

Teacher Strategies in Implementing Meaningful Learning to Form Pancasila Student Profiles in Madrasah Ibtidaiyah

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Abstract: This research seeks to outline the methods teachers use to apply the Pancasila Student Profile in Civic Education classes at Islamic Elementary Schools, using the Meaningful Learning approach. This study was carried out at Madrasah Ibtidaiyah (MI) NU Nurushofa, and it involved one teacher from the fourth grade along with a group of fourth-grade students as participants. The research employed a qualitative approach, using descriptive phenomenology to explore the experiences of both the teachers and students in integrating meaningful learning within the context of the Pancasila Student Profile. Data were gathered through comprehensive interviews, reflective learning, and documentation. Data analysis techniques were applied through the stages of data reduction, data presentation, and conclusion drawing. The results showed that teachers applied Ausubel's cognitive learning theory through four main principles, namely early organizers, progressive differentiation, superordinate learning, and integrative adjustment. This strategy made learning more contextual, active, and student-centered. Teachers also integrated the values of the Pancasila Student Profile through the REACT strategy (Connecting, Experiencing, Applying, Collaborating, Transferring) so that students were able to connect citizenship concepts with real experiences, develop critical thinking skills, and shape their characters according to Pancasila values. The findings of this study contribute a practical model for implementing the Pancasila Student Profile based on Meaningful Learning, which can serve as a reference for teachers in developing contextual character learning in madrasahs.

Keywords: Citizenship education learning, meaningful learning, teacher strategies



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DOI: <http://10.30736/atl.v10i1.2669>

Received 18 December 2025, Accepted 24 June 2026, Published 09 July 2026

A. Introduction

Citizenship education, also known as civics, is a subject that significantly influences the development of students' character in alignment with the principles of the Pancasila Student Profile. Through this learning, students are not only directed to master citizenship concepts theoretically. However, they are also expected to be able to actualize the values

of Pancasila in everyday life (Dinda, 2024). Therefore, the civics learning process needs to be designed to develop critical thinking skills, a sense of responsibility, cooperation, and social awareness in a real way (Ariany et al., 2025). In Madrasah Ibtidaiyah, civics should be implemented actively, creatively, and in a student-centered manner to optimally achieve the goals of character education (Utami & Sanjaya, 2025).

Field evidence shows that the implementation of civics education at the elementary school level, particularly in madrasahs, still faces various obstacles. The learning process is often dominated by lectures, leading students to receive information passively and to memorize material without understanding its meaning (Haris & Mufidah, 2025). This condition results in low motivation to learn, a lack of active student participation, and difficulty connecting civic concepts to everyday situations. Furthermore, the abstract nature of civics material poses a challenge for elementary school students who are still in the concrete operational stage of development.

In these situations, teachers play a crucial role in determining the success of learning. Teachers no longer merely convey information but also act as facilitators, creating meaningful learning experiences for students. Appropriately designed learning will provide opportunities for students to construct knowledge through direct experience, enabling them to actively engage in both cognitive and affective aspects (Sabrifha et al., 2025). Thus, the learning process becomes more contextual, engaging, and relevant to students' needs in the 21st century (Yarriswamy, 2025).

One approach deemed appropriate for achieving this learning is meaningful learning. According to David Ausubel's theory, learning is most meaningful when new information is linked to students' prior knowledge (Nurhasanah et al., 2022). The connection between prior knowledge and new information will strengthen cognitive structure, deepening students' understanding. Through this approach, students not only memorize the material but are also able to apply the concepts they learn in various real-life situations (Silawane et al., 2023). In addition, a contextually designed learning environment by teachers also supports students' success in finding meaning from each learning experience.

Numerous prior studies have looked into how active, contextual, and meaningful learning can enhance the quality of student education. However, research specifically focusing on how teachers can integrate the principles of the Pancasila Student Profile through meaningful learning methods in civics at Madrasah Ibtidaiyah is still quite scarce. Most research tends to concentrate more on learning outcomes or the effectiveness of a teaching model. In contrast, the detailed examination of the implementation of teacher strategies and the experiences of student learning has not been thoroughly explored.

This circumstance highlights a gap in research that needs to be addressed. Consequently, this study intends to explore more thoroughly the approaches teachers use to incorporate the values of the Pancasila Student Profile into significant classroom learning. The novelty of this research lies in its use of David Ausubel's theory of meaningful learning as a foundation for developing civics learning strategies to strengthen student character in Islamic elementary schools (Zaenab et al., 2024). The

research results are expected to provide an empirical overview and serve as a reference for teachers in designing civics learning that is more contextual, student-centered, and able to support character formation in accordance with Pancasila values.

B. Method

This study utilized a qualitative methodology featuring a descriptive case study. This methodology was selected to obtain a deeper insight into the strategies used by teachers to implement the Pancasila Student Profile through meaningful learning in civics. By employing case studies, researchers can thoroughly investigate learning phenomena within the context of actual classroom settings, allowing for a more holistic understanding of the processes, experiences, and interactions that take place during educational activities. The research was carried out at MI NU Nurus Shofa.

The participants in the study included a fourth-grade educator and multiple fourth-grade pupils at MI NU Nurus Shofa. The informants were chosen through purposive sampling, a method that involves selecting individuals based on particular criteria that align with the goals of the research (Saputri & Hardiyati, 2024). Instructors were chosen due to their background in teaching civics topics and their experience in applying education that incorporates the principles of the Pancasila Student Profile (Karima et al., 2024). Meanwhile, students were selected because they were actively involved in the learning process and able to provide information about their learning experiences. This participant selection was intended to ensure that the data obtained was truly relevant to the research focus on teacher strategies in implementing meaningful learning to shape the Pancasila Student Profile (Younas & Imran, 2025).

Data were gathered through three methods: observation, detailed interviews, and documentation (Chand, 2025). Participatory observation was carried out throughout the Civics learning process to examine the strategies employed by teachers to facilitate meaningful learning directly. The observation focused on aspects such as apperception or preliminary organizing activities, active engagement of students, the implementation of the REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) strategy, interactions between teachers and students, and the incorporation of the Pancasila Student Profile values during the learning experience. The observation framework was created based on David Ausubel's theory of meaningful learning and the indicators of the Pancasila Student Profile.

In-depth interviews were conducted with teachers and students to obtain more detailed information regarding the implementation of learning (Merdiaty & Sulistiasih, 2024). Interviews with teachers focused on the learning planning process, strategies implemented, obstacles encountered during learning, and efforts made to integrate the values of the Pancasila Student Profile (Nursehag & Amalia, 2024). Meanwhile, interviews with students aimed to explore their learning experiences, their level of understanding of civic education material, and their involvement during the learning activities. In addition to observations and interviews, photographs of learning activities

were used as supporting documentation to strengthen the research findings (Sari Sitepu & Khoiriyah Daulay, 2025).

The Miles and Huberman interactive analysis model was utilized for data analysis, consisting of three phases: data reduction, data presentation, and drawing conclusions (Asipi et al., 2022)). In the reduction stage, researchers selected, grouped, and simplified data according to the research focus ((Qomaruddin & Sa'diyah, 2024). Next, the data were organized and presented as narrative descriptions to enable systematic understanding of the relationships among findings. The final stage involves drawing conclusions, accompanied by continuous verification throughout the research to ensure high accuracy.

Data integrity was ensured using both source and technical triangulation methods. Source triangulation involved comparing data gathered from both teachers and students, while technical triangulation consisted of aligning the findings from observations, interviews, and documents (Ediyanto et al., 2025). Furthermore, researchers implemented member checking, which involved reconfirming the findings with participants to ensure the data aligns with their experiences. This step was taken to increase the validity, credibility, and trustworthiness of the research results.

C. Results and Discussion

Results

Based on observations, interviews, and documentation, it was discovered that the fourth-grade teacher at MI NU Nurus Shofa had implemented meaningful learning in the civics subject. The learning was implemented by linking the material studied to the students' real-life experiences. Based on the interview, the teacher explained that civics learning is not only focused on mastering the material but also on developing character aligned with the values of the Pancasila Student Profile. The teacher explained:

"I think it will be easier for students to understand the concept of rights and responsibilities when they relate them to classroom rules. For example, they can directly give examples of keeping the classroom clean as a form of their responsibility." (Interview with a fourth-grade teacher).

Research results indicate that this approach can foster a dynamic and significant educational atmosphere. Throughout the learning experience, learners not only absorb the teacher's explanations but also participate in a range of activities, including group discussions, question-and-answer sessions, reflection, and basic problem-solving tasks. The teacher asks contextual questions, such as "Why is unity important in everyday life?" and "What happens if rules are not followed?". These questions encourage students to connect civics concepts to real-life experiences they have at home and at school.

Based on the observations in Figure 1, the teacher began the lesson by asking questions related to students' daily lives. This step aimed to enable students to connect their existing experiences with new concepts in Civics Education, thus facilitating their understanding of the material. When talking about the rights and responsibilities of

citizens, the teacher initially prompted students to share their experiences regarding adherence to school rules. The responses given were then utilized as a foundation for clarifying the idea of rights and obligations within social interactions. In the planning phase, the educator set learning goals, recognized students' existing knowledge, and gathered learning resources such as videos and images that relate to everyday situations. The purpose of using these resources was to help students understand the material in a more concrete manner. According to the documentation of the activities, the teacher presented a video highlighting the application of Pancasila values in daily life. Throughout the video, the majority of students seemed engaged and were able to relate the content to their personal experiences. The teacher said “When I showed a video about the application of Pancasila values on the projector, the students seemed enthusiastic and immediately connected it to their daily experiences.” (Interview with a fourth-grade teacher).



Figure 1. The Teacher Asks Contextual Questions to Students

The observations in Figure 2 show that the use of contextual videos increased student attention and engagement during the learning process. They responded to the video content and related it to various experiences they had had in their families and schools. This demonstrates that learning became more meaningful because students gained learning experiences relevant to their lives.



Figure 2. Students Watch a Video about the Application of Pancasila Values

In addition to improving conceptual understanding, meaningful learning also contributes to strengthening the dimensions of the Pancasila Student Profile. Based on observations, students demonstrated behavior that reflected cooperative values. Critical thinking, independence, and noble character are fostered during learning activities. In the cooperation dimension, students work collaboratively in groups to complete assigned tasks and support each other during discussions. Groups are randomly assigned so students become accustomed to working collaboratively with all their peers, regardless of background. Teachers also guide students to respect every opinion expressed in discussions. In the critical thinking dimension, teachers pose analytical questions that require students to explain the reasons for their answers. This activity encourages students to analyze a problem before determining the appropriate solution.

Based on Figure 3, each group received a worksheet containing analytical questions regarding Civics material. Through this activity, students were trained to think logically, provide reasons, and develop solutions to the problems discussed. The learning documentation also shows that each group was asked to present the results of their discussions to the class.



Figure 3. The Teacher Distributes Worksheets to Each Group

Group presentations are one of the activities that support contextual learning (Figure 4). This activity provides an opportunity that allows students to express their opinions, build self-confidence, and develop their communication skills in front of others. Furthermore, students learn to value the responses and input from other groups during the presentation process. In the independence aspect, teachers assign individual assignments in the form of reflections on the application of Pancasila values in life at home and at school. Through these assignments, students are encouraged to evaluate their behavior and relate it to the material they have learned. Meanwhile, in the dimension of faith and noble character, teachers encourage students to pray before and after lessons, greet the

teacher and their peers, and maintain polite behavior while participating in learning activities.



Figure 4. Group Representatives Present the Results of the Discussion

Based on the observations in Figure 5, the habit of praying before and after lessons has become part of the classroom culture. This activity reflects the teacher's efforts to instill religious values and strengthen faith and noble morals, which are part of the Pancasila Student Profile. Overall, the research results indicate that implementing meaningful learning can increase student engagement, deepen understanding of civic education concepts, and support character development in accordance with Pancasila values.



Figure 5. Students Pray Before and After Learning

Discussion

The results of the study show that the strategies implemented by teachers in citizenship education contribute significantly to the creation of meaningful learning while strengthening the Pancasila Student Profile (Aifan Sumantri et al., 2025). Teachers are

not only oriented towards delivering material but also strive to connect citizenship concepts with students' real experiences (Qur'ani et al., 2024). This approach makes the learning process more contextual so that students can more easily understand the relationship between the material being studied and everyday life.

The findings of this study align with David Ausubel's theory of meaningful learning. According to this theory, new information is more easily understood when connected to students' prior knowledge or experiences. In this study, teachers utilized simple experiences, such as implementing school rules, home life, and students' social interactions, as a basis for introducing citizenship concepts. This strategy helped students understand the material on rights, obligations, democracy, and Pancasila values more deeply by directly connecting it to their concrete experiences (Sulimaly et al., 2025).

The research results also show that implementing the REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) strategy can foster active, participatory learning. The relating stage involves connecting civics material to students' experiences in school and family settings (Simbolon & Riris, 2024). In the experiencing stage, teachers provide learning experiences through the use of videos, simulations, and discussion activities so that students have the opportunity to understand concepts directly. Next, the applying stage involves applying concepts to complete assignments and solve everyday problems. The cooperating component is evident in group discussion activities that require students to work together, exchange opinions, and respect their friends' views (Ma et al., 2025). Meanwhile, the transferring stage is seen when students can apply the knowledge they have acquired in new situations, both at school and at home. Through these five stages, learning not only improves students' conceptual understanding but also develops social, communication, and collaboration skills.

Student responses during the learning process indicate that the contextual approach positively impacts understanding of civic education material (Angriawan et al., 2024). They are able to connect the rules that apply in school with legal concepts in national and state life. Furthermore, the experience of working in groups helps students understand the importance of cooperation as an implementation of Pancasila values (Kosberg, 2024). This condition shows that meaningful learning does not stop at mastering theory but also encourages students to understand how concepts apply in real life (Salma & Lhokseumawe, 2025).

This research also demonstrates that meaningful learning helps strengthen various dimensions of the Pancasila Student Profile, particularly cooperation, critical thinking, independence, and faith and noble character. Discussion activities, group presentations, and learning simulations provide opportunities for students to practice working together, expressing ideas, respecting others' opinions, and solving problems collaboratively (Iqbal & Syafriadi, 2025). In addition, providing reflection assignments and analytical questions encourages students to think critically in analyzing various social issues related to everyday life.

The results of this study strengthen previous research findings showing that contextual and active learning can increase student involvement while supporting the

development of their social character (Güth & van Vorst, 2024). However, this study makes a different contribution because it specifically examines teachers' strategies for integrating meaningful learning with the values of the Pancasila Student Profile in civic education subjects at Madrasah Ibtidaiyah (Fajarudin, 2023). Thus, the learning strategies implemented by teachers not only serve to improve understanding of citizenship concepts but also serve as an effective means of sustainably shaping students' character in accordance with Pancasila values (Rafsanjani & Mutaqqin, 2026).

D. Conclusion

This study shows that teacher strategies in Citizenship Education learning at MI Nu Nurus Shofa are implemented through the application of meaningful learning based on Ausubel's cognitive theory and the REACT strategy. Teachers apply the principles of early organization, progressive differentiation, superordinate learning, and integrative adjustment by connecting civics material with students' real-life experiences. These strategies are implemented through group discussions, contextual videos, simulations, and learning reflections that encourage students to connect civics concepts to everyday life. This study also shows that implementing the REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) strategy supports the creation of more contextual and student-centered civics learning. Through this learning process, students demonstrate behaviors that reflect the dimensions of the Pancasila Student Profile, such as reciprocal cooperation, critical thinking, independence, and noble character.

Thus, meaningful learning not only helps students understand the concept of citizenship but also supports character development in accordance with Pancasila values. This study contributes to providing an empirical overview of teacher strategies in integrating meaningful learning and the Pancasila Student Profile into citizenship instruction in Madrasah Ibtidaiyah. The findings of this study can serve as a practical reference for teachers in designing contextual, active citizenship instruction aimed at strengthening students' character. This study has limitations because it involved only one teacher and one student at one madrasah, making the findings difficult to generalize broadly. Therefore, further research is recommended involving more participants and in different school contexts to gain a more comprehensive understanding of the implementation of meaningful learning and the strengthening of the Pancasila Student Profile in civics and other subjects.

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