



IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT AT SD NEGERI 1 CENTRE PATTALLASSANG

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Abstract. This study aims to examine the impact of the implementation of the Pancasila Student Profile Strengthening Project (P5) on students at SD Negeri 1 Centre Pattallassang, Takalar Regency. Utilizing a descriptive qualitative approach with a phenomenological method, the study involved the principal, teachers from various grade phases, and students as informants. Data collection techniques included participatory observation, in-depth interviews, and documentation. The findings reveal that the implementation of P5 has a broad and profound impact on shaping students' character, such as honesty, responsibility, independence, cooperation, and awareness of diversity. Moreover, P5 promotes the development of 21st-century skills, including critical thinking, creativity, collaboration, and communication. Project based activities provide students with opportunities to be more active, environmentally conscious, and capable of managing their time and completing tasks independently. The study concludes that the implementation of P5 serves as an effective learning strategy to cultivate students who are intellectually resilient, morally grounded, and socially responsible.

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INTRODUCTION

Education is a fundamental pillar that determines the development of a nation. The Pancasila Student Profile constitutes a strategic component of a broader initiative aimed at enhancing the quality of education, with a strong emphasis on character development (Wijayanti et al., 2024). Education is expected to build insight, knowledge, skills, and character necessary to achieve social justice, peace, and collaboration within global diversity (Schleicher, 2018). Improving the quality of education is inherently linked to enhancing the quality of human resources themselves (Muhaimin, 2020). In response to the evolving dynamics of the times, the education system has undergone significant transformations to align with the demands of globalization (Maryanti et al., 2022). The curriculum occupies a central position in all educational activities; therefore, it must continuously improve in quality to achieve educational goals (Sari, 2022). To improve the quality of education in Indonesia, the implemented curriculum must be adapted to each educational institution and regional potential, along with regular evaluations of its effectiveness.

The Merdeka Curriculum was designed by taking into account various competencies required by society. The implementation of the Merdeka Curriculum focuses on the holistic development of students' learning outcomes to realize the Pancasila Student Profile (P5), which includes competencies in literacy, numeracy, and character (Yulianti, 2022). This curriculum emphasizes the development of students' profiles to embody the spirit and values embedded in each principle of Pancasila in their daily lives. One of the key components of the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project (P5), which comprises six dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, creativity, critical thinking, and independence (Kemendikbudristek, 2022). The P5 initiative translates the goals and vision of education into a format that is more accessible to all

educational stakeholders. The Pancasila Student Profile serves as a compass for educators and students in Indonesia, guiding all learning activities, programs, and initiatives at educational institutions toward this profile.

The Pancasila Student Profile encapsulates the national identity through Indonesian cultural values and the implementation of Pancasila principles in daily life. Students are equipped with the knowledge and readiness to become citizens who embrace and leverage diversity, internalize cultural values, and uphold their national identity as Indonesians (Zuriah et al., 2024). Students are also expected to enhance and apply their knowledge, internalize and personalize moral and character values (Sihombing et al., 2022). The successful realization of the Pancasila Student Profile can only be achieved through the collaboration and joint efforts of parents, educators, students, and all societal institutions. According to the Ministry of Education and Culture, achieving the Pancasila Student Profile requires a culture of inquiry, experimentation, and creativity (Kemendikbudristek, 2022). Within this educational framework, students should be encouraged to ask questions, educators should be inspired to innovate, and both parties should be empowered to experiment and explore new ideas freely (Chiappetta-Santana et al., 2022).

According to the Ministerial Regulation of Education and Culture No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for 2020–2024, the Pancasila Student Profile represents the embodiment of Indonesian students as lifelong learners with global competencies who behave in accordance with Pancasila values. This profile consists of six core characteristics: faith, devotion to God, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity. These dimensions should be nurtured comprehensively from early childhood education onward. The Pancasila Student Profile represents a key initiative within a comprehensive strategy to enhance educational quality, placing significant emphasis on the cultivation of students' character and moral integrity (Solehuddin et al., 2024).

Field observations indicate that to successfully implement the Pancasila Student Profile Strengthening Project, teachers must be creative in designing the learning process. One strategy for preparing effective implementation plans refers to Bhola's CLER model (1982, 1988–1989), an acronym for configuration, linkages, environment, and resources. Implementation of the Pancasila Student Profile by teachers and students can include: (1) Faith practicing religious values in daily life; (2) Independence students understanding their learning goals and being responsible for their own work and self-assessment; (3) Mutual Cooperation understanding that they live among others, appreciating differences, and striving for collaboration; (4) Global Diversity becoming cultured individuals with a strong identity, representing their cultural heritage while being open to values from other nations; (5) Critical Reasoning students require guidance to develop critical thinking skills; (6) Creativity students must be facilitated to foster creativity, not merely by imitation but through innovation.

Previous studies have addressed the implementation of the Pancasila Student Profile Strengthening Project (P5) in elementary schools, yet notable differences in focus and methodological approaches remain compared to the present study. For instance, Sihombing et al. (2022) emphasized the importance of integrating Pancasila values into teaching as a form of character reinforcement, but did not examine the concrete behavioral impact of project-based activities on students. Sa'diyah et al. (2023) demonstrated that project-based learning models enhance students' social skills; however, their research did not specifically link these improvements to the core dimensions of the P5 framework. Yulianti (2022) highlighted the role of the Merdeka Curriculum in shaping student character, yet offered limited empirical insight into the field level application of the P5 project. Sari (2022) focused on the adaptation of the curriculum to local potentials, without directly evaluating the outcomes of P5 implementation in primary education. Meanwhile, Darwis et al. (2023) identified the contribution of project-based learning to students' critical thinking skills, but did not explicitly integrate the Pancasila Student Profile dimensions into their analysis. Therefore, the present study offers a distinct contribution by directly analyzing the impact of P5 implementation on students' character, 21st-century



competencies, and social readiness at SD Negeri 1 Centre Pattallassang, using a phenomenological approach grounded in field-based data.

However, despite the adoption of the Pancasila Student Profile Strengthening Project (P5), many elementary schools, especially those in rural areas such as SD Negeri 1 Centre Pattallassang, encounter obstacles in implementing the character education components effectively. Previous studies mostly focused on theoretical or policy aspects, with limited empirical insight into its classroom level impacts. This study was thus motivated by the need to understand how P5 shapes student behavior and character in actual school settings.

Based on the above background, this study investigates the impact of the implementation of the Pancasila Student Profile Strengthening Project on students at SD Negeri 1 Centre Pattallassang, Takalar Regency. The Pancasila Student Profile is an initiative that can be carried out by teachers to achieve educational goals aligned with Pancasila values. Therefore, this study aims to examine the extent to which the implementation of the Pancasila Student Profile impacts students at SD Negeri 1 Centre Pattallassang, and whether it meets the expected outcomes. This research is mandated to provide evidence-based recommendations aligned with Indonesia's 2020–2024 National Strategic Education Plan. It aims to evaluate how the P5 initiative contributes to developing students' character, 21st-century skills, and social responsibility as envisioned by the Merdeka Curriculum.

RESEARCH METHODS

The type of research used is phenomenological. Phenomenological research aims to explore and understand the meaning of individuals' lived experiences of a particular phenomenon in depth (Creswell, 2013). In this context, the phenomenon under study is the implementation of the Pancasila Student Profile Strengthening Project among elementary school students. This research adopts a qualitative descriptive approach, meaning the researcher seeks to describe and analyze the data systematically, deeply, and comprehensively to obtain an objective understanding (Miles et al., 2014). The informants in this study are from SD Negeri 1 Centre Pattallassang, Takalar Regency, consisting of: (a) the Principal, initial S; second-grade teacher, initial SW; fourth-grade teacher, initial J; fifth-grade teacher, initial R; and students from grades II, IV, and V (phases A, B, and C). The data collection techniques used include: (1) Participatory Observation, where the researcher is directly involved in school activities, observing the implementation of the Pancasila Student Profile Strengthening Project. Observation notes are used to systematically and thoroughly record the observed phenomena (Angrosino, 2007); (2) In depth Interviews, conducted with key informants directly involved in the implementation of the project, using a semi-structured interview guide. This technique enables the researcher to obtain deep and contextual narrative data; (3) Documentation, which includes photographs, activity records, and school documents used to complement and strengthen the data obtained from observation and interviews (Bowen, 2009). The instruments used in this study include: (1) Observation Notes; (2) Interview Guide; (3) Observation Checklist for Teacher and Student Activities; and (4) Visual Documentation.

The data analysis technique follows the concept developed by (Miles et al., 2014) consisting of four main stages: (1) Data Collection, where data are gathered from observations, interviews, and documentation; (2) Data Condensation, a process that includes selecting, simplifying, and transforming raw data into more structured, significant information; (3) Data Display, where the condensed data are presented in the form of tables, narratives, or diagrams to facilitate analysis and conclusion drawing; (4) Conclusion Drawing and Verification, where the researcher interprets the presented data and performs verification to ensure data validity and consistency (Creswell et al., 2018).

RESULTS AND DISCUSSION

Implementasi The implementation of the Pancasila Student Profile Strengthening Project (P5) at SD Negeri 1 Centre Pattallassang has had a significant impact in shaping students' character and developing 21st-century competencies. Through a structured and contextual



project-based approach, students are guided to internalize the core values of the Pancasila Student Profile such as religious devotion, independence, cooperation, critical thinking, creativity, and appreciation of diversity. The implementation of the Pancasila Student Profile Strengthening Project for students at SD Negeri 1 Centre Pattallassang, Takalar Regency aims to shape students not only to excel academically but also to possess character aligned with the values of Pancasila. The Pancasila Student Profile Strengthening Project promotes the development of social and emotional competencies, as well as 21st-century skills such as independence, creativity, and critical thinking. From the implementation of the Pancasila Student Profile Strengthening Project at SD Negeri 1 Centre Pattallassang, Takalar Regency, it is observed that: character and moral strengthening, enhancing critical and innovative thinking skills, improving collaboration and communication skills, fostering independence and responsibility, enhancing understanding of diversity, increasing student motivation and engagement, and preparing students to face future challenges.

1. Character and moral strengthening

The implementation of the Pancasila Student Profile Strengthening Project by students in Phase A (Grades I and II), Phase B (Grades III and IV), and Phase C (Grades V and VI) is based on an agreement between the principal and the facilitation team for the Pancasila Student Profile Project program, which decided to carry out the project once a week, every Saturday. At the beginning of each activity, teachers make it a routine for students to pray according to their respective beliefs. This practice becomes a habit for students, as they begin every learning session with a prayer. In working on the Pancasila Student Profile Strengthening Project, students are guided to be honest, respectful of teachers and peers, responsible, helpful, fair, cooperative, disciplined, polite, and environmentally conscious.



Figure 1. Shows the general atmosphere of the P5 activities taking place in the class

The general atmosphere of the P5 activities is shown in [Figure 1](#). Students are engaged in an active, collaborative classroom environment where they participate enthusiastically in project-based learning tasks. This setting reflects a positive shift towards more interactive and student-centered learning. In accordance with the results of the interview with the principal, referred to by the initial S, it was stated that:

...indeed, the implementation of the Pancasila Student Profile Strengthening Project (P5) has shown significant character development among students, such as honesty, mutual respect, and appreciation of others' opinions. P5 provides students with the opportunity to interact and collaborate with their peers, enabling them to understand their roles within the community. Their emotional skills have improved, allowing them to cooperate and demonstrate empathy. Furthermore, P5 creates a more positive learning environment where students become more active and environmentally conscious. The project also encourages students to be more innovative, particularly during the process of completing their projects...

There is a reinforcement of students' moral and social character. The regular implementation of the project encourages the development of positive habits such as honesty, discipline, and mutual respect. Instilling moral values through hands-on practice has proven to be more effective in character building than purely theoretical approaches (Sa'diyah et al., 2023). This aligns with the concept of contextual learning, which integrates values into daily life experiences. Character development is most effective when embedded within students' authentic activities and social contexts, where values are experienced rather than merely taught (Lickona, 1991; Nucci et al., 2014). Furthermore, project-based character education fosters moral reasoning and emotional engagement, enabling students to internalize ethical principles more deeply (Berkowitz et al., 2005).

2. Enhancing critical and innovative thinking skills

Students are given the space to think and create innovative solutions through their project work in this case, when students make products from recycled materials. For example, the teacher provides an example of how to make flowers from instant noodle wrappers, plastic cups, coffee sachets, cracker wrappers, and other plastic materials. However, the students are able to develop the idea further by adding different decorative accents to the flowers, such as ribbons, strings, and other materials. This challenges their creativity and imagination, indicating that the students are capable of thinking critically and innovatively in completing their tasks.



Figure 2. Student creativity in making recycled products in project P5

As shown in Figure 2, students demonstrated creativity by creating products from recycled materials. Through this project, they developed ideas beyond initial examples given by the teachers, reflecting their imagination, critical thinking, and innovation skills. The interview results were further supported by a Phase A Grade II teacher, referred to by the initials SW, who stated that:

...through the implementation of the P5 project, second-grade students have started to develop a better understanding of Pancasila values such as mutual cooperation, justice, and equality. Students are able to work in groups, which helps them develop communication and collaboration skills. They have learned to listen to each other's opinions and engage in guided discussions with the support of their teacher. The project promotes student independence, responsibility, and discipline toward assigned tasks, while also giving them opportunities to think creatively. P5 also fosters students' concern for the environment and community. Overall, as a second-grade teacher, I have observed that the implementation of the P5 project has brought a real and positive impact on the development of students' character, social skills, and motivation...

The implementation of P5 has contributed significantly to the development of students' creativity and critical thinking. In activities like creating products from recycled materials, students are able to explore ideas and develop design variations that reflect imagination and the courage to think outside the box. Research by Darwis et al. (2023) affirms that project based learning effectively enhances critical thinking skills because students are directly involved in collaborative problem solving. This finding is supported by Sungkono et al. (2023) who demonstrated that project based learning significantly improves students' critical thinking and

creativity skills. Additionally, [Tafakur et al. \(2023\)](#) conducted a meta analysis confirming that project based learning consistently enhances critical thinking across various educational levels. Furthermore, [Khairunnisa et al. \(2022\)](#) found that students with higher creativity levels achieved better critical thinking outcomes when engaged in project based learning activities.

3. Improving collaboration and communication skills

The implementation of this project requires a considerable amount of time, starting from the collection of recycled materials to the exhibition of their final products. Since these activities are carried out together, students are trained to collaborate and work cooperatively in completing their tasks. In group work, students are expected to express their ideas clearly and convincingly to one another, both orally and in writing. This enables them to engage in discussions and actively listen to each other's opinions with mutual respect. This was evident during the project work, where students enthusiastically collaborated and communicated effectively, allowing them to complete their products and showcase them in a school exhibition.



Figure 3. Student group collaboration in completing the Pancasila Student Profile Project

[Figure 3](#) illustrates how students worked collaboratively in groups to complete their project assignments. Group collaboration enhanced their communication skills, mutual respect, and ability to resolve problems together, reinforcing social-emotional learning outcomes.

P5 plays a key role in developing collaboration and communication skills. Through group work, students learn to express opinions, respect others' viewpoints, and combine ideas into joint solutions. This aligns with findings from [Musa'ad et al. \(2024\)](#), which show that teamwork in project activities enhances empathy and students' social communication competencies. Supporting this, [Hendrawati et al. \(2024\)](#) found that implementing Project Based Learning in elementary schools significantly improved students' collaboration skills, particularly in communication, mutual respect, and shared responsibility. Additionally, [Sari \(2023\)](#) reported that PjBL not only enhanced students' collaborative abilities but also positively impacted their learning outcomes, indicating a comprehensive development of both social and academic skills.

4. Fostering independence and responsibility

Although students work in groups, they are still assigned individual tasks that they must complete and be responsible for on their own. For example, during the collection phase, each student is tasked with gathering as many recyclable materials as possible. Through this approach, students learn to manage their time, plan their work, and carry out tasks independently, thereby developing the ability to function autonomously in their future lives. The interview findings were further corroborated by a Phase B Grade IV teacher, referred to by the initial J, who stated that:

...at this level, students have developed a deeper understanding and are able to apply Pancasila values more independently and creatively, especially when relating them to real-life situations. The implementation of P5 trains students to become more disciplined and responsible; they are encouraged to manage their time, make plans, and be accountable for their tasks within their groups. Through collaboration, they improve their communication skills and learn to respect one another. The project encourages students to be creative and think critically while completing their

assignments. They are guided to find solutions for their project challenges and are taught to care for the environment and respect others. As a result, students are more enthusiastic and motivated to complete their projects. In my view, the P5 project has had a highly positive impact on students' character and skills development not only in understanding moral values but also in applying them in their daily lives...

The project also fosters independence and individual responsibility. Even though tasks are carried out in groups, each student has individual responsibilities, such as collecting materials. This helps train time management and accountability. As highlighted in the study by [Ambarita et al. \(2024\)](#), project based learning encourages students to become more independent and responsible in completing their tasks. This is further supported by research from [Cintang et al. \(2017\)](#), which found that in project based learning, students actively engage as planners and executors of their projects, thereby enhancing their independence and responsibility. Additionally, a study by [Tafakur et al. \(2023\)](#) confirms that project based learning consistently enhances critical thinking across various educational levels, which is closely linked to students' ability to take initiative and responsibility in their learning process.

5. Enhancing understanding of diversity

Students were grouped heterogeneously, without any discrimination among groups. Teachers emphasized that the students are like brothers and sisters, regardless of their assigned groups, and instilled the value of accepting differences and diversity. This approach aimed to help students understand and appreciate diversity as a vital step toward building a harmonious society. The students showed great enthusiasm and demonstrated an understanding of how to be a part of both smaller groups and the wider community, developing a strong sense of responsibility both at school and within their communities.

P5 activities strengthen students' understanding of diversity and social responsibility. Students are trained to work together in heterogeneous groups without discriminating based on social, cultural, or academic backgrounds. This is consistent with the multicultural education approach that promotes tolerance, respect for differences, and a spirit of mutual cooperation ([Sa'diyah et al., 2023](#)). This approach aligns with the findings of [Suyatno \(2023\)](#), who emphasized that multicultural education aims to instill a sense of tolerance, respect for differences, and foster global awareness without forgetting local identity. Furthermore, research by [Liu \(2022\)](#) highlights that multicultural education focuses on the development of mutual respect, tolerance, and cooperation among individuals from various cultural groups. These studies underscore the importance of integrating multicultural principles into educational practices to cultivate inclusive and socially responsible students.

6. Increasing student motivation and engagement

The projects implemented were based on themes and topics relevant to the students' characteristics and real-life experiences, making them enjoyable and able to boost students' interest and involvement in the learning process. This was evident in the high level of motivation when teachers announced the project activities, as students felt the projects were closely related to their lives and posed engaging challenges. The sense of achievement was palpable during the school exhibition, where students proudly displayed the outcomes of their collaborative efforts. Many students even expressed their eagerness for future projects they could work on together.

Student motivation and engagement increase significantly because the project themes are relevant to their daily lives. Enjoyable and challenging activities make students more active and enthusiastic in learning. This supports findings by [Darwis et al. \(2023\)](#), which show that relevant and applicable learning improves student participation and a sense of ownership in the learning process. Additionally, research by [Dang \(2021\)](#) indicates that Project Based Learning (PBL) enhances student motivation and attitudes, leading to greater pleasure, curiosity, interest, and cooperation among students. Furthermore, a study by [Heuerman \(2018\)](#) found that PBL increases student motivation and collaboration in science education, highlighting its effectiveness in fostering an engaging learning environment. These findings underscore the



importance of integrating real life contexts into educational projects to boost student motivation and engagement.

7. Preparing students to face future challenges

The implementation of the Strengthening the Pancasila Student Profile Project equips students to succeed in both their professional careers and personal lives. Through the entrepreneurship themed project on Young Green Entrepreneurs, students learned to work independently, collaboratively, and creatively to develop useful products that could potentially be turned into businesses with market value. As a result, students become more adaptable and open to change in today's modern world.



Figure 4. Student work results in the Pancasila Student Profile Strengthening Project on display

The results of students' project work are displayed in Figure 4. The exhibition of their products represents their sense of pride, creativity, and achievement, which boosted motivation and encouraged ownership of learning outcomes.

Figure 5 presents the structured impacts resulting from the implementation of the P5 project. The impacts are categorized into individual development, character development, social development, and skill development, with further elaboration into managerial skills and creativity and innovation. It also highlights key implementation challenges, namely time constraints and limited technological resources, which may affect the optimization of project outcomes.

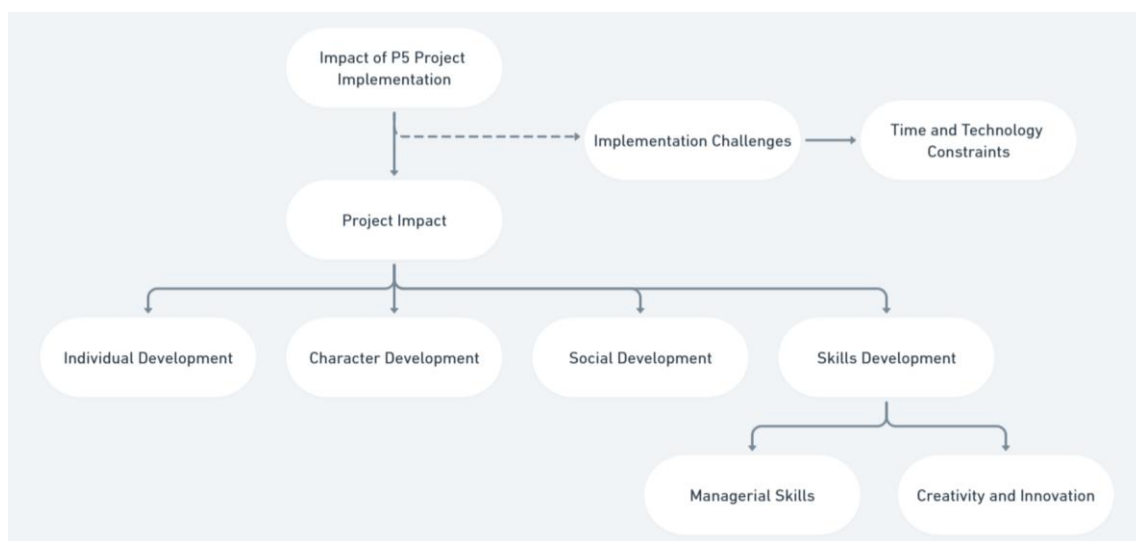


Figure 5. Impact structure in the implementation of the Pancasila Student Profile Project

The interview findings were further reinforced by a Phase C Grade V teacher, referred to by the initial R, who stated that:

...yes, the implementation of the Pancasila Student Profile Strengthening Project has had a very positive impact on students. They have become more capable of thinking critically, acting independently, and showing initiative. The effects of P5 are evident in their cognitive, affective, and social aspects. Students are able to apply Pancasila values such as mutual cooperation, respect for diversity, and fairness. They are also taught to be more disciplined in managing and taking responsibility for their project tasks. As a fifth-grade teacher, I have found that P5 does not only shape students into individuals who embody Pancasila values, but also helps them become more innovative and environmentally aware. I believe that as teachers, we should not be content with these achievements but must continue to provide guidance and support to help our students demonstrate increasingly positive behaviors in their daily lives...

Finally, P5 has proven to be a strategic tool in preparing students for real world challenges. Through entrepreneurship themed projects like Young Green Entrepreneurs, students learn about creativity, collaboration, innovation, and environmental awareness. According to [Ambarita et al. \(2024\)](#), learning that integrates social values and economic skills from an early age is effective in forming entrepreneurial character rooted in strong values. This aligns with the findings of [Musdariah et al. \(2024\)](#) who demonstrated that project based learning models enhance students' entrepreneurship and environmental awareness by engaging them in real life projects that foster critical thinking and problem solving skills. Furthermore, research by [Condliffe et al. \(2017\)](#) indicates that project based learning, by engaging learners in real world challenges and encouraging them to create tangible solutions, results in a deeper understanding of content, improved problem solving and collaboration skills, and increased student engagement. This study found that the most significant improvements occurred in students' empathy, environmental awareness, and ability to manage time independently. The implication is that character education through P5 must be continued with cross curricular integration and teacher mentoring to maintain its long term effects.

CONCLUSIONS

The Pancasila Student Profile Strengthening Project (P5) at SD Negeri 1 Center Pattallassang has had a broad, profound, and transformative impact on students' character development and competencies. P5 serves not only as a medium for instilling the values of Pancasila, but also as a contextual learning strategy capable of integrating values, skills, and knowledge into a meaningful and cohesive learning process. The most prominent impact is seen in the formation of students' character, such as the enhancement of discipline, mutual cooperation, and responsibility. Furthermore, students demonstrate the ability to think critically when solving problems, independently create products, and communicate and collaborate effectively in heterogeneous groups. P5 has also proven effective in building students' awareness of the importance of diversity and pluralism, fostering a spirit of social entrepreneurship through useful project based activities, and increasing students' intrinsic motivation in the learning process. Overall, P5 functions as a holistic approach that not only prepares students to be intellectually capable learners but also morally and socially resilient individuals ready to face the challenges of the 21st century.

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