

## Strengthening the Pancasila student profile for Indonesian citizens through physical education at school

Reforzar el perfil de estudiante Pancasila para los ciudadanos indonesios mediante la educación física en la escuela

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**Abstract.** This study aimed to investigate whether Physical Education (PE) in schools can strengthen the character of the Pancasila student profile of Indonesian citizens. In addition, it tried to find out the roles, strategies, gaps, and challenges encountered to achieve the objectives. Using a systematic literature review, this study collected data from articles searched through Google Scholar. The search focused on those published in Scopus-indexed journals between 2019 and 2024. During the search, inclusion and exclusion criteria were applied. The keywords used were; "Character Building And Students And Pancasila And Through And Physical Education And School". The initial search generated 5.790 articles. These articles were then screened again in several stages, and 16 articles that fit the theme and met the inclusion requirements were yielded. During the article selection, this study followed the PRISMA guidelines. The findings of this study confirmed that the integration of Pancasila values in PE at school plays a strategic role in creating student character that is in line with the state ideology of Indonesia. PE not only improves physical abilities but also becomes an effective means to internalize social values such as *gotong royong* (community cooperation), tolerance, honesty, and integrity, which are the core of Pancasila. Nonetheless, this study found a significant gap between Pancasila-based character education policy and practice on the ground. This gap was mainly due to teachers' lack of preparedness, limited professional training, and resource disparities. These challenges were compounded by academic pressures that reduce the focus on character development, as well as social norms that inhibit inclusivity, such as discrimination against students with disabilities. Addressing these challenges requires a holistic approach that includes the development of a more integrative curriculum, improved training and professional development for teachers, and the use of innovative and inclusive teaching methods. The implications of these findings highlight the importance of collaboration between government, schools and communities to create supportive learning environments, as well as greater investment in PE infrastructure.

**Keywords:** Strengthening, Pancasila Student Profile, Citizen, Indonesia, PE, School

**Resumen.** Este estudio tiene como objetivo investigar el fortalecimiento del perfil del estudiante Pancasila para los ciudadanos indonesios a través de la Educación Física (EF) en la escuela. Se trata de averiguar si a través de la EF en la escuela se puede reforzar el contenido de carácter del perfil del alumno Pancasila para los ciudadanos indonesios, así como averiguar las funciones, estrategias, lagunas y retos existentes. Los datos se obtuvieron de artículos buscados a través de Google Scholar. La búsqueda se centró en aquellos publicados en revistas indexadas en Scopus publicadas en 2019-2024. Las revistas fueron seleccionadas considerando criterios de inclusión y exclusión. Las palabras clave utilizadas fueron; «Character Building And Students And Pancasila And Through And Physical Education And Schools». A partir de la búsqueda en el periodo 2019-2024, se encontraron 5.790 artículos. Además, se examinaron de nuevo en varias etapas y se obtuvieron 16 artículos que se ajustaban al tema y cumplían los requisitos de inclusión. Durante la selección de artículos, este estudio siguió las directrices PRISMA. Los resultados de este estudio confirman que la integración de los valores de Pancasila en la educación física escolar desempeña un papel estratégico en la formación del carácter de los alumnos en consonancia con la ideología del Estado. La educación física no sólo mejora las capacidades físicas, sino que también se convierte en un medio eficaz para interiorizar valores sociales como el *gotong royong*, la tolerancia, la honestidad y la integridad, que son el núcleo de Pancasila. No obstante, existe una brecha significativa entre la política de educación del carácter basada en Pancasila y la práctica sobre el terreno, debido principalmente a la falta de preparación de los profesores, su limitada formación profesional y la disparidad de recursos. Estos retos se ven agravados por presiones académicas que reducen la atención prestada al desarrollo del carácter, así como por normas sociales que inhiben la inclusión, como la discriminación de los estudiantes con discapacidades. Para hacer frente a estos retos se requiere un enfoque holístico que incluya el desarrollo de un plan de estudios más integrador, la mejora de la formación y el desarrollo profesional de los profesores y el uso de métodos de enseñanza innovadores e integradores. Las implicaciones de estas conclusiones ponen de relieve la importancia de la colaboración entre el gobierno, las escuelas y las comunidades para crear entornos de aprendizaje propicios, así como una mayor inversión en infraestructuras de educación física.

**Palabras clave:** Fortalecimiento, perfil del estudiante Pancasila, ciudadano, Indonesia, educación física, escuela.

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### Introduction

The national education in Indonesia has several major goals, one of which is integrating the values of Pancasila to create students with strong character. As Indonesia puts Pancasila as a state ideology, Pancasila serves as a moral and

ethical guideline in the life of the nation and state. This ideology has been embedded in various aspects of life and has guided the citizens to act and think based on its values. In education, integrating Pancasila values into students is very important in order to form students who are not only academically intelligent but also have integrity, responsibility,

and a high sense of patriotism (Alaby, 2021; Junaidi & Assya'bani, 2022). Moreover, Pancasila as a state ideology is very important in character education and is relevant to overcoming global challenges faced by the younger generation, such as deviant behavior and lack of nationalism (Dewi et al., 2023; Pratama et al., 2023). Education that integrates Pancasila values can form individuals who understand their rights and obligations as citizens and can contribute positively to society (Utama & Nawawi, 2023).

The implementation of Pancasila values in the educational curriculum is typically through the Pancasila and Civics Education (PPKn) subject. This subject is specifically designed to help students understand and internalize the noble values of Pancasila, which contributes to the formation of students' positive character (Anugrah & Rahmat, 2024; Yulia et al., 2023). Various educational programs, such as the Pancasila Student Profile Strengthening Project (P5), have been designed to strengthen students' character and soft skills through more flexible and contextualized learning (Asariskiansyah & Ramadan, 2024; Saesaputri et al., 2024). Besides the subjects, teachers also play a role in implementing Pancasila-based character education. In class, teachers not only deliver the materials but also serve as role models for students (Sabir et al., 2024). Pancasila-based character education also needs to be adapted to the times, given the increasingly complex challenges of globalization and technological advances. By so doing, education must be able to adapt relevant methods and strategies to effectively instill Pancasila values (Anggraini, 2023; Fadilah et al., 2023). In addition, this education can help students understand and appreciate Indonesia's cultural diversity, build multicultural awareness, and create individuals who are tolerant and able to contribute to creating a harmonious society (Riantika, 2022; Wibowo et al., 2024). In this whole process, the importance of Pancasila education is not only in the teaching of these values but also in the application of these values in students' daily lives. They can be used to face global challenges and contribute positively to the nation and state (Inzaghi et al., 2023; Tricahyono, 2022).

One of the real efforts of the Indonesian government is through the establishment of the Pancasila Learner Profile. This profile consists of six main values, namely: (1) Faithful, Fearful of God Almighty and Noble, (2) Global Diversity, (3) Critical Reasoning, (4) Creative, (5) Independent, and (6) Gotong Royong. Interestingly, it is noted that Pancasila education can also be embedded into other school subjects. For example, physical education (PE) has an important role in forming the Pancasila Student Profile. Physical Education fosters the spirit of sportsmanship, discipline, and cooperation. Integration and collaboration of these two subjects can be an effective strategy to achieve the goal of forming the Pancasila Learner Profile. These actions allow students to learn Pancasila values and physical skills and how they can be integrated in a good manner. Collaboration between teachers of these two subjects can enrich learning and improve the effectiveness of the educational process. Estab-

lishing the Pancasila Learner Profile in Indonesia is a strategic effort in education that aims to integrate Pancasila values into the character of learners. In this context, integration and collaboration between Pancasila Education and Physical Education in schools is essential to achieve this goal. Pancasila education serves as a foundation in shaping the character of students. Through various approaches, such as the Pancasila Student Profile (P5) strengthening project, this education can be integrated into the intracurricular and extracurricular curriculum (Cayantoro et al., 2023).

As argued earlier, Physical Education (PE) in schools plays an important role not only in physical development but also in the formation of students' character and morals. It is an effective medium to internalize the values of Pancasila through various activities involving cooperation, discipline, sportsmanship, and responsibility. These activities are in line with Indonesia's national education goals to create a generation that is physically healthy and has a strong character (Kamaruddin et al., 2023; Saputra et al., 2022). Research shows that PE can improve students' ability to collaborate and communicate, as well as teach moral and social values such as cooperation and respect for differences, which are relevant to the values of Pancasila (Karisman & Wahyuni, 2020; Pradana, 2021). Another important value, such as discipline, can be developed through rules and regulations in sports activities, which contribute to students' character building (Pradana, 2021; Saputra et al., 2022). Sportsmanship, through competition, teaches students to respect opponents and face victory and defeat with a positive attitude, which is in line with the principles of Pancasila (Marlissa & Lima, 2022; Tsania et al., 2023). Responsibility is also instilled through PE, where students are taught to take responsibility for their role in the team. Meanwhile, the results achieved by the students enhanced a sense of responsibility towards self and others (Kamaruddin et al., 2023; Karisman & Wahyuni, 2020). In addition, PE contributes to students' physical and mental health, supporting better concentration and academic performance, with research showing a positive relationship between physical fitness and academic achievement (Jaenudin et al., 2018). The importance of PE in character building is also supported by the role of teachers who must be able to design learning that not only focuses on physical aspects, but also on the development of student character, with training and professional development for teachers being very important (Dimiyati, 2010). For these reasons, PE should be viewed as an integral part of character education in Indonesia, which aims to create healthy, integrity and responsible individuals.

Despite the potential roles, character education through PE in Indonesian schools still faces a significant gap between theory and practice. This gap is mainly caused by several factors, such as the suboptimal understanding and training of PE teachers, where many teachers do not fully understand how to integrate Pancasila values in PE learning (E. Susanto, 2012). In addition, the existing PE curriculum often emphasizes physical aspects and competition rather than character development. According to Rosita and Muhtar

(2022), PE curriculum often focuses more on competition and physical skills, so Pancasila values are not well internalized in learning activities. Likewise, students do not have sufficient opportunities to learn moral and social values that should be an integral part of PE (Rahmadi et al., 2022; Subekti et al., 2024). Research also suggests that a less supportive school environment and low parental and community involvement contribute to suboptimal character education in schools (Farid & Rugaiyah, 2023; Prakasa et al., 2023; Normah et al., 2020). Limited facilities and equipment, especially in remote schools, reduce the effectiveness of PE learning (Ismail, 2021).

Another challenge faced by the students comes from the negative influences of the external environment, such as social media and popular culture. Research has shown that these influences greatly affect the effectiveness of character education (Arifuddin & Ilham, 2020; Denissa et al., 2022). They can reduce the effectiveness of character education provided in schools (Zalal et al., 2023). To overcome these challenges, some important steps are required, including revising the curriculum to be more integrated with the values of Pancasila (Syamsijulianto et al., 2022). In addition, it is necessary to improve teacher professional training, create a school environment that supports character education (Kamaruddin et al., 2023), and involve parents and communities in the character education process (Hariandi et al., 2023). Thus, PE is expected to be more effective in shaping the character of students who are physically healthy, have strong moral integrity, and are ready to face future challenges.

Academically, research on Physical Education (PE) has touched on many areas. For example, some popular studies investigated the effect of physical education on learning outcomes (Martono et al., 2024; Komari et al., 2024a; Komari et al., 2024b; Septiantoko et al., 2024; Suyato et al., 2024; Widiyanto et al., 2024; Putro et al., 2024; Harmanto et al., 2024; Zulbahri et al., 2024; Susanto et al., 2024), motor development (Susanto et al., 2024; Susanto et al., 2024). Other studies examined specific areas of PE or sports, such as health and fitness sports (Widiyanto et al., 2024a; Widiyanto et al., 2024b; Syaokani et al., 2024; Pranoto, et al., 2024; Astuti et al., 2024; Wayoi et al., 2024; Akhmad et al., 2024), law and sports (Ardiyanto et al., 2024; HB et al., 2024a; HB et al., 2024b), sports communication (Charlina et al., 2024), active lifestyle with

exercise (Tafuri et al., 2024a), interval training and physiological (Latino et al., 2024a), circuit training programme (Tafuri et al., 2024b; Tafuri et al., 2024c; Latino et al., 2024b; Latino et al., 2024c; Adirahma et al., 2024), injury risk on sports (Anam et al., 2024a; Fahrosi et al., 2024), endurance training and physiological (Latino et al., 2024c), therapeutic sports (Zanada et al., 2024), movement skills (Susanto et al., 2023; Anam et al., 2024b; Pranoto et al., 2024), and sports training and performance (Kurniawan et al., 2024; Susanto et al., 2024), curriculum and management of physical education learning (Mardiyah et al., 2024a; Yani et al., 2024; Mardiyah et al., 2024b), and the management of sports education and archery (Hamsyah et al., 2024; Mulyanti et al., 2024; Setyawan et al., 2023a; Setyawan et al., 2023b; Setyawan et al., 2024a; Setyawan et al., 2024b; Destriani et al., 2024), students' motor skills (Sayekti et al., 2024).

Although there has been plenty of research on PE, there are still few studies that specifically investigate the subject as a means to strengthen the student profile of Pancasila for Indonesian citizens in Schools. In fact, the lack of research on this topic can hinder understanding, development, or scientific findings in the field related to this area. Therefore, this study aims to investigate the strengthening of the profile of Pancasila students for Indonesian citizens through PE in Schools. This study is significant in finding out whether PE in schools can strengthen the character content of the Pancasila student profile for Indonesian citizens, as well as in examining the roles, strategies, gaps, and existing challenges.

## Materials & Methods

To achieve the above objectives, this study employed a systematic literature review method by identifying, evaluating, and interpreting all relevant research results. It was conducted with a comprehensive strategy by searching articles in research journal databases. The keywords used in the journal search were "Character Building And Students And Pancasila And Through And Physical Education And School". During the search, several inclusion and exclusion criteria were applied. For example, the articles must be published in Scopus-indexed journals to be included in the review. In addition, the publication period was limited between 2019 and 2024. The complete list of inclusion and exclusion criteria are shown in Table 1 below:

Table 1.  
Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Period	Journals published in 2019 - 2024	Journals published outside 2019-2024
Indexed	Scopus-indexed international journal	Non-Scopus-indexed international journal
Access	Open access	Close access (Subscription)
Language	English language journal	Non-English language journal
Article Type	Original research article and review article	Conference proceedings, book, book chapter, book series, editorial, etc.
Full Text	Articles fulfill the scope/topic of research	Articles do not fit the scope/topic of the research
Topic of Discussion	The article's content is relevant to the theme of strengthening the student profile of Pancasila for Indonesian citizens through PE at School.	The article's content is not relevant to the theme

The initial search in this study generated 5.790 articles pulled from various international journal indexing databases, including Scopus and other database sources. These articles were then screened again. After undertaking several stages of the screening process, 16 articles that fit the theme and met the inclusion requirements were selected. During the article selection, this study followed the "Preferred Reporting Items for Systematic Reviews and Meta-Analyses" (PRISMA) guidelines. These guidelines are expected to produce systematic literature review reports that are more transparent, complete, and accurate, thus facilitating evidence-based decision-making (Page et al., 2021). This systematic literature review gathered all available scientific evidence according to the inclusion and exclusion criteria (Martín-Moya & González-Fernández, 2022). In this study, the article selection process under the PRISMA method was illustrated as follows.

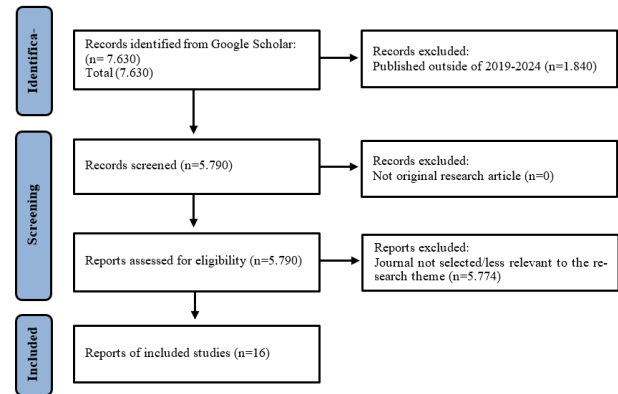


Figure 1. PRISMA flowchart of the article selection process

## Results

This section presents the results of the literature review related to strengthening the student profile of Pancasila for Indonesian citizens through PE at School. The detailed results are shown in Table 2.

Table 2.  
Literature Review Results

No.	Author	Study objectives	Main Findings
1	(Suherman et al., 2019)	The study aimed to explore the effectiveness of integrating national character education into PE programs in Indonesia. The researchers sought to develop a model that enhances students' character through physical activities, aligning with national educational goals. The focus was on identifying key character traits that could be promoted through PE and determining how these traits could be systematically embedded into the curriculum to foster holistic student development.	The research findings indicated that incorporating national character education into PE significantly improved students' understanding and practice of key character traits such as discipline, cooperation, and respect. The model developed through the study was effective in engaging students in reflective practices that reinforced these traits. Teachers reported positive changes in student behavior, both during PE classes and in broader school activities, suggesting the potential for this approach to contribute meaningfully to national educational objectives.
2	(An et al., 2022)	This study aimed to examine the current state and sustainable development of PE in Chinese schools, with a specific focus on how the "Health First" policy is being implemented. The research intended to assess the effectiveness of this policy in improving students' physical health and to identify areas where the policy could be further enhanced to ensure long-term health benefits for students.	The findings revealed that while the "Health First" policy has led to some improvements in students' physical health, its implementation has been inconsistent across different regions. The study highlighted significant disparities in resources, teacher training, and student engagement in PE programs. The researchers concluded that for the policy to achieve its full potential, there needs to be a more coordinated effort in addressing these disparities, alongside greater investment in PE infrastructure and professional development for teachers.
3	(D'Elia, 2020)	This research analyzed the perspectives of primary school teachers in Italy regarding the content and learning objectives of PE. The study sought to develop a core curriculum model for PE that aligns with national guidelines and addresses the educational needs identified by teachers. The goal was to ensure that PE contributes effectively to the holistic development of students beyond just physical skills.	The study found that teachers generally value PE for its potential to contribute to students' physical, social, and cognitive development. However, there were significant concerns about the lack of specialized training for generalist teachers and the inadequacy of facilities. Teachers needed a more structured and supportive curriculum to better integrate PE into the educational framework. The research concluded that a revised curriculum, coupled with improved teacher training and resources, could enhance the effectiveness of PE in primary schools.
4	(Sosa et al., 2020)	The study aimed to investigate the conceptual understanding and pedagogical approaches of primary school teachers regarding PE in the context of elementary education in Mexico. The research sought to identify the key factors influencing teachers' approaches to PE and how these factors align with or diverge from national educational standards.	The research revealed that teachers often view PE primarily as a means to develop physical skills rather than as a tool for broader educational goals such as social development or health promotion. There was a notable gap between the intended curriculum outcomes and the teachers' actual practices, largely due to insufficient training and resources. The findings suggest a need for comprehensive professional development programs that emphasize the broader educational potential of PE and equip teachers with the skills to implement a more holistic approach.
5	(Shangguan et al., 2022)	This study aimed to assess the current health literacy levels of PE teachers in primary schools across China, identify the causes of low health literacy, and propose strategies to enhance health literacy among these educators. The focus was on understanding how health literacy impacts the effectiveness of PE teaching and the overall	The findings indicated that the health literacy of PE teachers in primary schools is generally low, particularly in areas related to healthy lifestyle behaviors and practical health skills. The study identified several contributing factors, including inadequate health education in teacher training programs and a lack of ongoing

		health outcomes of students.	professional development opportunities. The researchers recommended several countermeasures, such as revising teacher education curricula to include more comprehensive health literacy training and providing targeted professional development programs to improve teachers' knowledge and skills in health education.
6	(Apelmo, 2019)	The study aimed to explore the intersections of gender and disability within the context of PE in Swedish schools. The research focused on how students with disabilities experience PE and how these experiences are shaped by gender norms and expectations. The goal was to identify ways to make PE more inclusive and supportive for students of all abilities.	The findings highlighted that students with disabilities often experience exclusion and marginalization in PE classes due to rigid gender norms and a lack of accommodation for their needs. The study found that both boys and girls with disabilities are pressured to conform to traditional gender roles, which can limit their participation and enjoyment in PE. The research suggests that creating a more inclusive PE environment requires challenging these gender norms and adopting more flexible and individualized approaches to teaching PE that recognize and value diverse abilities.
7	(Stride et al., 2022)	This study aimed to analyze the dynamics of gendered power within the PE departments of four English secondary schools. The research sought to understand how gender influences the organization and delivery of PE, as well as the interactions between teachers and students. The goal was to uncover the ways in which gendered power relations affect students' experiences and opportunities in PE.	The study revealed that gendered power relations are deeply embedded in the structures and practices of PE departments. Male-dominated leadership, gender-segregated activities, and stereotypical expectations of boys' and girls' physical capabilities were found to reinforce traditional gender norms. These practices often limited girls' participation and engagement in PE, while also constraining boys to specific forms of physicality. The research concluded that addressing these power dynamics requires a fundamental rethinking of how PE is organized and taught, with an emphasis on promoting gender equity and inclusivity.
8	(Martins et al., 2020)	The research aimed to compare the levels of participation in PE classes among adolescents from low-, middle-, and high-income countries. The study sought to identify socioeconomic factors that influence PE participation and to assess the impact of these factors on global disparities in physical activity levels among youth.	The findings showed significant differences in PE participation rates among adolescents from different income levels, with those from high-income countries participating more frequently in PE classes compared to their peers in low- and middle-income countries. The study highlighted that socioeconomic factors such as school resources, availability of trained PE teachers, and cultural attitudes towards physical activity play a critical role in shaping these disparities. The researchers recommended targeted interventions to increase PE participation in low- and middle-income countries, including investments in school infrastructure and teacher training, as well as public health campaigns to promote the importance of physical activity.
9	(Maguire et al., 2019)	The study investigated the unintended consequences of the English Baccalaureate (Ebacc) policy on PE in secondary schools across England. Specifically, it examined how the introduction of the Ebacc has influenced the status and provision of PE, exploring the broader educational and policy context in which these changes have occurred.	The findings revealed that the introduction of the Ebacc has led to a significant marginalization of PE within the secondary school curriculum. Schools have increasingly prioritized subjects included in the Ebacc at the expense of PE, leading to reduced PE time and resources. This shift reflects broader policy tensions and challenges in balancing academic and holistic educational outcomes.
10	(Rudd et al., 2020)	The purpose of this study was to assess the efficacy of utilizing Linear and Non-linear pedagogy within PE to promote movement competence, perceived competence, motivation, executive function, self-regulation, and physical activity in 5-6-year-old children from deprived areas of North West England. The intervention targets the early primary school PE curriculum as a critical opportunity to foster physical literacy in young children.	The findings suggested that both Linear and Non-linear pedagogy interventions were effective in improving movement competence and other aspects of physical literacy in children. However, the Non-linear Pedagogy intervention led to greater improvements in movement creativity and affective outcomes, such as motivation, compared to the Linear Pedagogy. These results underscore the potential benefits of adopting Non-linear pedagogy in early childhood PE to foster a more holistic development of physical literacy.
11	(Belton et al., 2019)	The study evaluated the long-term impact of the Y-PATH intervention on maintaining moderate-to-vigorous physical activity (MVPA) levels among adolescents. The research aims to determine whether the intervention can effectively counteract the age-related decline in physical activity, particularly in females, over a two-year period.	The study found that the Y-PATH intervention was effective in maintaining MVPA levels in female participants over the 24-month period, while control group participants experienced a significant decline in activity levels. The findings support the efficacy of the Y-PATH program in addressing gender disparities in physical activity during adolescence and highlight the potential of school-based interventions to promote sustained physical activity.
12	(Makopoulou et al., 2021)	The study aimed to examine the effects of short-course professional development (CPD) on the self-efficacy of teachers and teaching assistants in inclusive PE. It explored how different factors, such as gender, age, and prior experiences, influence the effectiveness of CPD programs in enhancing self-efficacy.	The results indicated that CPD programs had a significant positive impact on the self-efficacy of school staff with 5-15 years of experience. However, the effects were minimal for those with less than 5 years or more than 15 years of experience. Additionally, the perceived quality of the CPD program was a strong moderator of its impact, with higher-quality perceptions leading to greater self-efficacy gains. These findings suggest the need for more tailored CPD approaches that consider individual characteristics and prior experiences.
13	(Makopoulou et al., 2022)	The study investigated the interpretations and practices of inclusion promoted by a national Continuing Professional Development (CPD) program for inclusive PE in England. It aimed to explore how CPD influenced teachers' understanding and implementation of inclusive practices in diverse educational contexts.	The findings revealed that the CPD program promoted a narrow interpretation of inclusion, primarily focusing on physical integration rather than broader educational and social inclusion. Teachers often resorted to differentiated instruction and ability grouping, which sometimes reinforced exclusionary practices. The study suggests the need for CPD programs to adopt a more comprehensive and critical approach to inclusion that goes beyond mere physical integration to address the diverse learning needs of all students.

14	(Creadore et al., 2021)	The study aimed to assess disparities in access to dermatological care across different practice types in the US, focusing on factors such as insurance acceptance and appointment wait times. It intended to identify barriers to timely dermatological care for patients with various types of insurance coverage.	The findings indicated significant disparities in access to dermatological care based on insurance type, with patients on Medicaid experiencing longer waiting times and more difficulty securing appointments compared to those with private insurance. The study highlights the ongoing challenges in ensuring equitable access to specialist care in the US healthcare system and highlights the need for policy interventions to address these disparities.
15	(Helleiner, 2021)	The article explored the diversity of economic nationalism by examining different strands of this ideology, particularly those associated with American populist conservatism and Chinese developmentalism. It challenged the conventional understanding of economic nationalism by highlighting the diverse intellectual traditions that underpin these contemporary forms.	The findings suggested that contemporary American and Chinese forms of economic nationalism diverge significantly from the traditional Listian framework often cited in political economy. The study identified the neglected intellectual contributions of Henry Carey and Sun Yat-sen as more relevant to understanding these modern forms of economic nationalism. It calls for a broader and more inclusive approach to the study of economic nationalism that recognizes its diverse historical and intellectual roots.
16	(Zhou et al., 2022)	The study aimed to evaluate the effectiveness of a culturally tailored, internet-delivered cognitive behavioral therapy for insomnia (CBT-I) in Black women. The research determined whether tailoring the intervention to the specific cultural context of Black women would enhance treatment engagement and outcomes compared to a standard CBT-I program.	The findings indicated that both the culturally tailored CBT-I program (SHUTi-BWHS) and the standard CBT-I program (SHUTi) significantly improved sleep outcomes compared to the control group. However, there were no significant differences in efficacy between the tailored and standard programs. The study highlights the effectiveness of CBT-I for insomnia in Black women but suggests that cultural tailoring may not significantly enhance treatment outcomes compared to standard approaches.

## Discussion

The purpose of this systematic literature review was to investigate the strengthening of the Pancasila student profile for Indonesian citizens through Physical Education (PE) at school. It figured out whether PE in schools can strengthen the character content of the Pancasila student profile for Indonesian citizens, as well as to find out the roles, strategies, gaps, and existing challenges.

The integration of Pancasila values in PE at school has an important role in the character-building of students in Indonesia. Pancasila is the basic ideology of the country, which contains noble values that must be internalized in every aspect of education, including PE. PE not only improves students' physical abilities but also serves as an effective means to instill social values such as *gotong royong*, tolerance, and honesty, which are the core of Pancasila (Faeruz & Suhirman, 2023; Habibah et al., 2024; Prakasa et al., 2023; Subekti et al., 2024). Research showed that PE can improve students' understanding and practice of key character traits such as discipline, cooperation, and respect by incorporating national character education in learning models that involve reflective practice (Kamaruddin et al., 2023; Sabir et al., 2024). In addition, the role of teachers is crucial in implementing Pancasila values through PE by creating a learning environment that supports students' character development. It requires adequate training and professional development (Budiarti, 2023; Yuniar et al., 2022). Teachers reported positive changes in students' behavior, both during PE lessons and in wider school activities, indicating the potential of this approach to contribute meaningfully to national education goals (Suherman et al., 2019). In addition to classroom learning, a positive school culture, including extracurricular activities that encourage cooperation and leadership, can help students internalize the values of Pancasila (Firmansyah & Dewi, 2021; Wulandaria, 2020). In the era of globalization, it is important to be consistent and sustainable in integrating Pancasila values

into PE, with the development of relevant curricula and innovative teaching methods to interest students and help them apply the values in their daily lives (Alaby, 2021; Sa'adah & Dewi, 2024). Therefore, the integration of Pancasila values in PE has great potential to shape a young generation with Pancasila character and requires the cooperation of all stakeholders, including the government, schools, and communities (Hendri et al., 2018; Kamaruddin et al., 2023).

Therefore, integrating Pancasila values in PE at school is a strategic effort to shape students' character in line with the state ideology. PE serves not only to improve physical abilities but also as an effective means to internalize social values such as *gotong royong*, tolerance, and honesty. The research findings show that the application of Pancasila values in PE can improve students' understanding and practice of key values such as discipline, cooperation, and respect. The role of teachers is vital in this process, as they create a learning environment that supports character development. They also require adequate training and professional development. In addition, a positive school culture and extracurricular activities can support the process of internalizing these values. Consistency in applying Pancasila values through innovative and relevant teaching methods is essential in the current era of globalization. Thus, integrating Pancasila values in PE has great potential to shape a young generation with character and requires collaboration between the government, schools, and communities.

### *The Role of Physical Education in Character Building*

This study believes PE is vital for character building by incorporating Pancasila values into students' daily interactions and activities. As emphasized by earlier scholars (Kamaruddin et al., 2023; Subekti et al., 2024), one example of how PE shapes students' character is by encouraging cooperation among students, reflecting the Pancasila principle of *gotong royong*. This spirit of *gotong royong* is important not only in sports but also in developing a sense of

community and shared responsibility among students. Furthermore, PE activities provide a unique platform for students to experience and practice tolerance, as highlighted by Hamu (2023). Through team sports and group exercises, students learn to appreciate differences, respect each other, and work towards a common goal - key aspects of the Pancasila philosophy. However, research reveals that teachers often see PE primarily as a means to develop physical skills rather than as a tool to achieve broader educational goals such as social development or health promotion. There is a significant gap between the expected outcomes of the curriculum and teachers' actual practice, largely due to inadequate training and resources. These findings suggest the need for comprehensive professional development programs that emphasize the broader potential of PE and equip teachers with the skills to implement a more holistic approach (Sosa et al., 2020).

Honesty and integrity were also reinforced through PE, which was reviewed in this study. In sports, students are encouraged to play fairly and abide by the rules (Pertwi, 2023). Developing these values in PE is crucial in fostering a sense of responsibility and moral integrity, which are indispensable in shaping future citizens who uphold the principles of Pancasila. Another Pancasila value obtained through extracurricular activities in PE was leadership roles in sports teams. Scholars argue that it also contributes to character development by instilling discipline, leadership, and a sense of responsibility (Erliansyah, 2023).

It can, therefore, be asserted that PE is important as a tool to shape students' character by integrating Pancasila values into daily activities. PE not only plays a role in improving physical skills but also in promoting values such as *gotong royong*, tolerance, honesty, and integrity through social interaction in sports and physical activities. Nonetheless, previous research revealed a significant gap between the expected educational goals and teachers' actual practices in the field, mainly due to the lack of adequate training and resources. Thus, a more holistic approach and better professional development efforts are needed to maximize the potential of PE in shaping character and improving students' well-being.

### ***Effective Strategies for Implementation***

The integration of Pancasila values into PE requires effective strategies that suit both students and educators. Therefore, this research reviewed articles that applied certain strategies to embed character values into their students. One of the common strategies was Project Based Learning (PBP), advocated by Fitriyani et al. (2023). Fitriyani et al. offer a practical approach by allowing students to apply Pancasila values in real-life scenarios, thus deepening their understanding and commitment to these principles. Meanwhile, Rahmi (2024) supported the use of interactive teaching methods by involving students actively. They believed that such methods make the learning process more dynamic and impactful. This method not only helps students understand the theoretical aspects of Pancasila but also allows them to internalize these values through experiential learning.

However, findings reveal that although the "Health First" policy has resulted in some improvements in students' physical health, its implementation is inconsistent across different regions. The study highlighted significant disparities in resources, teacher training, and student engagement in the PE program. The researchers concluded that for this policy to reach its full potential, more coordinated efforts are needed to address these disparities, as well as greater investment in PE infrastructure and professional development for teachers (An et al., 2022).

While selecting effective strategies is important, the role of the teacher is inseparable during the strategy selection process and the PE teaching process as well. As suggested by Kolamban et al. (2024), inclusive leadership by teachers enhances the effectiveness of character education as the teachers can create an environment where Pancasila values are consistently modeled and reinforced. Professional development and continuous training for teachers are therefore crucial to equip them with the necessary skills and knowledge to effectively integrate Pancasila values in PE. In addition, the use of innovative educational media, including digital tools, can make learning Pancasila values more interesting and relevant, especially for the younger generation. Despite these strategies, the research found that teachers generally value PE for its potential to contribute to students' physical, social, and cognitive development. However, there were significant concerns about the lack of specialized training for general teachers and insufficient facilities. Teachers expressed the need for a more structured and supportive curriculum that could better integrate PE into the overall educational framework. The study concluded that a revised curriculum, coupled with improved teacher training and resources, could increase the effectiveness of PE in primary schools (D'Elia, 2020).

The integration of Pancasila values into PE, therefore, requires a holistic approach that focuses on targeted strategies. Project-based learning (PBP) has proven effective in enabling students to apply Pancasila values in real-life contexts, thereby strengthening their understanding and commitment to the principles. Interactive teaching methods also play an important role in helping students internalize Pancasila values more deeply through dynamic learning experiences. However, previous research revealed significant disparities in the implementation of the "Health First" policy in different regions, especially in terms of resources, teacher training, and student involvement in the PE program. These disparities point to the need for more coordinated efforts to ensure equity in policy implementation, as well as greater investment in infrastructure and professional development for teachers. The role of teachers, especially in inclusive leadership, is a key factor in the success of character education. Continuous professional development is essential to equip teachers with the necessary skills to effectively integrate Pancasila values into PE. Innovative educational media is also recommended to enhance the relevance and appeal of learning for students. Although PE is recognized as having the potential to support students' physical,

social, and cognitive development, shortcomings in specialized training for teachers and adequate facilities remain a challenge. Therefore, it is necessary to emphasize the importance of a more structured curriculum revision and improved teacher training and resources to strengthen the effectiveness of PE in primary schools.

### ***Bridging the Gap between Policy and Practice***

Although established policies support Pancasila-based character education, there is a significant gap between policy and practice in the PE context. For instance, Suherman (2018) identified the lack of teacher preparedness as a major obstacle to effective implementation, a sentiment also expressed by more recent research (Hidayah & Khunaivi, 2022). The lack of professional training worsens this problem, leaving many educators unprepared to deliver Pancasila-based character education. In addition, curricula often pay more emphasis on academic subjects, making PE marginalized (Wulandari et al., 2023). Therefore, the time and resources to integrate Pancasila values into physical activities become limited. Furthermore, findings highlighted that students with disabilities often experience exclusion and marginalization in PE classes due to rigid gender norms and lack of accommodation for their needs. The study found that both boys and girls with disabilities are forced to conform to traditional gender roles, which can limit their participation and enjoyment in PE. The research suggests a more inclusive PE environment. Thus, it is necessary to challenge these gender norms and adopt a more flexible and individualized PE teaching approach that recognizes diverse abilities (Apelmo, 2019).

On the other hand, implementation in the field faces challenges due to inadequate infrastructure and support, as expressed by Natalia et al. (2021) and Sulistyarini et al. (2020). This gap between policy intentions and practical realities hinders the effectiveness of PE as a character education medium. There is also a cultural gap in understanding the values of Pancasila between teachers and students, as well as the influence of prevailing social norms, which further complicates implementation efforts (Astuti et al., 2023; Sriyono et al., 2023). Overcoming these challenges requires an intensive effort from all governments, schools, and communities to ensure a supportive environment for integrating Pancasila values. Furthermore, findings showed significant differences in PE participation rates among adolescents from different income levels, with those from high-income countries participating in PE classes more frequently compared to their counterparts in low- and middle-income countries. The study highlights that socioeconomic factors such as school resources, availability of trained PE teachers, and cultural attitudes towards physical activity play an important role in shaping these disparities. The researchers recommended targeted interventions to increase PE participation in low- and middle-income countries, including investments in school infrastructure and teacher training, as well as public health campaigns to promote the importance of physical activity (Martins et al., 2020).

In short, the discussion found that although the national policy has established the importance of Pancasila-based character education, there is a noticeable gap between the policy and practice on the ground, particularly in PE. The main obstacle identified was the lack of teacher preparedness caused by the lack of professional training, which has a negative impact on the implementation of Pancasila values in PE. In addition, curricula that focus more on academic subjects tend to marginalize PE, limiting the integration of character values into physical activities. Findings also indicate discrimination against students with disabilities in PE, which is compounded by rigid traditional gender norms, inhibiting inclusivity and full participation of students. This suggests the need for a change to a more flexible and individualized approach to PE teaching. Furthermore, the gap between policy and practice is exacerbated by inadequate infrastructure and support in the field, as well as cultural gaps in the understanding of Pancasila values between teachers and students. These imbalances hinder the effectiveness of PE as a character education tool, especially in low- and middle-income countries where PE participation among adolescents is lower compared to high-income countries. The findings of this study suggest the need for more focused interventions, including investments in school infrastructure, teacher training, and public campaigns to raise awareness of the importance of PE. Collective efforts from all stakeholders, including government, schools, and communities, are essential to create an enabling environment for the effective integration of Pancasila values in PE.

### ***Challenges at Different Levels of Education***

The challenges of implementing PE as a means of Pancasila character building vary across different levels of education. In primary education, the main barriers include a lack of teacher training and limited resources (Bhughe, 2022; Pradana, 2021). At this level, teachers often do not have adequate training to integrate character values, exacerbated by limited facilities. At the secondary level, academic pressures often reduce the focus on character education, with students and educators prioritizing academic achievement over character development. This phenomenon has been observed by Budiarti (2023). This condition makes Pancasila values, which should be taught through physical activity, often not well internalized. In higher education, the relevance of PE is often questioned, with students perceiving it as unrelated to their academic studies. Nurgiansah (2022) was one of the scholars who questioned this issue. He questioned a customized approach that might meet the specific needs and context of each level of education. According to Prastiawati, (2023), this perception creates a gap between the purpose of PE and its perceived importance in the wider educational context. In addition, findings revealed that the introduction of Ebacc has led to a significant marginalization of PE in the secondary school curriculum. Schools are increasingly prioritizing subjects included in the Ebacc at the expense of PE, reducing the time and resources for PE. This shift reflects wider policy



tensions and challenges in balancing academic and holistic educational outcomes (Maguire et al., 2019).

To summarize, this research found that the implementation of PE as a means for building Pancasila character faces varying challenges across education levels. In primary schools, inadequate teacher training and resources hinder the effective integration of character values. At the secondary level, academic pressures lead to a focus on achievements over character education, while in higher education, the relevance of PE is often questioned. In addition, policies such as the English Baccalaureate (EBACC) further marginalize PE in the secondary school curriculum. Addressing these issues requires tailored approaches that enhance teacher training, resource provision, and character value integration to optimize PE's role in holistic education.

### ***Recommendations for Strengthening Implementation and the Importance of Further Research***

To address these challenges and strengthen the implementation of Pancasila-based character education through PE, several recommendations are proposed. First, developing a more integrative curriculum that combines PE with other subjects, such as civic and religious education, is essential (Kamaruddin et al., 2023; Sembiring, 2021). It will provide a more holistic learning experience that reinforces Pancasila values in various contexts. Second, improved teacher training is essential (Kahar & Putri, 2023; Purhanudin et al., 2023; Sembiring, 2021). Teacher training functions to ensure educators are prepared to deliver character education effectively. However, findings revealed that gender-based power relations are deeply embedded in the structures and practices of PE departments. Male-dominated leadership, gender-segregated activities, and stereotypical expectations of boys' and girls' physical abilities were found to reinforce traditional gender norms. These practices often limit girls' participation and engagement in PE, while also restricting boys to certain physical forms. The research concluded that to address these power dynamics, a fundamental rethinking of how PE is organized and taught is required, with an emphasis on promoting gender equality and inclusivity (Stride et al., 2022).

The importance of further research in strengthening the Pancasila Learner Profile through PE cannot be overlooked, as it has a crucial role in developing new strategies and evaluating the implementation of existing policies. In this way, PE can contribute significantly to students' character-building in accordance with Pancasila values. Previous research shows that although PE can build student character, policy implementation often falls short of expectations (Kamaruddin et al., 2023). Systematic evaluation is needed to understand the acceptance and implementation of the policy in the field, as emphasized by Maulidya (2024), who suggested a holistic approach in policy implementation to improve understanding of Pancasila values among students. In addition to evaluation, further research is also important to develop new strategies that are more effective in PE, such as innovative learning methods (Aliriad & Da'i, 2023)

and integration of physical activities that provide cognitive benefits (Kanahaya et al., 2024). The quality of teacher training also needs to be improved, given the importance of adequate training for PE teachers to be better prepared to teach Pancasila values (Ilahi et al., 2020). In addition, research should consider the local social and cultural context to ensure Pancasila values can be effectively integrated into PE (Nurapriya & Dewi, 2021). Finally, continuous monitoring and evaluation are also important to ensure the relevance and effectiveness of PE in shaping students' character (Lestari, 2023). Thus, this follow-up research will ensure that PE functions optimally in shaping student character that is aligned with the values of Pancasila.

### **Conclusion**

The findings of this study confirm that integrating Pancasila values in Physical Education (PE) in schools has a strategic role in shaping students' character in line with the state ideology. PE not only improves physical abilities but also becomes an effective means to internalize social values such as *gotong royong*, tolerance, honesty, and integrity, which serve as the core of Pancasila. Nonetheless, there is a significant gap between Pancasila-based character education policy and practice on the ground. The gap is mainly due to teachers' lack of preparedness, limited professional training, and resource disparities. These challenges are compounded by academic pressures that reduce the focus on character development, as well as social norms that inhibit inclusivity, such as discrimination against students with disabilities. Addressing these challenges requires a holistic approach that includes developing a more integrative curriculum, improving training and professional development for teachers, and using innovative and inclusive teaching methods. The implications of these findings highlight the importance of collaboration between government, schools, and communities to create supportive learning environments. In addition, collaboration is needed to make greater investments in PE infrastructure. Still, further research is needed to evaluate policy implementation, develop new strategies that are more effective, and ensure that PE can contribute significantly to shaping Indonesia's young generation, who have Pancasila character and can face challenges in the era of globalization.

### **Conflicts of interest**

The authors declare no conflicts of interest.

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