



INDONESIAN LANGUAGE LEARNING AND MULTICULTURAL CITIZENSHIP: THE ROLE OF CHINESE- INDONESIAN STUDENTS IN SHAPING PANCASILA VALUES

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Abstract. SMPN 7 and SMPN 19 in Singkawang have approximately 65% students of Chinese descent. Persistent stereotypes often marginalize the role of the Chinese community by reducing it solely to economic dominance, leading to the assumption that their involvement is merely profit-oriented. The implementation of the Pancasila Student Profile (P5) supports the active participation of Chinese-Indonesian students in collectively shaping Pancasila values. In this context, Chinese-Indonesian students serve as key agents in fostering the development of an inclusive national character. This study aims to describe how Indonesian language learning can be implemented to strengthen the values of the Pancasila Student Profile in a multicultural school environment, specifically at SMPN 7 and SMPN 19 Singkawang. Using a qualitative descriptive approach, data were collected through observations, interviews with school principals, Indonesian language teachers, and students, and documentation of school activities. Indonesian language learning at SMPN 7 and SMPN 19 Singkawang has been proven to play a strategic role in strengthening the values of the Pancasila Student Profile through the development of character, tolerance, and nationalism within a multicultural school environment, while simultaneously affirming the active role of Chinese-Indonesian students as agents in shaping an inclusive national identity. At SMPN 7 Singkawang, interfaith celebrations such as Eid, Chinese New Year, and Christmas serve as inclusive spaces for interaction that foster mutual respect. Meanwhile, SMPN 19 regularly organizes cultural art weeks that showcase ethnic diversity to reinforce a pluralistic national identity. Chinese-Indonesian students are not merely recipients but also active agents in building an inclusive and tolerant national identity.

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INTRODUCTION

One of the visions and missions of the Ministry of Education and Culture, as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020, concerns the Pancasila Student Profile, which consists of six key elements: (1) faith in God Almighty and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical thinking, and (6) creativity. This regulation serves as a guideline for teachers in developing students' character and competencies. The Pancasila Student Profile reflects a set of traits rooted in the noble values of Pancasila, which students are expected to embody. The results of the study by [Velthuis et al. \(2021\)](#) show that the challenges in building an inclusive nationhood are influenced by political tensions and ethno-religious identities in a multicultural society. This can be achieved through a socially just, multicultural citizenship approach grounded in an understanding of intersectionality, historical awareness, and reflective engagement with diversity ([Steyn & Vanyoro, 2023](#)). In Indonesian language instruction, which functions as an instrument for shaping national identity, fostering pluralistic awareness, and developing language skills that support active participation in civic life, it is highly appropriate to instill the values of Pancasila. This city is recognized as a symbol of ethnic and religious tolerance in Indonesia, with a heterogeneous population that includes a significant Chinese-Indonesian community. The two public junior high schools examined in this study, SMPN 7 and SMPN 19 in Singkawang, have a unique student

composition, with approximately 65% of students being of Chinese descent. Therefore, it is important to explore how Indonesian language instruction is implemented in practice to support students' character formation in alignment with Pancasila values, particularly in ethnically diverse school settings. The results of the study [Beaman \(2024\)](#) conclude that shifts caused by diversity have an impact on education, especially in shaping an understanding of coexistence in a pluralistic society. Thus, Indonesian language lessons strengthen language skills and strategically instill the values of coexistence and appreciation of differences. Previous studies have examined the role of schools in promoting character education among students as agents of inclusive citizenship. First, a study ([Umar et al., 2025](#)) highlighted the strengthening of character education in elementary schools as a response to phenomena such as bullying, violence, low discipline, and weak motivation to learn. The researchers propose a locally-based cultural approach as an alternative solution, particularly by integrating the cultural values of Maja Labo Dahu from the Bima community into Islamic Religious Education (IRE) lessons. This study uses Maja Labo Dahu as a starting point to strengthen students' character by developing contextual and culturally-based learning modules. Changes to the learning system are essential to bring new life to the educational context ([Ramadhan, 2023](#)). This research not only contributes to the development of culturally-based educational innovations but also emphasizes the importance of synergizing religious and cultural values in shaping students' character from an early age.

Second, research by [D'Urso et al. \(2023\)](#) also highlights the influence of teachers' personality traits and social anxiety on ethnic prejudice and homophobia in Italian schools. The primary focus of the study is on how internal personal characteristics, such as the five dimensions of personality in the Big Five Personality Traits (extraversion, agreeableness, openness, emotional stability, and conscientiousness) and levels of social anxiety, can predict teachers' tendencies to exhibit explicit (blatant) or implicit (subtle) prejudice toward ethnic groups and lesbian and gay (LG) individuals. This is emphasized because teachers play a crucial role in creating an inclusive school environment; their prejudiced attitudes can directly impact students' well-being and the quality of education received by minority groups. This research highlights the importance of teachers' self-awareness of their internal biases and the need for professional training to develop more inclusive pedagogical approaches. These four strategies have proven effective in creating a learning environment that accommodates diversity, fosters social awareness, and instills values of democracy, pluralism, and humanism in children from an early age. Based on the three studies above, there remains an unanswered question about the concrete role of students from ethnic minority groups, particularly Chinese-Indonesian students, in the formation of an inclusive national identity through Indonesian language learning. There has been no research explicitly examining the active role of ethnic minority students in articulating the values of Pancasila through the Indonesian language learning process, particularly among the Chinese ethnic group in West Kalimantan. Thus, the novelty of this research is: (1) highlighting that Chinese students are not only recipients of values but also active agents of change in strengthening a tolerant and inclusive national identity; (2) demonstrating that Indonesian language learning can function as a strategic vehicle for character education based on the Pancasila Student Profile, encompassing dimensions of religiosity, cooperation, independence, critical thinking, creativity, and global diversity; and (3) introducing inclusive pedagogical practices such as creating multicultural posters, miniature interfaith places of worship, and participating in interethnic art weeks, as innovations in contextual learning.

This research was conducted at SMPN 7 and SMPN 19 in Singkawang, a city renowned as one of the most tolerant in Indonesia. In both schools, approximately 65% of the students are of Chinese-Indonesian descent. There exists a stereotype that discredits their role by limiting it solely to dominance in the economic sector, portraying them as merely profit-seeking individuals. It is undeniable that they were originally migrants from China.

SMPN 7 Singkawang is an A-accredited school, located at Jalan Tani No. 1, Sedau, South Singkawang District, Singkawang City, West Kalimantan, with the postal code 79151. SMPN 19 Singkawang holds a B accreditation and is located at Jalan Yohana Godang, Gang Bunga, Pasiran, West Singkawang District, Singkawang City, West Kalimantan, postal code 79123. This study



was conducted at SMPN 7 and SMPN 19 Singkawang, where approximately 65% of the students are of Chinese-Indonesian descent. This demographic composition provides a compelling context, prompting the central research question: How does Indonesian language instruction contribute to the development of the Pancasila Student Profile at SMPN 7 and SMPN 19 in Singkawang? Findings [Verkuyten et al. \(2022\)](#) also show that conscious, reflective, and reason-based thinking can increase tolerance toward the practices of minority groups in society. This is highly relevant to the educational objectives of schools, namely, instilling positive character and nationalism through the collective responsibility of the entire school community. Based on prior discussions with the principals and Indonesian language teachers from SMPN 7 and SMPN 19, they emphasized that this is a shared responsibility within the school community. At the same time, children from racial or ethnic minority groups can realize that their culture has an important contribution to make to the world, thereby enhancing their self-concept and pride in their identity ([Wilkins & Gamble, 1998](#)).

Therefore, a targeted approach and institutional commitment are needed in both instructional and extracurricular activities. As educational institutions, schools are tasked with strengthening positive character values to achieve the ideals of the Pancasila Student Profile. Hence, this study explores the implementation of Indonesian language pedagogy in developing the Pancasila Student Profile in two multicultural schools, SMPN 7 and SMPN 19 Singkawang, where the student body is predominantly of Chinese-Indonesian descent (about 65%). The findings are expected to significantly contribute to the development of culturally responsive Indonesian language pedagogy and to enhance the strategies for implementing the Pancasila Student Profile in educational institutions, particularly in ethnically diverse regions such as Singkawang. This study aims to explore four main aspects: (1) how Indonesian language learning is implemented to realize the Pancasila Student Profile at SMPN 7 and SMPN 19 in Singkawang; (2) the factors that support the success of its implementation; (3) the challenges encountered during the process; and (4) the solutions applied or proposed by school stakeholders to overcome these challenges.

RESEARCH METHODS

The research method used in this study is descriptive. The descriptive method is used to present findings based on observations and interview results with school principals, teachers, and students. The data analysis in this research is conducted by describing the information in words and language within a specific scientific context. The data sources are SMPN 7 and SMPN 19, located in Singkawang City. The primary data sources include the school principals, Indonesian language teachers, and students (both of Chinese-Indonesian and indigenous backgrounds). Secondary data consist of documents such as student grades in Indonesian Language and Civic Education subjects, as well as records of student activities at school that support the research.

The techniques and tools used for data collection include distributing questionnaires and taking notes through both structured and semi-structured methods. Interviews were conducted to describe the implementation of Indonesian Language instruction in realizing the Pancasila Student Profile at SMPN 7 and SMPN 19 in Singkawang. Interviews were also carried out with principals, teachers, and students to verify the consistency of their statements during school activities. The data collection tools employed by the researcher include interview guidelines and supporting devices such as instruments, interview guides, a tape recorder, a mobile phone, and a camera. The data analysis technique refers to the model proposed by [Miles & Huberman \(1994\)](#), consisting of data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

A. Implementing Indonesian Language Instruction in the Internalization of Citizenship Values among Chinese-Indonesian Students

1. Faith in God, Devotion to the Almighty, and Moral Integrity

The values relevant to this dimension have been implemented by both schools through the habitual practice of spiritual and ethical activities in the classroom. Through spiritual practices,



morally rich narratives, and reflective learning, students, including those of Chinese-Indonesian descent, actively participate in shaping religious and ethical character. The role of Indonesian language teachers extends beyond delivering subject content; they also serve as role models, encouraging students to explore their spiritual potential. Research findings indicate that teachers who exemplify religious and moral values and who create a positive learning environment are effective in fostering students' spiritual awareness (Gabriella et al., 2024). As a result, students develop personal virtues such as honesty, discipline, responsibility, and empathy. During the observation, students at SMPN 19 Singkawang demonstrated the application of Pancasila Student Profile values, as shown in Figure 1.



Figure 1. The school's efforts in shaping student character through daily routines at school

At SMPN 19 Singkawang, the activity depicted in the image reflects the Pancasila Student Profile dimension of Being Faithful, Devoted to God Almighty, and Having Noble Character. Attitudes of mutual respect, empathy, and friendly interaction demonstrate students' positive personal character. Students consistently uphold ethical behavior toward everyone at school. Through daily practices such as group prayers, polite interactions, and mutual respect, students show positive character rooted in spiritual values. These activities are not merely symbolic; they have become integral to the school's character-driven, harmonious culture. In Indonesian language classes, particularly through narrative texts, storytelling, and integrated discussions, religious values such as honesty, empathy, and responsibility are instilled. Moreover, both schools actively foster an inclusive school environment that respects diversity, such as through communal prayers and religious celebrations, including Chinese New Year, Eid al-Fitr, Eid al-Adha, and Christmas. This inclusive atmosphere concretely fosters mutual respect among all school members, encouraged by habitual practices within the school. Research by Ramadhan et al. (2023) highlights that the curriculum plays a crucial role in determining the success of the learning implementation. Informant EA, a seventh-grade student in class 7D at SMPN 19 Singkawang, stated that "joint prayers and the celebration of religious holidays are practiced." Informant SE, a seventh-grade student in class 7E at SMPN 7 Singkawang, also mentioned "joint prayers, celebrating Chinese New Year together, and showing respect for friends who are fasting." Similarly, informant MS, a seventh-grade student in class 7E at SMPN 7 Singkawang, stated that "mutual tolerance is maintained despite differences in ethnicity." Therefore, the dimension of Being Faithful, Devoted to God Almighty, and Having Noble Character in the Pancasila Student Profile is realized through Indonesian-language content and school-wide practices that strengthen character education in SMPN 7 and SMPN 19 Singkawang. This is reinforced by the findings of Arif & Mubaraq (2025), which show that the cultivation of faith, devotion to Almighty God, and noble character by teachers fosters a learning environment that contributes to students' integrity and character formation in accordance with Pancasila values. Chinese-Indonesian students at these schools actively participate as key agents in shaping Pancasila values through spiritually, ethically, and tolerance-based Indonesian language pedagogy in a multicultural setting.

2. Global Diversity Awareness

The implementation of global diversity values at SMPN 7 and SMPN 19 Singkawang, as reflected in Indonesian language lessons, involves a pedagogical approach that goes beyond



theoretical learning and actively encourages students to develop social attitudes. In this regard, as stated by [Lundqvist et al. \(2025\)](#), at the end of each learning session, teachers are required to reflect as a means of renewing their teaching practices, emphasizing the importance of positioning multiculturalism as an integral part of professional practice. The results of the study by [Dangubić et al. \(2021\)](#) show that members of the majority community can instill tolerance by, for example, providing a more nuanced understanding of how society views minorities. Teachers promote critical thinking, tolerance, and the ability to interact within a pluralistic society, in line with the Pancasila Student Profile, particularly the *Global Diversity* dimension. This dimension is closely related to the formation of nationalist character as part of an awareness of diversity, as emphasized by [Imran et al. \(2025\)](#), who state that education and culture play a crucial role in shaping students' character.

This dimension is evident through students' appreciation of cultural differences, intercultural communication, and their capacity for reflection and responsibility in responding to diversity ([Suryaningsih et al., 2023](#)). The holistic integration of Indonesian language content not only focuses on linguistic skills but also on character development. Students are trained to think critically, respect differences, and collaborate through group discussions. These efforts support the realization of the Pancasila Student Profile in the *Global Diversity* dimension.. Therefore, Indonesian language instruction at both schools plays a significant role in shaping learners to become inclusive, tolerant citizens who uphold the values of Pancasila in national life. For students, understanding of this mural can develop from simply recognizing figures (iconic) to awareness of the importance of tolerance in everyday life (indexical) to conceptual internalization of multicultural values (symbolic). Stimulating tolerance and respect is very helpful in improving intergroup relations in culturally diverse societies ([Velthuis et al., 2021](#)). [Figure 2](#) shows posters created by students of SMPN 7 and SMPN 19 Singkawang.



Figure 2. Poster Expression of Multiculturalism by SMPN 7 Singkawang Student

[Figure 2](#) illustrates cultural expressions manifested through the works of students at SMPN 7 Singkawang. The poster displays the ethnic diversity, cultural richness, and social identities of the people of Singkawang, as well as cultural symbols that are interconnected within the community. Overall, the students' works demonstrate that multicultural expression can be understood not only cognitively but also as a medium for learning Bahasa Indonesia. The values of tolerance, mutual respect, and diversity reflect both the learning process and the Pancasila Student Profile. The school and teachers facilitate students in developing harmonious attitudes within the city of Singkawang. The active involvement of students in [Figure 2](#) constructs a tangible sense of nationalism through real practices, rather than merely theoretical understanding. The cultural expressions at SMPN 19 Singkawang are shown in [Figure 3](#).

The practice of creating multicultural-themed posters in Indonesian language learning serves as a stimulus for students to produce creative works that reflect their understanding and experiences of cultural diversity in Singkawang. In addition to the Indonesian language curriculum, SMPN 7 and SMPN 19 in Singkawang have implemented programs to strengthen multicultural values through cultural weeks that involve all students. As stated by informant SR, an Indonesian language teacher at SMPN 7 Singkawang who has been teaching for 10 years, "we regularly organize joint celebrations of Eid al-Fitr, Chinese New Year, and Christmas. These

activities involve all students in supporting their peers in celebrating religious holidays by preparing the venue, food, and necessary equipment. Similarly, the principal of SMPN 19 reported implementing a comparable school program, stating that “the school organizes a cultural arts week in which each class presents cultural performances representing different provinces in Indonesia”. Hence, these two schools not only integrate diversity values in Indonesian language learning but also reinforce them through collaborative and participatory school programs. Multicultural education fosters cooperation and mutual cultural understanding (Saripudin et al., 2024).



Figure 3. Poster of Multiculturalism Expression at SMPN 19 Singkawang

3. Mutual Cooperation

These activities reflect the *Gotong Royong* dimension, students exchanging ideas, encouraging one another, and aiding their peers in comprehending the material's content and structure. This value exemplifies the spirit of cooperation and mutual help, which are essential to Indonesian culture (Iryanna et al., 2024). Academic understanding and character development are highly relevant to life in pluralistic societies, particularly in Singkawang. Informant FMW, an Indonesian language teacher at SMPN 19 Singkawang with 15 years of teaching experience, stated that he encourages students to work in groups, share responsibilities, and support one another in completing project-based assignments and other academic tasks.” It represents the value of *Gotong Royong* through collaboration, shared responsibility, and mutual care. Both SMPN 7 and SMPN 19 strengthen the Pancasila Student Profile not only through academic materials but also through various school activities. A study by Widnyani et al. (2025) demonstrates that strategies to foster the character of gotong royong among students from diverse backgrounds can be implemented through the cultivation of social awareness, cooperation, collective responsibility, and the internalization of moral and social values, as reflected in the collaborative practices carried out at SMPN 7 and SMPN 19 through both in-class and extracurricular approaches facilitated by schools and teachers. The internal and external implementation of this dimension helps shape students into caring individuals who work together and take responsibility for their social environments, fostering the practice of *Gotong Royong* values among members of the school and broader community. Collaboration and the utilization of culture play a crucial role in enhancing students' knowledge and skills (Huong et al., 2024), the *Gotong Royong* dimension is reflected in the collaborative learning atmosphere, where students help one another understand lessons, exchange opinions, and offer support.

4. Independence

These types of assignments foster student independence by encouraging them to experience, observe, and retell their experiences in a self-reliant and objective manner. According to Kamaria et al. (2024), the element of independence can be nurtured in students through classroom instruction that encourages them to complete tasks independently. Informant RA, an Indonesian language teacher in Singkawang who has been teaching for six years, stated that “activities such as developing projects based on local issues, conducting case studies and fieldwork, or generating creative ideas to improve the quality of the school environment” are implemented in the learning process. Meanwhile, informant SA, an eighth-grade student (Class 8C) at SMPN 7 Singkawang, stated, “I responsibly fulfill my obligations as a student,” which is



in line with informant NA, a seventh-grade student (Class 7D) at SMPN 19 Singkawang, who stated, “*completing assignments independently.*” Students at both SMPN 7 and SMPN 19 in Singkawang have demonstrated independent and responsible behavior, which is a key part of the *Independent* dimension in the Pancasila Student Profile. This independence is not only evident in classroom activities but also in broader school routines. A correlational study conducted by [Ali & Andreastya \(2025\)](#) examined the relationship between the Independent dimension of the Pancasila Student Profile (P5) and students’ independent character, revealing a very high score of 84% for students’ independence. The development of independent character was effectively fostered through the implementation of P5, as reflected in the attitudes of students at SMPN 7 and SMPN 19 during Indonesian language learning, where they completed tasks independently, demonstrated initiative, and took responsibility. In addition to these independent attitudes, students’ independence was reflected in their creative ideas to improve the quality of the school environment. The value of independence is reinforced through individual assignments and personal responsibilities, such as maintaining neatness, completing tasks independently, and engaging in reflective learning, all of which help build resilience and initiative.

5. Critical Thinking

The implementation of the *Critical Thinking* dimension in Pancasila values through Indonesian language learning at SMPN 7 and SMPN 19 in Singkawang supports the development of students who are analytical, reflective, and collaborative. This is evidenced through a contextual and experience-based learning approach. Students are encouraged to think critically by processing and evaluating information, and by making informed decisions ([Mulyani et al., 2023](#)). [Figure 4](#), taken at SMPN 19 Singkawang, demonstrates how students are encouraged to think critically and take a stance in line with the values of the Pancasila Student Profile.



Figure 4. Trilingual Critical Thinking Message via No-Smoking Signage

[Figure 4](#) illustrates the use of three languages to train students to analyze messages, interpret meanings, and critically evaluate the impacts of smoking. The implementation of critical reasoning values not only enhances academic competence but also fosters the ability to contribute meaningfully within a pluralistic society. The use of three languages is an effort by the school to train students to analyze messages, interpret meanings, and critically evaluate the impact of smoking. The implementation of critical thinking values helps develop students’ character not only in academic competence but also in their ability to contribute meaningfully within a pluralistic society. As conveyed by informant FMW, an Indonesian language teacher at SMPN 19 Singkawang who has been teaching for 15 years, the implementation of Indonesian language learning in his class is carried out, for example, by elaborating on news text materials. Students are guided to read news critically under the teacher’s supervision by considering the sources, perspectives, and accuracy of the information. This approach provides opportunities and cultivates habits of posing critical questions when students study a particular learning topic, collaboratively evaluating the strengths and weaknesses of various options before making decisions, and engaging in discussions with peers by actively listening and considering multiple perspectives. The Indonesian language teachers at SMPN 19 Singkawang have integrated critical thinking values into their curriculum. As also indicated by the findings of a study by [Nabiilah et al. \(2025\)](#), teachers can foster students’ critical thinking skills through creative approaches that

are sensitive to surrounding issues. Through school-based activities, students gain valuable learning experiences. At SMPN 7 and SMPN 19, efforts to encourage students' critical thinking are undertaken by Indonesian language teachers through various strategies, including inviting students to think critically by placing warning boards prohibiting smoking, presenting contextual learning videos, and conducting discussions, simulations, and problem-solving activities. These practices were evidenced through observations and interviews conducted with teachers and students. As a result, Indonesian lessons serve not only as academic instruction but also as opportunities to develop students' critical character and wise judgment in information filtering in the digital age and in navigating complex social environments, in line with the Critical Thinking dimension.

6. Creativity

Within the *Creative* dimension, the integration of Indonesian language learning at SMPN 7 and SMPN 19 in Singkawang is reflected in lessons that encourage students to generate new ideas, transform them into tangible products, and solve challenges innovatively. Holistic education aims to help students become self-aware, enjoy psychological freedom, make sound decisions, and learn in ways that suit them (Winarti & Rofiq, 2024). As stated by informant FMW, an Indonesian language teacher at SMPN 19 Singkawang who has been teaching for 15 years, teachers ask students to create artworks, write stories, or produce documentary videos on social issues use games that stimulate creative thinking and problem-solving; and provide challenges that require innovative thinking and creative solutions. Meanwhile, at SMPN 7 Singkawang, informant UC, an Indonesian language teacher who has been teaching for six years, stated that students create marketing advertisements using the Canva application, produce short films with the theme of tolerance, and design packaging for bottled air serbat and air tahu. The Pancasila Student Profile in Indonesian language education at these schools demonstrates that Indonesian language learning can become a platform for shaping creative character when designed holistically and applicably. HH, a Grade 7D student at SMPN 19 Singkawang, stated *"original works and actions, innovative solutions,"* while informant VAE, a Grade 8C student at SMPN 7 Singkawang, stated *"creating anti-bullying posters and making flower pots based on carbon footprint awareness."* In this context, creativity is evident in the creation of products and the design of items from used materials. Consistent with the study conducted by Desi et al. (2025), within the creative dimension of character development through the Pancasila Student Profile (P5), the findings indicate that the implementation of P5 requires sufficient space for students to explore and develop their inherent potential, thereby enabling the effective formation of creative character traits. Indonesian language teachers and schools provide such opportunities by facilitating the enhancement of students' creative character through project-based learning. Several P5 activities implemented include the creation of artworks, short films, designs, and other creative products. These activities directly offer spaces for exploration, freedom of expression, and problem-solving challenges, allowing both Chinese-Indonesian and non-Chinese-Indonesian students to collaboratively develop original ideas and innovative solutions. Teachers encourage students to express original ideas and think "outside the box." Students' creative expressions related to Pancasila values are demonstrated through miniatures, as shown in Figure 5.



Figure 5. Multicultural Miniature as Student Creativity at SMPN 19 Singkawang



Figure 5 illustrates a component of the creative expression of students at SMPN 19 Singkawang, demonstrating their ability to express values of tolerance through original actions and tangible innovative solutions. The miniature, which illustrates the diversity of places of worship and cultural symbols, shows that students not only understand the religious moderation conceptually but can also express it visually in a creative way. The integration of Indonesian language learning in this project proves that students are capable of generating new ideas, transforming them into meaningful works, and tackling challenges independently. Thus, the *Creative* dimension is realized through Indonesian projects that encourage students to produce original creations, such as miniatures of interfaith places of worship, demonstrating a deep understanding of tolerance and diversity.

B. Supporting and Inhibiting Factors along with Solutions in Indonesian Language Learning for the Internalization of Citizenship Values among Chinese-Indonesian Students

Indonesian language learning at SMPNs, where the majority of students are of Chinese-Indonesian descent, faces unique supporting and inhibiting factors in realizing the Pancasila Student Profile. The results of the study by [Ramadhan et al. \(2023\)](#) indicate that the implementation of the P5 program within the Merdeka Curriculum has been successful, as it is supported by a well-structured learning process from the initial instructional stages to measurable assessment practices. At SMPN 7 Singkawang, one of the main supporting factors is the full engagement of educators and teaching staff in implementing the values of the Pancasila Student Profile. This is reflected in the comprehensive execution of the P5 (Project to Strengthen the Pancasila Student Profile) activities and strong support from school supervisors and parents. Informant UC, an Indonesian language teacher at SMPN 7 Singkawang with six years of teaching experience, supported this statement, noting that *“the supporting factors come from various stakeholders, including the school principal, teachers, parents through class associations, the wider community, the availability of resources, and a conducive school environment.”* This demonstrates that the success of Indonesian language learning in supporting the Pancasila Student Profile at SMPN 7 Singkawang requires synergy among all stakeholders within the school environment. Collaboration, interaction, and communication between the school and parents foster an atmosphere conducive to the development of the Pancasila Student Profile ([Mery et al., 2022](#)). Thus, the integration of Pancasila values into the Indonesian language curriculum effectively supports the formation of characters aligned with the Pancasila Student Profile at SMPN 7 Singkawang. At SMPN 19 Singkawang, the school’s support for implementing the Pancasila Student Profile values is evident through the documentation of various school activities.



Figure 6. Togetherness Kaleidoscope SMP Negeri 19 Singkawang, 2024

Figure 6 illustrates the sense of togetherness at SMP Negeri 19 Singkawang, which serves as an inclusive space for all students from diverse backgrounds, including those of Chinese ethnicity. These routine celebrations serve as a supporting factor in strengthening the implementation of the Pancasila values within Indonesian language learning. Religious and cross-cultural counseling is necessary to help us all live together peacefully ([Wilkins & Gamble, 1998](#)). This illustrates a spirit of tolerance and interfaith solidarity, serving as a crucial foundation for Pancasila-based character education. Strategic and pedagogical supports complement each other



in this context. The implementation of Pancasila values, aligned with the Pancasila Student Profile, focuses not only on cognitive aspects but also on sustainable character development. P5 projects, such as the dimensions of faith in Almighty God, mutual cooperation, and global diversity, serve to strengthen students' character. This is highly relevant to globalization trends, which not only influence the economic and political sectors but also have a profound impact on local cultures and values (Ramadhan et al., 2025). Extracurricular activities rooted in Pancasila, such as flag-raising ceremonies (Paskibra), scouting, religious programs, and cultural tolerance activities, serve as platforms for students to internalize Pancasila values in practical ways. This reflects the collective efforts of all school stakeholders in shaping students as Pancasila-aligned individuals across all dimensions: faith and devotion, diversity, cooperation, critical reasoning, creativity, and independence. The principal of SMPN 19 stated that teachers can integrate the values of the Pancasila Student Profile into subject matter and learning activities in creative and relevant ways, thereby fostering students' awareness and willingness to develop character traits aligned with the Pancasila Student Profile. At both SMPN 7 and SMPN 19 Singkawang, full institutional support includes active involvement from principals, cross-subject teachers, parents, and the wider community. Despite strong support, SMPN 7 and SMPN 19 in Singkawang face several challenges. Some Indonesian language teachers report difficulty understanding instructional modules that integrate the Pancasila Student Profile values. Teachers find it particularly challenging to integrate creativity, critical thinking, and collaboration systematically. The challenges are varied and complex.

At SMPN 7 Singkawang, these challenges arise from various factors, requiring teachers to identify the root problems to develop targeted solutions. Given these challenges, ongoing identification and sustainable solutions are required to ensure the effective implementation of Pancasila values at both SMPN 7 and SMPN 19 Singkawang. Addressing these challenges requires strong professional competencies among teachers and educators. Teacher training, technical assistance, collaboration, peer discussions, and the use of relevant references are all practical steps in finding effective learning solutions. A study by Al Farisi et al. (2025) highlights the major barriers to implementing the P5 program at the junior high school level, including low student engagement and limited facilities. Similar findings were reported by teachers and principals of SMPN 7 and SMPN 19 Singkawang, who identified challenges ranging from low levels of student participation, limited instructional time, and teachers' technological competence, to the lack of supporting facilities. Strategic solutions already in place include forming project teams, conducting monthly teacher reflections, and involving parents and communities. From a multicultural pedagogical perspective, schools serve as facilitators of national identity, while Chinese-Indonesian students are not merely recipients of values but active participants who reinforce Pancasila principles through mutual cooperation, independence, critical thinking, and creativity in Indonesian language learning. Thus, an inclusive and participatory pedagogical approach is key to shaping multicultural citizenship based on Pancasila in a diverse society such as Singkawang.

CONCLUSIONS AND SUGGESTIONS

The teaching of the Indonesian language at SMPN 7 and SMPN 19 Singkawang demonstrates a pedagogical practice that emphasizes not only linguistic competence but also serves as a strategic vehicle for shaping students' character as multicultural citizens grounded in Pancasila values. At SMPN 7, joint celebrations of major religious holidays, such as Eid, Chinese New Year, and Christmas, are regularly held and involve all students. These activities not only enhance students' understanding of different cultures but also strengthen mutual respect and cooperation among them values that align closely with Pancasila principles. At SMPN 19, a cultural arts week is organized to reinforce cultural diversity and nurture an inclusive sense of national identity. From the perspective of multicultural citizenship, Chinese-Indonesian students are not merely part of the ethnic diversity but also active contributors to the strengthening of national values through inclusive learning practices. Key supporting factors include the active involvement of principals, teachers, and parents, as well as the availability of infrastructure and



cultural activities, which are essential to the successful development of the Pancasila Student Profile. The synergy between schools and communities helps to create an inclusive and supportive learning environment, where each student feels respected, accepted, and engaged in the process of national identity formation. In addition, limited instructional time and insufficient learning facilities often reduce instruction's effectiveness. Combined with the challenge of managing diversity and addressing differences in students' attitudes and perceptions, these issues present further barriers to achieving the ideal Pancasila Student Profile. Sustainable solutions include ongoing teacher training, the development of diversity-based teaching modules, and intensive collaboration between schools and the community.

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