



# Pancasila Student Profile Strengthening Project: Self-Efficacy and Its Influence on Primary School Students' Motivation to Engage in Citizenship Issues

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## ABSTRAK

Efikasi diri yang baik menjadi salah satu faktor yang dapat meningkatkan motivasi siswa untuk terlibat dalam isu kewarganegaraan. Penelitian ini bertujuan untuk menganalisis pengaruh efikasi diri siswa sebagai hasil dari proyek penguatan profil pelajar Pancasila di sekolah dasar terhadap motivasi siswa untuk terlibat dalam isu kewarganegaraan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi dalam penelitian ini adalah siswa kelas V sekolah dasar. Seluruh populasi kelas V dijadikan sampel penelitian, yang berjumlah 45 siswa. Data dikumpulkan menggunakan kuesioner efikasi diri siswa yang dikembangkan berdasarkan kompetensi profil pelajar Pancasila dan kuesioner motivasi siswa yang dikembangkan berdasarkan karakteristik keterlibatan kewarganegaraan. Data dianalisis menggunakan teknik analisis regresi linear sederhana. Hasil penelitian menunjukkan bahwa koefisien regresi memiliki signifikansi sebesar 0,00 dan diperoleh persamaan regresi  $Y = 0,347X + 36,968$ , yang berarti motivasi siswa untuk terlibat dalam isu kewarganegaraan akan meningkat sebesar 0,347 setiap satu satuan efikasi diri. Efikasi diri siswa memberikan kontribusi sebesar 24,1% terhadap motivasi siswa untuk terlibat dalam isu kewarganegaraan. Berdasarkan hasil tersebut, dapat disimpulkan bahwa terdapat pengaruh positif efikasi diri siswa, yang diperoleh melalui proyek penguatan profil pelajar Pancasila, terhadap motivasi siswa untuk terlibat dalam isu kewarganegaraan.

## ABSTRACT

Good self-efficacy is a key factor in enhancing students' motivation to engage in citizenship issues. This study aims to analyze the impact of students' self-efficacy, resulting from the *Pancasila* student profile strengthening project in primary schools, on students' motivation to engage in citizenship issues. This quantitative research employs a survey method. The population consists of fifth-grade primary school students, with all 45 students in this grade serving as the sample. Data were collected using a self-efficacy questionnaire developed based on the *Pancasila* student profile competencies and a student motivation questionnaire based on the characteristics of citizenship engagement. The data were analyzed using simple linear regression analysis. The results showed a regression coefficient significance of 0.00, and the regression equation  $Y = 0.347X + 36.968$ , indicating that students' motivation to engage in citizenship issues increases by 0.347 for each unit of self-efficacy. Self-efficacy contributed 24.1% to students' motivation to engage in citizenship issues. Based on these findings, it can be concluded that students' self-efficacy, derived from the *Pancasila* student profile strengthening project, positively influences their motivation to engage in citizenship issues.

## 1. INTRODUCTION

Currently, character building is very important and becomes a comprehensive and sustainable student's development, considering that there have been many changes in the social life of the nation and state. The rapid global development can cause problems of shifting social conditions of students, which must be strengthened by teachers in schools both through intra-curricular and extracurricular activities (Mahardhani et al., 2023; Rizkasari, 2022) Not a few individuals feel confused to solve problems, and prefer instant life to achieve goals. For this reason, the strengthening project of *Pancasila* student profile is implemented as one of the programs to strengthen the character of students in Indonesia so that later they

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can become good citizens who are actively engage in solving problems both within themselves and in the surrounding environment. The strengthening project of *Pancasila* student profile aims to cultivate students who possess the profile or skills required to navigate the challenges of the fourth industrial revolution era. Furthermore, it aspires for students to become responsible citizens and actively participate in sustaining global competitiveness (Mahardhani et al., 2023; Seno et al., 2022). Actively engaged citizens have four main characteristics including a sense of duty as a citizen, social relationships with their communities, confidence in their ability to effect change, and actively engaging in good citizenship behavior (LeCompte, Blevins, & Riggers-Piehl, 2020; Obiagu & Ajaps, 2022). It is relevant with the present freedom to learn principle, where schools are empowered to tailor their curricula to accommodate future changes, enable students to effectively participate in their communities and address diverse issues in their surroundings.

In the midst of the demand to create a generation with strong character, the primary attention in today's Indonesian education is directed towards the strengthening project of *Pancasila* student profile in elementary school. Another objective of the strengthening project of *Pancasila* student profile is to instill character and practical skills in each student through school culture, extracurricular activities, projects to build *Pancasila* student profiles, and work culture (Harahap, 2023; Nurhayati, 2022). The *Pancasila* student profile aims to equip students with the desired attributes they aim to cultivate. The qualities outlined in the *Pancasila* student profile encompass both internal aspects linked to the ideology, identity, and aspirations of the Indonesian nation, as well as external factors associated with the contemporary context and challenges facing Indonesia in the 21<sup>st</sup> century and the 4.0 industrial revolution (Erdoğan, 2019; Gianistika, 2022). So by providing a solid moral, ethical, and cultural foundation, as well as encouraging awareness of the role and responsibility as a good citizen, students will increasingly be convinced to be engaged in citizenship issues. Consistent with the Vision of Indonesian Education, which aims to achieve an advanced, sovereign, independent, and dignified Indonesia by fostering *Pancasila*-oriented students, students are encouraged to embody the values encapsulated in the six characters of the *Pancasila* student profile. The six characters of the *Pancasila* student profile illustrate that it emphasizes not only cognitive skills but also attitudes and behaviors aligned with Indonesian national identity and global citizenship (Anshori, 2017; Rizkasari, 2022). The six character profiles are (1) faith, fear of God and noble character (*beriman, bertakwa kepada Tuhan dan berakhlak mulia*); (2) critical reasoning (*bernalarnya kritis*); (3) global diversity (*berkebhinekaan global*); (4) mutual cooperation (*gotong royong*); (5) creative (*kreatif*); and (6) independent (*mandiri*).

The strengthening project of *Pancasila* student profile is an interdisciplinary approach aimed at encouraging students to observe and devise solutions to issues within their immediate environment. This underscores the importance of integrating character education with academic learning, emphasizing a cohesive and mutually reinforcing connection between the two domains (Fitriyani et al., 2023; Kadir, 2023; Nurhayati, 2022). With this integration, students can think holistically and contextually according to students' daily lives. So that through the strengthening project of *Pancasila* student profile, students can have confidence in their ability to engage in sustainable and resilient global development in facing various citizenship issues (Mahardhani et al., 2023; Utari & Afendi, 2022). Although the strengthening project of *Pancasila* student profile in schools has great potential to enhance students' understanding and awareness of *Pancasila* values, it often lacks sufficient emphasis in both the curriculum and implementation in the field. For example, research conducted revealed that the implementation of character education in the strengthening project of *Pancasila* student profile has not been maximized (Jaelani, A., Mansur, A.S, Zaqiyah, 2020).

In this context, one aspect considered important is the self-efficacy of students. Self-efficacy is a significant aim in education, as it pertains to the utilization of acquired knowledge and skills by students when they possess the belief in their ability to successfully engage in specific activities. Self-efficacy is defined as a self-assessment of the ability possessed to organize and carry out actions necessary to achieve a specified goal (Eidhof & de Ruyter, 2022; Hammer et al., 2021; Trautner & Schwinger, 2020) through their research conceptualized self-efficacy as the beliefs that individuals held in their personal ability to effectively regulate their motivation. People who possess a robust sense of self-efficacy are confident in their ability to deliberately influence their motivation, such as motivating themselves when faced with various motivational challenges (Hardiyanto et al., 2023; Widarini & Suterji, 2023). Citizenship involves actively participating in public life to contribute to society and engage in the affairs of the nation and state. The concept of citizenship encompasses involvement and participation in societal matters (Mahardhani et al., 2023; Saud, 2020). Thus, citizenship engagement is broadly described as a method for individuals to actively take part in social and public matters (Ferdiansyah & Kaltsum, 2023; Kwon et al., 2021). The more individuals engage in citizenship activities, the more opportunities there are to contribute with confidence and they can perceive them as voluntary values (Dang et al., 2022; Ferrer et al., 2022; Markham, 2020). But student engagement arises from motivation. Motivation serves as both a driving force and a regulator of learning endeavors. Presently, social cognitive theory predominantly shapes motivation theory, focusing on elements such as confidence in one's abilities, self-efficacy, aspirations for achievement, and belief in

intelligence. Motivation is a sequence of events that prompts a inclination to take action due to one or more influences. Student's motivation should originate internally, even though external assistance may be required (Kryshko et al., 2022; Waterschoot et al., 2019).

While it is hoped that the *Pancasila* profile strengthening project will encourage student engagement in citizenship issues, there is currently a gap between expectation and reality. Many students are not actively involved in citizenship issues or lack a deep understanding of their role as active citizens. As stated by other study there is still a need for the implementation of activities that can cultivate responsibility and mutual cooperation through student involvement in schools in Indonesia as a manifestation of global citizenship (Casma et al., 2023). Teachers who can implement the strengthening project of *Pancasila* student profile is possible to provide an understanding to students that the competencies of the six *Pancasila* student profiles are competencies that are closely related to daily life so that students will feel it is important to learn. Thus it can foster student motivation to learn it when students identify and assess activities that are valuable or important to themselves (Conesa et al., 2022; Waterschoot et al., 2019). A motivated student feels competent because he or she is interested in a given task and can fulfill it. A student's citizenship engagement depends on the type of motivation for a task, such as intrinsic motivation that is seen as a useful foundation. In numerous instances within the field, educators typically possess the ability to differentiate between motivated and unmotivated students (Sudibjo & Nasution, 2020; Wildan et al., 2019). Unmotivated and engaged students are less likely to retain the information they learn in class, which can limit their ability to understand their role as citizens in an actively engaged society. In their research, suggested that self-driven students showed higher levels of perseverance, achievement, and engagement (Sim & Pop, 2021). Motivation will also become stronger and more durable if motivation from external factors can be transformed into inner calls, needs and desires (Trautner & Schwinger, 2020; Widodo, 2023). So that students have the possibility to engage in solving citizenship issues when they are motivated and interested in it.

As a fundamental concept in Bandura's Social Cognitive Theory, self-efficacy denoted an individual's evaluation of their ability to achieve desired outcomes through their own efforts (Kryshko et al., 2022; Tan et al., 2021). Therefore, self-efficacy is a self-belief that can influence someone's motivation to take actions based on the goals they want to achieve. However, the reality shows that there are still many elementary school students who have low self-efficacy. This is marked by a lack of confidence in completing tasks, fear of trying new things, easily giving up when facing difficulties, and low motivation to learn (Anam & Stracke, 2020; Ridwan et al., 2023). Although self-efficacy is an important factor that can effect students' motivation to engage in citizenship issues, previous research has paid little attention to the relationship between students' self-efficacy and citizenship motivation, especially in the context of the *Pancasila* student profile strengthening project. A quantitative study conducted by previous study about investigating the behavioral, emotional, cognitive and agential involvement of middle school students in science learning related to self-efficacy variable and learning environment showed that self-efficacy is a positive predictor for all aspects of student engagement (Sökmen, 2021). Students with high levels of self-efficacy tend to have greater involvement in terms of behavior, motivation, and cognition when compared to other students. Another quantitative study conducted by other study about analysis concerning the impact of self-efficacy and self-regulated learning on student engagement in learning showed that self-efficacy has a significant effect on student engagement in learning (Mukaromah et al., 2018). Another study with a qualitative approach that has conducted on evaluating the involvement of elementary school students in school-based activism projects that are components of the social justice curriculum showed that the students who participate in school-based social activism projects are collectively able to develop and take action steps towards their classroom goals so as to achieve impact positive on society and on themselves as a result of their participation (Torres-Harding et al., 2018).

The novelty of this study is investigating effect of self-efficacy on elementary student motivation to engage in citizenship issue. Its because currently there are still few studies that discuss the effect of self-efficacy on student motivation to engage in citizenship issues, especially in terms of the strengthening project of *Pancasila* student profile in elementary school. Therefore, the objective of this study is to analyze the effect of self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary schools on student motivation to engage in citizenship issues.

## 2. METHOD

The study employed a quantitative approach using survey techniques. Survey offer a quantitative portrayal of patterns, attitudes, or opinions within a population, or examine correlations among variables within the population by analyzing a sample thereof (Creswell & Creswell, 2018). The population in this study is 5<sup>th</sup> grade students of SD Negeri Perumnas Condong Catur, Sleman Regency, Special Region of Yogyakarta. This research using purposive sampling. Purposive sampling requires participants with certain characteristics or experiences (Privitera & Ahlgrim-Delzell, 2018). Therefore, the required sample consists

of students who have participated in the strengthening project of *Pancasila* student profile. The entire 5<sup>th</sup> grade population was sampled in this study, which was 45 students. The data were collected through student's self-efficacy questionnaires as a result of the strengthening project of *Pancasila* student profile which developed by referring to the competency aspects of the six elements of the *Pancasila* student profile, and used student motivation questionnaires to engage in citizenship issues which developed based on the characteristics of active citizen engagement. The student self-efficacy questionnaire as a result of the strengthening project of *Pancasila* student profile can be seen in [Table 1](#).

**Table 1. Competency Aspects of Pancasila Student Profile**

No	Pancasila Student Profile	Competency	Item
1	Have faith, fear God and have good morals ( <i>beriman, bertakwa kepada Tuhan dan berakhlak mulia</i> )	Understanding of believed religious science, morality, justice and love of nature	1, 2, 3, 4
2	Global diversity ( <i>berkebhinnekaan global</i> )	Maintaining the culture and identity of the nation and having openness to other cultures as an attitude of respect and tolerance	5, 6, 7
3	Critical reasoning ( <i>bernalarnya kritis</i> )	Obtain and process information, analyze, evaluate, reflect on thoughts and thought processes, and make decisions	8, 9, 10, 11
4	Mutual cooperation ( <i>Gotong royong</i> )	Collaborative, caring and sincere cooperation	12, 13, 14
5	Creative ( <i>kreatif</i> )	Can modify and create new things that are meaningful, valuable, useful and influential and able to create original ideas, works and actions	15, 16
6	Independent ( <i>mandiri</i> )	responsible for learning processes and outcomes, understanding the abilities and conditions they experience and being able to manage self-regulation	17, 18, 19

The validity test of the instrument used Pearson correlation product moment. The results showed that there were 19 valid items on the student self-efficacy questionnaire as a result of the strengthening project of *Pancasila* student profile, and there were 12 valid items on the student motivation questionnaire to engage in citizenship issues. The questionnaire on student motivation to engage in citizenship issues can be seen in [Table 2](#).

**Table 2. Citizenship Engagement Characteristics**

No.	Citizenship Engagement Characteristics	Motivation	Item
1	A sense of duty as a citizen	Motivated to know the rights and obligations as a citizen, obey the rules, and contribute to society	1, 2, 3
2	Social relations with the surrounding environment	Motivated to behave commendably, deliberate, make decisions and help others	4, 5, 6
3	Self-confidence on self-ability to make changes	Motivated to trust one's abilities and self-actualize	7, 8
4	Actively engage in good citizenship behavior	Motivated to obey the norms that apply in society, become an intelligent society, convey ideas and respect the opinions of others	9, 10, 11, 12

The data that has been collected were then analyzed using descriptive analysis to describe the data of the independent variable (self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary schools) and the dependent variable (student motivation to engage in citizenship issues). Before the inferential statistical analysis was carried out, a prerequisite assumption test was first carried out, namely the normality test using Shapiro-Wilk and the linearity test based on value of deviation linearity. Inferential statistical analysis was performed using simple linear regression analysis techniques to determine the effect of the independent variable on the dependent variable. Hypothesis testing was through looking at the significance value of the resulting regression coefficient table. The entire analysis was performed with the help of IBM SPSS 26 applications. The null hypothesis ( $H_0$ ) in this study is that there is no significant effect of student self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary schools on student motivation to engage in citizenship issues. While the alternative

hypothesis ( $H_a$ ) in this study is that there is a significant effect of student self-efficacy as a result of the strengthening project of *Pancasila* students profile in elementary schools on student motivation to engage in citizenship issues.

### 3. RESULT AND DISCUSSION

#### Result

The gathered survey data underwent analysis employing descriptive statistical techniques. In this study, descriptive statistical analysis was employed to depict the survey results regarding the independent variable (self-efficacy resulting from the strengthening project of *Pancasila* student profile in elementary school) and the dependent variable (student motivation to engage in citizenship issues). Both data were depicted based on 45 grade V students as samples. An overview of data from independent variables and dependent variables could be seen in [Table 3](#).

**Table 3.** Result of Descriptives Statistic Analysis

Statistics	Self-Efficacy (X)	Student motivation to engage in citizenship issue(Y)
N	45	45
Range	23	30
Minimum	66	53
Maximum	89	73
Mean	74.82	62.93
Standard Deviation	5.20	3.67
Variance	27.01	13.47

[Table 3](#) showed that the data range of the dependent variable was greater than the independent variable data due to the difference in obtaining the minimum and maximum values of the two variables. The table 3 also showed that the average value of the independent variable was 74.82 with a small standard deviation value of 5.2 which meant that the variability of the data tended to be close to the average value of the independent variable. While the average value of the dependent variable was 62.93 with a standard deviation value that tends to be small at 3.67 which meant that data variability tended to be close to the average value of the dependent variable. The smaller the standard deviation value, the variability of the data tends to be closer to the average value of the variable, conversely, the greater the value of the standard deviation, the greater the variability of the data of a variable. Next, the data was analyzed inferentially. However, normality tests and linearity tests were first carried out as prerequisite tests. The result of normality test using Shapiro-Wilk could be seen in [Table 4](#).

**Table 4.** Result of Normality Test

Variable	df	Significant
Self-efficacy (X)	45	0.079
Student Motivation to Engage in Citizenship Issue (Y)	45	0.239

[Table 4](#) showed the significance value of the normality test of independent variable data, (self-efficacy as a result of the strengthening project of *Pancasila* student profile), and the dependent variable data (student motivation to engage in citizenship issues). Respectively, the significance values of the two data groups were 0.079 and 0.239 which meant that the significance values of the two data groups were  $>0.05$ . So that independent variable data and dependent variable data meet the normality requirements. Thus, parametric statistical analysis can be carried out by making the two groups of data as research parameters. Furthermore, the linearity test results between student self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary school and student motivation to engage in citizenship issues yielded a significance value of deviation from linearity of 0.69 which means  $>0.05$ . Based on the significance value of deviation from linearity, both the independent and dependent variable data meet the linearity requirement. With the linearity requirement fulfilled, inferential statistical analysis can be conducted using simple linear regression analysis technique. The simple linear regression analysis technique were performed to test hypotheses that have been formulated. The results of the hypothesis test based on the regression coefficient can be seen in [Table 5](#).

**Table 5.** Result of Coefficients Regression

	Unstandardized Coefficients		t	Significant
	B	Std. Deviation		
Constant	36.968	7.035	5.255	0.000
Self-efficacy	0.347	0.094	3.700	0.001

Table 5 showed that the significance value of the regression coefficient was 0.00 indicating a value less than 0.05. This implies a significant impact of the independent variable on the dependent variable. Furthermore, the regression equation derived was  $Y = 0.347X + 36.968$  suggesting that for each unit increased in self-efficacy resulting from the strengthening project of *Pancasila* student profile in elementary school, student's motivation to engage in citizenship issues would increase by 0.347 units. Meanwhile, if there was no change in the independent variable (self-efficacy as a result of the strengthening project of *Pancasila* student profile) or zero value, then the student's motivation to engage in citizenship issues was 36.968. Based on the results of a simple linear regression analysis, the alternative hypothesis ( $H_a$ ) is accepted that there is a positive effect of self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary schools on student motivation to engage in citizenship issues. In addition to the regression coefficient, the results of simple regression analysis also showed the acquisition of the determination coefficient to determine how much self-efficacy contributed as a result of the strengthening project of *Pancasila* student profile in elementary schools on student motivation to engage in citizenship issues. The value of the determination coefficient (R Square) is 0.241. Based on the value of determination coefficient, student self-efficacy as a result of the strengthening project of *Pancasila* student profile contribute 24.1% on student motivation to engage in citizenship issues.

## Discussion

The strengthening project of *Pancasila* student profile activities are directed to foster student's character that can support themselves to be able to live their daily lives well as active citizens. In the project activities of strengthening the profile of *Pancasila* students, with teacher guidance, students can carry out the learning process with direct practice and have a correlation with real life (contextual) so that later they will be able to solve problems in everyday life. That is because students need adult guidance (i.e. teachers) to develop as proper citizens (Gianistika, 2022; Payne et al., 2020). Aside from cultivating the *Pancasila* student profile, students are also instructed on effective interaction with their peers and teachers. This is because students are encouraged to collaborate and engage in discussions with one another, fostering meaningful interaction among students from different classes, thereby contributing to a broader and more extensive student socialization experience (Mahardhani et al., 2023; Seno et al., 2022).

Engaging in projects aimed at strengthening the *Pancasila* student profile in elementary school fosters student's interaction and active participation in the conducted activities. It will motivate students to engage. Regular and impactful peer interactions not only facilitate mutual learning but also cultivate positive peer relationships and a spirit of collaboration. It is also because intrinsic motivation is characterized by participation in the search for pleasure, where the activity itself becomes the goal to increase student motivation (Alfauzan et al., 2022; Orona et al., 2022). Motivation encompasses all internal and external driving forces that prompt individuals towards learning behavior. These include internal factors such as self-awareness and autonomy, as well as external factors that encourage students to engage in learning activities (Boyadzhieva, 2016; Hariri et al., 2021). Within the strengthening project of *Pancasila* student profile, numerous objectives are established in accordance with the competencies of the six elements comprising the *Pancasila* student profile. However, through effective interaction between teachers and students, students can attain these objectives successfully. Elementary school students can concurrently pursue multiple goals, and their motivation evolves through the interaction and guidance provided by teachers (Edu et al., 2021; Nadon et al., 2023). The active engagement of students and expressing the intention to continue to be involved in citizenship issues is a manifestation of participatory citizen motivation. So that students' desire to be positive role models for others in their communities is a manifestation of personally responsible citizens who can have a positive impact in their communities and in the world (Dauer et al., 2021; Torres-Harding et al., 2018). In addition, the increasing trend of volunteerism to engage in citizenship issues has increased engagement in local communities.

Student's engagement in citizenship issues can create long-term effects, where students not only understand the values of *Pancasila*, but are also able to internalize their values into attitudes, behaviors, and daily actions. The results of this study which showed that self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary schools on students' motivation to engage in citizenship issues are supported by (Bai & Wang, 2023; Saud, 2020). Previous study who argued that students' self-efficacy was an important determinant of their behavioral, cognitive, and motivational engagement (Sökmen, 2021). Other study also suggested that students with high levels of self-efficacy tended to have

greater engagement in terms of behavior, motivation, and cognition when compared to other learners so that it could affect student learning (Azila-Gbetteo et al., 2021). Individual self-efficacy also has a significant positive impact on social impact creation, skills as well as problem solving for common goals to be achieved (Deng & Fei, 2023; Simamora et al., 2018; Windiyani et al., 2023). This also applies to self-efficacy. Considering oneself capable of influencing the outside world can lead to more deliberate actions and engagements as well as increase the number of potentially more informative experiences (Eidhof & de Ruyter, 2022; Windiyani et al., 2023). Therefore, self-efficacy related to citizenship is a significant predictor of citizenship learning and engagement. It has been demonstrated to be readily influenced through educational interventions (Adams et al., 2020; Dauer et al., 2021). Where most motivational theorists emphasize the importance of having a sense of influence (expectation of outcomes), cognitive theory emphasizes the need to feel competent or capable (belief of ability). In fact, the efficacy of citizenship requires both, resulting from the evaluation of one's ability to perform certain tasks that alter or affect the environment or external outcomes (Ozdamli & Ozdal, 2018; Yilmaz, 2022).

With self-efficacy, students have the motivation to engage themselves to participate in becoming participatory citizens. Individual self-efficacy related to behaviors suggests that trust in personal skills is significantly instrumental in promoting good citizen behavior and engagement (Adams et al., 2020; Ho, 2021). Self-efficacy can also motivate oneself to act in the world, rather than feeling helpless. From a developmental perspective, it is very important to get better achievement from the emergence of student's motivation early on. In this case, at the elementary school level it is very interesting because students acquire diverse school subjects so that in the process also develop motivational beliefs about subjects and individual preferences (Azila-Gbetteo et al., 2021; Oppermann et al., 2021). So that the self-efficacy of students obtained through the strengthening project of *Pancasila* student profile in elementary schools will make students confident to engage themselves in citizenship issues around them.

The advantages of this research are has high relevance to efforts to foster the *Pancasila* student profile and increase student participation in citizenship issues. In addition, this study provides empirical evidence on students' self-efficacy as results of the strengthening project of *Pancasila* student profile in elementary school and its effect on student motivation to engage in citizenship issues. Therefore, this research contributes to enriching the understanding of the factors that influence students' motivation to engage in citizenship issues and also provides a foundation for the development of strengthening project of *Pancasila* student profile and more effective interventions to increase student motivation to engage in citizenship issues. So this research has implications for encouraging student-centered project-based learning to be able to increase student self-efficacy so as to foster motivation to be engage in citizenship issues.

This research is limited to the scope of self-efficacy regarding the results of the strengthening project of *Pancasila* student profile in elementary school overall on the six elements of the *Pancasila* student profile. Therefore, further research is needed for a more specific scope on each element of the *Pancasila* student profile. Additionally, This research as also limited to sampling only in one school and one grade level, so further research is needed by involving samples from several schools and also various grade levels. The researchers also recommend conducting further research on the effectiveness of interventions in the strengthening project of *Pancasila* student profile designed to increase self-efficacy and Fostering students' motivation to engage in citizenship issues as well as researching other factors that influence it.

#### 4. CONCLUSION

Based on the results of the research, it could be concluded that there was a positive effect on student's self-efficacy as a result of the strengthening project of *Pancasila* student profile in elementary schools on student's motivation to engage in citizenship issues. Therefore, teachers could implement project-based learning centered on students by integrating *Pancasila* values and encouraging students to actively participate in activities related to citizenship issues. This research was expected to be a reference material to conduct further research related to the strengthening project of *Pancasila* student profile in elementary schools, especially related to self-efficacy, student's motivation and citizenship engagement of elementary school students.

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