

Research Article

## Implementation of the Pancasila Student Profile Strengthening Project in Shaping Student Character at SD Negeri 160 Palembang

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**Abstract:** This research aims to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) in shaping student character at SD Negeri 160 Palembang. As a core component of the Independent Curriculum (Kurikulum Merdeka), P5 is designed to reinforce the fundamental values of Pancasila in students. This study employs a qualitative case study method. Data were collected through direct observation, in-depth interviews, and documentation involving the principal, vice-principal of curriculum, classroom teachers, students, and parents. The results indicate that P5 implementation is carried out through three systematic stages: planning (team formation and theme selection), execution (applying experiential learning that encourages collaboration), and assessment. The three primary values emphasized are faith and morality, respecting differences, and togetherness. Despite challenges such as time constraints, synchronization of materials across subjects, and the need for teacher training, the study concludes that P5 is an effective instrument for character education. To optimize results, it is recommended to enhance program monitoring and align the conceptual understanding of P5 among educators. Overall, SD Negeri 160 Palembang has demonstrated a serious commitment to integrating P5 as a means of positive character building.

**Keywords:** Curriculum; Independent; P5; Qualitative Study; Student Character.

### 1. Introduction

Education serves as the fundamental foundation for the advancement of a nation. Theoretically, investing in human resources through education is positively correlated with increased productivity and societal welfare. This perspective aligns with Tilaar (2002), who argued in his work on the national education paradigm that national education must function as an instrument of social transformation to cultivate national excellence amid global competition.

Education is not merely a conduit for knowledge transfer; it is also a vital instrument for shaping the character and capabilities of young generations who will lead Indonesia in the future. Zubaedi (2011), in his study on character education design, emphasizes that the integration of moral values into the curriculum is crucial for fostering citizens with a strong sense of national identity. Similarly, Wibowo (2012) highlights that character development through formal education constitutes a strategic step in preparing future leaders who are both ethical and religious.

As the backbone of national development, quality education is a strategic key to breaking the cycle of poverty and social inequality. Mulyasa (2013) notes that improving school quality and teacher competence is fundamental for ensuring equitable access to education, ultimately enhancing upward social mobility for lower- and middle-class communities while reducing regional economic disparities. At the same time, education is a primary asset for a nation to compete on a global scale. The challenges of the Fourth Industrial Revolution demand early

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mastery of digital literacy and critical thinking skills. According to Sudira (2017), revitalizing the education system to focus on 21st-century skills is essential to prepare graduates capable of adapting to rapid technological changes and maintaining global competitiveness.

Contemporary education operates in the currents of globalization, characterized by technological and social disruption. This reality presents increasingly complex challenges for educational institutions and learners. Intellectual ability alone is no longer sufficient to guarantee future success. A harmonious integration of moral resilience and 21st-century competencies—including critical reasoning, innovative creativity, and proficient digital literacy—is now imperative. Hence, character education has emerged as a central foundation that must underpin all phases of the learning process.

The urgency of character development becomes particularly relevant in the context of digital interactions. Hidayatullah (2020) argues that without a strong ethical foundation, digital literacy can lead to technology misuse, the spread of misinformation, and erosion of civility in cyberspace. This supports Thomas Lickona's (2012) classical theory that a complete character integrates three pillars: moral knowing, moral feeling, and moral action. The integration of these pillars is essential to ensure that intellectual advancement is grounded in humanistic principles.

At the national level, character strengthening is projected to cultivate Indonesian youth who are responsible, integrity-driven, and possess a robust sense of nationalism through the Pancasila Student Profile. As outlined by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2021), this vision aims to produce lifelong learners who are not only technically competent but also capable of embodying the noble values of Pancasila in daily life. A Pancasila Student is characterized as having faith, independence, critical reasoning, creativity, and a commitment to mutual cooperation within a framework of global diversity.

The resilience of a nation in facing global disruptions heavily depends on the extent to which the education system integrates hard skills with soft skills. Zubaedi (2015) confirms that a country's success is measured not solely by scientific and technological progress but also by the strength of its citizens' character in managing potential and responding to dynamic challenges. Consequently, character education represents a crucial long-term investment in cultivating high-quality, competitive, and dignified future generations.

The "Merdeka Belajar" policy, initiated by the Indonesian Ministry of Education, Culture, Research, and Technology, constitutes a strategic governmental initiative to address the dynamic challenges of the modern era. This policy shifts the education paradigm from a predominantly administrative and exam-oriented approach to a more contextual system focused on student needs. Within this transformation, the Pancasila Student Profile Strengthening Project (P5) emerges as a vital instrument, integrating Pancasila values through interactive, interdisciplinary, and participatory project-based learning methods.

Empirical studies support the significance of P5 in strengthening student character. Susanti Sufyadi, Lambas, Rosita, Aditomo, and Rochimansyah (2021) highlight that P5 allows students to directly experience knowledge, facilitating character internalization through real-life interactions. Similarly, Mery, Martono, Halidjah, and Hartoyo (2022) demonstrate that P5 effectively cultivates independence and critical thinking skills by engaging students in real societal problems, bridging classroom theory and practical implementation. Dwi Irawati, Aji Heru Muslim, Nurul Kusuma Dewi, and Daviq Chairilisyah (2022) further assert that P5 is not merely an extracurricular activity but a core element in fostering national identity in the digital era, promoting collaboration and global awareness.

At SD Negeri 160 Palembang, P5 implementation commenced in the 2022/2023 academic year through the Merdeka Curriculum, adopting innovative themes such as "Local Wisdom" and "Develop the Soul and Body." This initiative aims to build a student-centered educational ecosystem that develops Pancasila student character through contextually and culturally relevant learning experiences. However, the transition has faced challenges, including low student motivation, limited teacher capacity in module design, and insufficient parental support (Susilowati, 2022). Strong school leadership and intensive collaboration among teachers are critical to overcoming these barriers and maintaining program quality.

This study aims to investigate the effectiveness of P5 implementation in shaping student character, particularly in fourth-grade students at SD Negeri 160 Palembang. In line with Sufyadi et al. (2022), the success of P5 depends on schools' ability to design contextually relevant project modules. Similarly, Mulyani (2023) emphasizes active teacher facilitation and parental collaboration as key factors in internalizing Pancasila values in early education. Using

a descriptive qualitative approach, this research will collect data through direct observation, in-depth interviews with school staff and parents, and documentation of student work.

## 2. Preliminaries or Related Work or Literature Review

This study focuses on the Pancasila Student Profile Strengthening Project (P5), a co-curricular, project-based program implemented under the *\*\*Merdeka Curriculum\*\**. P5 is designed to strengthen student character and develop competencies through six dimensions of the Pancasila Student Profile: faith and devotion to God Almighty with noble character; appreciation of global diversity; cooperation (gotong royong); independence; critical reasoning; and creativity.

Through a structured and reflective project-based approach, P5 emphasizes not only academic achievement but also the integration of moral, social, and cultural values. As a result, students are expected to become responsible, innovative individuals capable of navigating the dynamics of life with strong character.

The study focuses on two main aspects: the implementation of P5 and the development of student character. Implementation involves planning, execution, and identifying challenges and solutions during project-based learning at SD Negeri 160 Palembang. Planning includes theme selection, time allocation, project modules, and assessment mechanisms. Execution involves projects such as “Sustainable Lifestyle” or entrepreneurship, emphasizing teacher-student interaction and project-based learning methods that naturally internalize character values. Challenges, such as limited resources and teachers’ understanding, are analyzed to identify effective mitigation strategies.

Character development evaluates the impact of P5 on students’ moral, social, and spiritual growth. Observations focus on which character dimensions are most strongly developed, indicators of behavioral and attitudinal changes, and the extent to which character formation goals align with actual practices in the school environment. This study also examines the alignment of theoretical frameworks with practical implementation, including the influence of local context, school policies, and culture on the effectiveness of P5.

According to Doni Koesoema, character education emphasizes the internalization of the nation’s noble values as the foundation for students’ behavior and decision-making. Suyanto highlights the role of character education in shaping responsible students who make ethical decisions and contribute to society. Thomas Lickona identifies three essential components of character education: moral knowing, moral feeling, and moral action, which must be consistently internalized in daily life. Zubaedi adds that character education should be integrated into the curriculum, active learning, and habitual practices within the school environment. In this context, P5 serves as a strategic medium for instilling character values in a contextual and practical manner, especially for primary school students.

The assessment and evaluation mechanisms of P5 are designed to measure students’ development in moral, social, and spiritual values qualitatively. Assessment tools include rubrics, journals, and observation, while results are used to provide feedback and improve future projects. Moreover, the perspectives of principals, teachers, and parents are integral in evaluating the effectiveness of P5 assessments.

Previous studies, such as those conducted by Yanto et al., indicate that P5 implementation through structured projects positively impacts all six dimensions of the Pancasila Student Profile, including faith and devotion, cooperation, and independence. Although the school contexts differ, these findings reinforce the evidence that P5 is an effective tool for character development and for promoting the internalization of Pancasila values in primary education.

Overall, this literature review provides a strong conceptual and empirical foundation for examining the implementation of P5 at SD Negeri 160 Palembang and exploring its impact on the comprehensive development of student character. P5 functions not only as a learning medium but also as a strategic instrument for cultivating students who are competent, ethical, and embody the values of Pancasila.

## 3. Materials and Method

This study employs a qualitative approach with a case study design. The qualitative approach was chosen because it aligns with the research’s aim to explore in depth the meanings, perceptions, and experiences of participants within a specific context, namely the implementation of the Pancasila Student Profile Strengthening Project (P5) in shaping student character. According to Creswell (2014), a qualitative approach enables researchers to understand social phenomena from the participants’ perspectives in a holistic and contextual manner.

## 4. Results and Discussion

### Research Findings

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SD Negeri 160 Palembang demonstrates several notable outcomes in both procedural and character development aspects.

### Implementation of P5

The planning phase involved designing project themes, scheduling, developing project modules, and setting assessment criteria. Teachers created modules aligned with students' cognitive and affective levels, integrating local wisdom and cultural context. Project execution, such as "Sustainable Lifestyle" and "Entrepreneurship" projects, engaged students in collaborative tasks and individual responsibilities. Teachers facilitated active learning, encouraged critical thinking, and guided reflection to ensure the internalization of character values.

### Challenges and Mitigation Strategies

Several obstacles were observed, including limited teacher understanding of project-based methods, low student motivation, and insufficient parental support. The school addressed these challenges through team coordination, continuous teacher training, and structured mentoring sessions for students.

### Impact on Student Character

Data collected through observation, interviews, and student work analysis revealed significant development in several Pancasila Student Profile dimensions. Cooperation (gotong royong) improved through teamwork activities, independence was fostered via individual tasks, and critical reasoning and creativity were enhanced through problem-solving in real-life projects. Students also showed increased respect for diversity and moral awareness in daily interactions.

### Discussion

The findings highlight the effectiveness of P5 as a strategy for holistic character education in primary schools. By combining structured project-based learning with contextual application, students experienced the practical integration of moral, social, and cultural values. This aligns with the principles proposed by Doni Koesoema (2007) and Suyanto (2009), which emphasize character internalization through habitual practice and school culture.

The development of cooperation, independence, and critical reasoning confirms the relevance of Thomas Lickona's three pillars of character education—moral knowing, moral feeling, and moral action—in the Indonesian school context. P5 provides a structured platform for students to translate moral knowledge into action, fostering both ethical behavior and problem-solving skills.

Challenges identified, such as teacher preparedness and student motivation, underscore the importance of instructional leadership and professional development. Consistent support from school administration and collaboration among teachers are crucial in sustaining P5's impact. The findings suggest that when these factors are adequately managed, project-based approaches can effectively cultivate the intended dimensions of the Pancasila Student Profile.

Overall, the study demonstrates that P5 not only enhances cognitive competencies but also strengthens the affective and social dimensions of student character, producing learners who are morally responsible, collaborative, and innovative. This supports the national vision of developing students who are competent, ethical, and embody the values of Pancasila in everyday life.

Comparison with state-of-the-art is an important part. This section can provide a more measurable illustration of your research contribution. This section can also be added to a brief discussion. If you feel that this section is insufficient and unsuitable to be a separate section, the author(s) can integrate this section with section four (Results and Discussion)..

## 5. Conclusions

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SD Negeri 160 Palembang has been carried out systematically and continuously in accordance with the Merdeka Curriculum guidelines, integrating the values of the Pancasila Student Profile, with teachers acting as facilitators, high student participation, and involvement of parents and the surrounding community. The program has positively impacted students' character and competencies.

Supporting factors for P5 implementation include teacher commitment to project-based learning, school support through facilities and policies, student enthusiasm, and availability

of learning resources and media. In contrast, inhibiting factors include limited time in the academic calendar, insufficient teacher training on P5 concepts and management, low parental involvement, and budget constraints for project needs.

The results indicate improvements in student discipline and responsibility, enhanced teamwork and interpersonal communication skills, development of creativity and critical thinking, formation of empathy and social awareness, and effective facilitation by teachers. P5 activities make the learning process more engaging, relevant, and meaningful, although some operational challenges and obstacles remain.

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