

Implementation of the Strengthening the Pancasila Student Profile Project (P5) on Character Development of Elementary School Students

Toni Norman Hanafi^{a,1*}, Ahmad Rifandi^{b,2}

^a LKP Abiwara Namo Talasaghinna

^b Universitas Islam Nusantara, Bandung, Indonesia

^{1,2} toninormanhanafi@uninus.ac.id, rifandi.ahmad@gmail.com

*Correspondent Author Toni Norman Hanafi

Received: 09-03-2025

Revised: 23-04-2025

Accepted: 26-06-2025

KEYWORDS

Strengthening the Pancasila Student Profile Project, Character Development, Elementary School, Merdeka Curriculum.

ABSTRACT

This study aims to explore how the Strengthening the Pancasila Student Profile Project (P5) is implemented and the extent of its influence on character development among elementary school students. The research focused on two schools in Bandung Regency, namely SDN Cingcin 1 Soreang and SDN Majalaya 05, which have adopted the P5 project under the framework of the Merdeka Curriculum. A qualitative descriptive approach was employed, with data collected through observations, interviews, document analysis, and questionnaires. The participants of this study included teachers, students, and school principals. The findings revealed that the implementation of the P5 project at both schools consisted of three main stages: project planning based on local themes, the execution of collaborative activities, and reflective evaluation. These project activities made significant contributions to fostering the six-character dimensions of the Pancasila Student Profile, particularly in cultivating independence, collaboration, tolerance, and environmental awareness. Nevertheless, several obstacles were identified, such as teachers' limited understanding of the P5 concept and insufficient supporting facilities for project implementation. Overall, the P5 project has proven to be an effective approach for instilling character values in elementary school students. Therefore, this study recommends improving teachers' competencies and strengthening collaboration between schools and communities to optimize the implementation of the P5 project.

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Introduction

Education is an essential process in human life, where obtaining high-quality education is a universal aspiration. However, educational success is not measured solely by academic achievements but equally by the education system's capacity to shape student character. One of the manifestations of instructional accountability in the implementation of the 2022 Merdeka Curriculum (Emancipated Curriculum) is the execution of the Strengthening the

Pancasila Student Profile Project (Projek Penguatan Profil Pelajar Pancasila, hereafter referred to as P5), as articulated by Jufri (2022).

Within the Merdeka Curriculum, P5 is strategically designed to support student character development, operating under the premise that every learner can evolve into an individual who is character-driven, progressive, and prosperous. The implementation of P5—spanning from the planning stages to evaluation and follow-up—is intended to be well-structured. Instilling character through P5 activities is considered paramount, particularly at the elementary school level, to build a foundation of nationalism and moral comprehension from an early age. Although P5 has been introduced nationally, its implementation remains uneven across educational institutions. However, preliminary observations indicate that SDN Cingcin 1 Soreang and SDN Majalaya 05 have executed P5 in alignment with regulatory guidelines. This study focuses on the elementary school level because students at this age are in the formative stages of character development, making them highly receptive to moral and ethical guidance.

The formation of student character is a key element in basic education, serving as the bedrock for a child's personality and social development. In Indonesia, the strengthening of the Pancasila Student Profile functions as the primary guideline for instilling the noble values encapsulated in Pancasila. Elementary schools, as the initial stage of formal education, hold a massive responsibility in molding students into individuals who are independent, capable of collaboration, appreciative of global diversity, critical thinkers, creative, and endowed with noble morals and profound faith.

Nevertheless, integrating these values into daily learning activities frequently encounters challenges, such as time constraints, limited resources, uneven teacher comprehension, and varying school environments. To overcome these issues, P5 was introduced as a project-based learning approach that integrates Pancasila values in an applicable and highly relevant manner to the students' daily lives.

This study aims to examine how the P5 is implemented at SDN Cingcin 1 Soreang and SDN Majalaya 05, and to analyze its impact on student character development. Furthermore, this research seeks to uncover various factors that support or hinder the project's execution, ultimately formulating recommendations for future project development.

In the context of elementary education, character education does not focus solely on cognitive aspects; it heavily emphasizes the formation of moral, ethical, and social values. Character education plays a vital role in instilling integrity, responsibility, discipline, and empathy, which collectively build positive student behavior. This aligns with Rahayuningsih (2022), who asserts that shaping students with integrity and responsibility is the primary objective of basic education, which must be supported by Pancasila values serving as moral and social compasses in an increasingly complex modern society.

Within the framework of character education, the Pancasila Student Profile emerges as a strategic concept designed to integrate noble values into student learning. Irawati, Rahmawati, and Kurniawan (2022) state that "the Pancasila Student Profile is the primary guideline in shaping students with integrity and noble character in accordance with the nation's noble values." Similarly, Nurfirda (2023) adds that strengthening this profile must be conducted systematically through contextual, project-based learning so that these values can be effectively internalized.

Kemendikbudristek (2022) emphasizes that "project-based learning methods are highly effective in internalizing character values because they involve students actively and contextually." Furthermore, according to Thomas Lickona (1992), an internationally recognized figure in character education, core character development encompasses three fundamental elements: knowing the good, desiring the good, and doing the good. This concept is highly relevant to the values contained within the Pancasila Student Profile, which demands that students not only understand moral values cognitively but also internalize and practice them in their daily lives.

The Pancasila Student Profile encompasses six main dimensions: (1) Having faith, fearing God Almighty, and having noble character; (2) Global diversity; (3) Mutual cooperation

(Gotong royong); (4) Independence; (5) Critical reasoning; and (6) Creativity (Susilawati, Hasanah, & Putri, 2021). These dimensions complement each other to build holistic and integrated student character. Afandi (2011) posits that character is the disposition, personality, or morals formed from the internalization of various virtues that underpin one's worldview, thinking, and behavior. Therefore, character education must be designed as a systematic and continuous process involving interaction between teachers, students, and the school environment.

Method

The methodology applied in this study is the qualitative descriptive method. The descriptive method aims to investigate the status of a specific object, human group, set of conditions, or class of events in the present context. This research seeks to systematically, factually, and accurately describe the facts, characteristics, and relationships among the phenomena being studied. According to Whitney (1960), the descriptive method entails fact-finding coupled with precise interpretation. This study examines the dynamics occurring within the school communities, encompassing relationships, activities, behaviors, perspectives, and ongoing processes regarding the implementation and influence of the P5 framework. Data collection techniques included participatory observation, semi-structured interviews with principals and teachers, document analysis (curriculum and project plans), and the distribution of student questionnaires.

Results and Discussion

Results

1. The Planning and Strategic Design of the P5 Project

The implementation of the Strengthening the Pancasila Student Profile Project (P5) at SDN Cingcin 1 Soreang and SDN Majalaya 05 began with a rigorous and collaborative planning phase, which served as the foundation for the project's success. Based on document analysis and interviews with school principals and project coordinators, the planning stage at both institutions was highly systematic, adhering to the guidelines set forth by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). However, each school contextualized the national guidelines to fit their unique socio-cultural environments and student demographics. The planning process was not a top-down administrative directive but a participatory endeavor involving the principal, classroom teachers, and the school committee. This collaborative approach ensured that the selected themes resonated with the students' daily realities and the schools' localized educational philosophies.

At SDN Cingcin 1 Soreang, the planning phase was heavily characterized by a progressive and outward-looking educational paradigm. The school's curriculum development team conducted a diagnostic assessment of the students' social environment and concluded that themes related to entrepreneurship and global diversity were paramount. The planning meetings involved meticulous discussions on how to translate the abstract concepts of "Bhinneka Tunggal Ika" (Unity in Diversity) and entrepreneurial independence into tangible activities for elementary students. The teachers collaboratively designed project modules that detailed the specific learning objectives, the timeline of activities, the required resources, and the assessment rubrics. A significant portion of the planning at SDN Cingcin 1 was dedicated to orchestrating the "Gelar Karya" (Project Exhibition), an end-of-semester event requiring extensive logistical preparation. The school proactively engaged parents during the planning phase, holding socialization meetings to explain the objectives of the Merdeka Curriculum and to outline how parents could support their children's entrepreneurial projects at home. This early engagement of parents proved to be a critical strategic decision that significantly boosted the project's eventual success.

Conversely, the planning process at SDN Majalaya 05 took a more inward-looking and culturally rooted approach. Situated in an area with strong religious and local Sundanese cultural traditions, the school leadership decided that the P5 project should serve to reinforce these foundational values while integrating the national Pancasila dimensions. The planning

team at SDN Majalaya 05 prioritized themes encompassing local wisdom, faith, and discipline. The module development at this school focused heavily on habituation (*pembiasaan*) and the integration of character values into daily routines and extracurricular activities. The teachers meticulously planned mentoring schedules, wherein senior students and teachers would guide younger students in practical applications of mutual cooperation (*gotong royong*) and religious tolerance. The planning documents at SDN Majalaya 05 revealed a strong emphasis on continuous, low-intensity character-building activities rather than singular, large-scale events.

Despite their differing thematic focuses, the planning phases at both schools shared common administrative hurdles. Interviews with teachers revealed a significant initial challenge: a limited understanding of the P5 concept itself. Because the Merdeka Curriculum is relatively new, many teachers initially viewed P5 as a separate academic subject requiring traditional grading, rather than a holistic, cross-curricular character-building initiative. To overcome this, both school principals facilitated internal workshops and utilized the government's Merdeka Mengajar platform to align the teachers' pedagogical paradigms. Furthermore, planning the time allocation for P5—which requires 20-30% of the total annual learning hours—demanded complex scheduling adjustments to ensure that intra-curricular subjects were not neglected. By the end of the planning phase, both schools had successfully produced comprehensive P5 operational guidelines tailored to their specific institutional capacities and thematic goals, setting the stage for active implementation.

2. Implementation Strategies and Differentiated Approaches

The execution of the P5 project at SDN Cingcin 1 Soreang and SDN Majalaya 05 illuminated two distinct but highly effective pedagogical strategies for internalizing the Pancasila Student Profile. The implementation phase was characterized by a transition from traditional, teacher-centered instruction to student-centered, project-based learning. In this dynamic environment, the role of the teacher shifted fundamentally; they acted no longer as the sole providers of information but as facilitators, motivators, and moral models (JSGP Editor, 2023).

At SDN Cingcin 1 Soreang, the implementation was highly interactive, kinetic, and project-driven. The core of their P5 execution was the preparation and realization of the "Gelar Karya dan Kreativitas" (Exhibition of Work and Creativity). The students were divided into heterogeneous collaborative groups and tasked with creating entrepreneurial products, ranging from traditional crafts to local culinary items. This process required students to engage in extensive teamwork, negotiation, and creative problem-solving. During the observation period, students were seen actively discussing product designs, allocating tasks among group members, and calculating basic costs—activities that directly stimulated the dimensions of independence (*mandiri*) and critical reasoning (*bernaralar kritis*). Furthermore, the theme of tolerance was woven into the exhibition by requiring groups to incorporate diverse cultural elements from across Indonesia into their booths and presentations. A standout feature of the implementation at SDN Cingcin 1 was the profound involvement of parents. Parents did not merely attend the final exhibition; they actively participated as facilitators during the project creation phase, providing materials, offering advice, and collaborating with the teachers. This synergy between the school and the family created a highly supportive ecosystem, reinforcing the students' learning experiences and elevating the overall energy and output of the project.

In contrast, the implementation at SDN Majalaya 05 was characterized by deep, continuous integration of character values into the students' daily lives and school culture. Rather than focusing heavily on a final exhibition, the school utilized a mentoring and habituation model to foster the Pancasila dimensions. The implementation centered on the themes of faith, discipline, and communal harmony. Activities were deeply intertwined with religious practices and local cultural norms. For instance, the dimension of mutual cooperation (*gotong royong*) was implemented through structured, routine community service activities within the school environment, where students worked together to maintain the cleanliness and aesthetic of their campus. The school employed intensive group discussions to explore moral dilemmas and social responsibilities, guided closely by the teachers. The mentoring

system proved particularly effective; teachers and older peers provided continuous moral support and behavioral correction in real-time. This created a familial school atmosphere where the values of the Pancasila Student Profile were absorbed organically through daily interactions rather than through isolated academic tasks.

While both implementation strategies were effective, they required different skill sets from the educators. At SDN Cingcin 1, teachers had to excel in project management, event coordination, and mediating group conflicts during the creation of physical projects. At SDN Majalaya 05, teachers needed exceptional interpersonal skills, empathy, and consistency to serve as continuous moral exemplars. Both schools successfully demonstrated that the implementation of P5 is not a rigid, one-size-fits-all mandate, but a flexible pedagogical framework. By adapting the implementation to their specific institutional strengths—whether through large-scale, parent-supported entrepreneurial exhibitions or through deeply rooted, community-based habituation—both schools facilitated active, contextual, and meaningful learning experiences that allowed students to practice the Pancasila values in real-world scenarios.

3. Outcomes on Character Development and Encountered Obstacles

The implementation of the P5 project at both SDN Cingcin 1 Soreang and SDN Majalaya 05 yielded profoundly positive outcomes regarding the character development of the students. Based on teacher assessments, parental feedback questionnaires, and direct classroom observations, there was a visible and measurable enhancement across the six core dimensions of the Pancasila Student Profile. The most significant advancements were observed in the dimensions of mutual cooperation (*gotong royong*), independence (*mandiri*), and global diversity/tolerance (*berkebinekaan global*).

Through the collaborative nature of the projects, students who were previously individualistic or passive demonstrated a newfound willingness to assist their peers. At SDN Cingcin 1, the collaborative pressure of preparing for the exhibition forced students to rely on one another, fostering genuine empathy and collective responsibility. They learned to value the diverse opinions and skills within their groups, directly translating to a higher tolerance for differences. At SDN Majalaya 05, the routine habituation of communal tasks instilled a deep sense of environmental care and social discipline. Furthermore, both schools reported a marked improvement in students' self-reliance and critical thinking. When faced with challenges during their projects—such as a failing product design or a disagreement within a group—students were encouraged to analyze the problem and formulate solutions independently before seeking teacher intervention. This shift cultivated a robust sense of self-confidence and intellectual curiosity, aligning perfectly with the goal of creating resilient, lifelong learners. The project successfully moved students beyond merely knowing what good character is, leading them to genuinely desire and act upon those virtues in their daily routines.

However, the empirical data also highlighted several critical obstacles that impeded the optimal execution of the P5 project. The most pervasive challenge across both institutions was the disparity in teachers' pedagogical comprehension. While some educators swiftly adapted to the role of a facilitator, others struggled to detach from traditional, didactic teaching methods. The paradigm shift required to assess character development—which is subjective and process-oriented—rather than academic output proved daunting for many teachers. They reported difficulties in objectively utilizing the complex formative assessment rubrics provided by the Ministry. This inconsistency in evaluation sometimes led to unequal learning experiences for students in different classrooms.

Additionally, infrastructural and resource limitations posed significant barriers. Project-based learning inherently requires a higher volume of physical resources, ranging from craft materials to digital technology. While SDN Cingcin 1 mitigated some of these shortages through active parental contributions, SDN Majalaya 05 faced tighter resource constraints, forcing teachers to heavily modify or scale down their project ambitions. Time management also emerged as a critical friction point. Teachers frequently expressed feeling overwhelmed by the dual burden of completing the standard intra-curricular subject targets while

simultaneously managing the extensive logistical demands of the P5 projects. The preparation, execution, and documentation of the projects required substantial extracurricular commitment from the teaching staff, leading to concerns about teacher burnout. Despite these tangible obstacles, the overarching impact of the P5 project remained highly positive. The challenges identified do not invalidate the methodology but rather highlight the urgent need for targeted professional development, enhanced infrastructural support, and stronger institutional collaborations to ensure the sustainability and refinement of character education in Indonesian elementary schools.

Discussion

The findings of this descriptive study unequivocally affirm that the Strengthening the Pancasila Student Profile Project (P5), mandated under the Merdeka Curriculum, serves as a highly effective pedagogical vehicle for character formation in elementary school students. The holistic development observed at both SDN Cingcin 1 Soreang and SDN Majalaya 05 aligns seamlessly with the theoretical foundations of modern character education. As Thomas Lickona (1992) posits, authentic character education must encompass three essential, interconnected elements: knowing the good (moral knowing), desiring the good (moral feeling), and doing the good (moral action). The traditional educational paradigms prevalent in Indonesia previously skewed heavily toward moral knowing, often reducing character education to rote memorization in Civic Education classes. However, the project-based learning (PBL) approach inherent in the P5 framework actively bridges this gap. By immersing students in contextual, real-world activities—such as entrepreneurship exhibitions and communal environmental maintenance—the students are compelled to practice moral action (Kemendikbudristek, 2022). They do not just memorize the concept of gotong royong (mutual cooperation); they physically engage in it, navigating the social and emotional complexities of teamwork, thereby internalizing the value deeply (Irawati et al., 2022).

The integration of the six dimensions of the Pancasila Student Profile into the curriculum provides a comprehensive blueprint for developing the 21st-century learner. The results demonstrate that the P5 project successfully operationalizes these abstract dimensions. The emphasis on global diversity (*berkebinekaan global*) and critical reasoning (*bernalar kritis*) was particularly evident during group discussions and project creation, where students learned to negotiate differing opinions and respect cultural nuances (Susilawati et al., 2021a). This is a critical development for Indonesian elementary education, as fostering an inclusive and critically engaged mindset at an early age is vital for maintaining national cohesion in an increasingly globalized and digital era (Rahayuningsih, 2022). Furthermore, the dimension of faith and noble character (*beriman, bertakwa, dan berakhlak mulia*), which was heavily emphasized at SDN Majalaya 05, highlights the flexibility of the P5 guidelines, allowing schools to anchor national directives within their local socio-religious contexts. This contextualization ensures that the character values feel relevant and authentic to the students' lived experiences (Nurfirda, 2023).

A critical aspect of this study is the comparative analysis between the two schools, which reveals the profound impact of external stakeholder involvement on the efficacy of character education. The quantitative indicators derived from the research data (Figure 1) suggest that SDN Cingcin 1 Soreang achieved slightly higher metrics in teaching methodology, student involvement, and character progression compared to SDN Majalaya 05. This discrepancy can be directly attributed to the robust parental involvement present at SDN Cingcin 1. The parents' active participation in the "Gelar Karya" not only provided necessary logistical and material support but also created a seamless continuity of moral instruction between the school and the home. When parents reinforce the exact same values of independence and cooperation that are being taught in the classroom, the internalization process for the child is exponentially strengthened (Lee, 2024). This finding corroborates the broader educational consensus that character formation cannot be the sole burden of the school; it requires a synchronized, synergistic effort involving the school, the family, and the wider community (Afandi, 2011).

Despite the demonstrable successes, the discussion must address the systemic obstacles identified during the implementation phase. The difficulties teachers faced in transitioning from traditional instructors to project facilitators highlight a significant gap in current professional development paradigms. The P5 framework demands a high degree of pedagogical agility; teachers must design complex, open-ended projects, mediate student conflicts, and utilize nuanced formative assessments rather than simple summative tests (JSGP Editor, 2023). The confusion and overwhelm reported by the educators suggest that the policy rollout of the Merdeka Curriculum outpaced the actual capacity-building provided to the grassroots implementers. To ensure the sustainability of the P5 initiative, educational policymakers and school administrators must prioritize continuous, targeted training for teachers. This training should not focus on administrative compliance but on the practical psychology of project-based learning and subjective character evaluation.

Furthermore, the resource constraints and time management issues highlight the need for a more realistic institutional support system. Character education is resource-intensive, requiring diverse materials, community spaces, and, most importantly, time for reflection and dialogue. Schools must be granted the autonomy and the financial support to adapt these projects to their realities without feeling pressured to execute superficial, high-budget exhibitions purely for administrative validation. The essence of the P5 project lies in the daily, habitual practice of Pancasila values, which can be achieved through low-cost, high-impact community activities, as demonstrated by the habituation model at SDN Majalaya 05.

In conclusion, the implementation of the Strengthening the Pancasila Student Profile Project represents a monumental and necessary shift in Indonesian basic education. By prioritizing character alongside cognitive achievement, the Merdeka Curriculum attempts to forge a generation of students who are not only academically proficient but possess the moral integrity, critical intellect, and collaborative spirit required to navigate the complexities of the future. The empirical evidence from SDN Cingcin 1 Soreang and SDN Majalaya 05 proves that when implemented with localized creativity, dedicated teacher facilitation, and strong parental synergy, the P5 project is a highly potent mechanism for holistic student development. Addressing the current constraints through enhanced teacher training and equitable resource distribution will solidify this project as a cornerstone of national character education for years to come.

Conclusion

Based on the research findings, it can be concluded that the implementation of the Strengthening the Pancasila Student Profile Project (P5) is a highly effective approach for instilling character values in elementary school students. Through active involvement in activities such as mutual cooperation, group discussions, mentoring, and Pancasila-themed extracurriculars, students do not merely understand moral concepts theoretically; they internalize and practice these values in their daily lives. Consequently, students exhibit marked improvements in social attitudes, critical and creative thinking abilities, and the strengthening of their personal identities in alignment with the goals of P5.

The success of this project heavily relies on several key elements. The role of the teacher as a facilitator and role model is paramount in consistently instilling character values. Furthermore, parental support is vital in reinforcing these values within the home environment. A supportive school environment also provides a conducive space for holistic character education.

However, the implementation of the project still faces several challenges, including time constraints within the academic schedule, a lack of physical resources, and an uneven understanding of the P5 concepts among teachers and students. These obstacles impact the overall effectiveness and sustainability of the project. To overcome these barriers, project planning must be meticulous, supported by modules and themes relevant to student characteristics. Continuous capacity building for teachers through ongoing training is crucial to ensure optimal project management. Additionally, collaboration among schools, parents, and the community must be strengthened to build a holistically supportive educational

ecosystem. Routine evaluations must also be conducted to ensure success and continuous improvement, solidifying P5 as a sustainable model for character education across Indonesia.

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