to the development of inclusive educational environments where every student has opportunities to participate according to individual abilities and interests. Project activities typically involve multiple tasks requiring diverse talents, enabling students with different academic strengths to contribute meaningfully toward shared objectives. Such inclusive participation enhances students' self-confidence, motivation, and sense of belonging while simultaneously encouraging appreciation for diversity. Within the context of the Pancasila Student Profile, these collaborative experiences reinforce the dimensions of global diversity and mutual cooperation because students learn to value differences as educational resources rather than obstacles. Inclusive learning environments created through Project-Based Learning therefore support equitable educational practices that recognize individual uniqueness while promoting collective achievement and social harmony (Ainscow, Booth, & Dyson, 2006).

From an instructional perspective, the successful implementation of Project-Based Learning requires teachers to adopt new professional roles as facilitators, mentors, and learning designers. Instead of delivering information through direct instruction, teachers organize authentic learning experiences, provide continuous guidance, encourage inquiry, monitor collaboration, and facilitate reflective discussions. Such pedagogical transformation demands high levels of instructional competence, curriculum planning, classroom management, and assessment literacy. Teachers must also develop the ability to integrate project activities with curriculum objectives while ensuring that character development remains an explicit learning outcome. Consequently, continuous professional development programs become essential for equipping teachers with the pedagogical knowledge and practical skills necessary to implement high-quality Project-Based Learning within elementary Civics Education (Hattie, 2012).

In addition to implications for teachers, this study suggests important considerations for educational policy and curriculum implementation. Schools require institutional support, adequate learning resources, flexible scheduling, and assessment systems that recognize both academic achievement and character development. Traditional assessment methods focusing exclusively on written examinations may not accurately capture competencies such as collaboration, creativity, leadership, communication, and civic responsibility developed through project activities. Therefore, authentic assessment strategies including performance evaluation, portfolios, observation, self-assessment, and peer assessment should accompany Project-Based Learning implementation. Such comprehensive assessment approaches provide more accurate information regarding students' holistic development and align closely with the objectives of the

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Merdeka Curriculum and the Pancasila Student Profile. Educational policymakers should therefore encourage curriculum policies that support authentic learning and multidimensional assessment practices across elementary schools (Black & Wiliam, 2009).

Overall, the findings confirm that Project-Based Learning represents a comprehensive educational approach capable of strengthening both civic competence and character development among elementary school students. Beyond improving academic understanding of civic concepts, Project-Based Learning enables students to develop democratic attitudes, ethical behavior, collaborative competence, creativity, independence, and social responsibility through meaningful participation in authentic learning experiences. These educational outcomes correspond directly with the long-term objectives of Indonesian national education, which seeks to develop learners who embody the values of Pancasila while remaining prepared to address complex global challenges. Consequently, integrating Project-Based Learning into elementary Civics Education should be viewed not merely as an instructional innovation but as a strategic investment in cultivating future citizens who possess intellectual competence, moral integrity, civic responsibility, and commitment to sustainable national development (Schleicher, 2018).

CONCLUSION

Based on the findings and analysis, it can be concluded that the development of the multisensory- This study concludes that the implementation of the Project-Based Learning (PBL) model has a significant positive effect on strengthening the Pancasila Student Profile in elementary school Civics Education. By engaging students in authentic, collaborative, and inquiry-based learning experiences, PBL effectively promotes the development of the six dimensions of the Pancasila Student Profile, namely faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The findings indicate that project-based activities not only improve students' understanding of civic concepts but also cultivate democratic attitudes, ethical behavior, social responsibility, communication skills, and problem-solving abilities through meaningful participation in real-world contexts. Furthermore, the study highlights that the successful implementation of PBL depends on teachers' pedagogical competence, supportive school environments, and authentic assessment practices that comprehensively evaluate both academic achievement and character development. Therefore, Project-Based Learning represents an effective instructional approach that aligns with the objectives of the Merdeka Curriculum and contributes to the formation of competent, responsible, and globally competitive citizens who embody the values of Pancasila in their daily lives while preparing them to address future societal challenges.

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FUTURE DIRECTIONS

Future research should expand the implementation of the multisensory interactive digital Future research should expand the investigation of Project-Based Learning by involving larger and more diverse samples from different regions and educational settings to enhance the generalizability of the findings. Longitudinal studies are also recommended to examine the long-term impact of Project-Based Learning on the sustained development of the Pancasila Student Profile and students' civic competence beyond the elementary school level. In addition, future studies should explore the integration of digital technologies, artificial intelligence, and interdisciplinary project-based approaches within the Merdeka Curriculum to determine their effectiveness in strengthening students' critical thinking, creativity, collaboration, and global citizenship competencies. Comparative studies across different educational levels and instructional models may further provide comprehensive evidence regarding the most effective pedagogical strategies for character education. Moreover, qualitative and mixed-methods research is encouraged to gain deeper insights into students' learning experiences, teachers' instructional practices, parental involvement, and contextual factors influencing the successful implementation of Project-Based Learning in Civics Education. Such investigations will contribute to the continuous improvement of curriculum implementation and support the development of innovative learning environments that prepare future generations to become competent, ethical, and responsible citizens who embody the values of Pancasila while responding effectively to the challenges of the twenty-first century.

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