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***Correspondence:**

Hartina
hartinan697@gmail.com

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Transformation of Character Education through The Strengthening Project of The Pancasila Student Profile in Elementary Schools

Hartina^{1*}, E.I Pusta Siligar²

^{1,2}STKIP Muhammadiyah OKU Timur, OKU Timur

Abstract

This study has the urgency to examine how the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN Madugondo serves as a strategic effort to shape students' character in line with the direction of the Merdeka Curriculum policy. The research employed a descriptive method with a qualitative approach through observation, semi-structured in-depth interviews, and documentation techniques. The researcher acted as the key instrument in observation, while informants were purposively selected, consisting of the Principal, Homeroom Teachers, Project Coordinator Teacher, and four students from grades 1, 3, and 4. Data analysis was conducted using Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings reveal that during the planning stage, teachers prepared project dimensions and themes relevant to sustainable lifestyles; in the implementation stage, coordination was carried out with the principal and other teachers, dissemination was provided to parents and students, and evaluation instruments were developed; whereas in the evaluation stage, teachers observed the learning process, used assessment rubrics, and evaluated the achievement of the Pancasila Student Profile dimensions. The practical implementation of this study demonstrates that P5 is not merely a formal program, but can also be sustainably integrated into the school culture through collaboration among teachers, parents, and students. Scientifically, the results of this study enrich the discourse on implementation strategies of the Merdeka Curriculum, particularly at the elementary school level.

Keywords: Implementation; Pancasila Student Profile Strengthening Project; Elementary School

Abstrak

Penelitian ini memiliki urgensi untuk mengetahui bagaimana implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di SDN Madugondo sebagai upaya strategis membentuk karakter peserta didik sesuai arah kebijakan Kurikulum Merdeka. Metode yang digunakan adalah deskriptif dengan pendekatan kualitatif melalui teknik observasi, wawancara mendalam (in-depth interview) semi-terstruktur, serta dokumentasi. Peneliti berperan sebagai instrumen kunci dalam observasi, sementara informan dipilih secara purposif yaitu Kepala Sekolah, Wali Kelas, Guru Koordinator Proyek, serta empat siswa kelas 1, 3, dan 4. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan, sedangkan keabsahan data diperoleh melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa pada tahap perencanaan guru menyiapkan dimensi dan tema proyek yang relevan dengan gaya hidup berkelanjutan, pada tahap pelaksanaan dilakukan koordinasi dengan kepala sekolah dan guru lain, sosialisasi kepada orang tua dan siswa, serta penyusunan instrumen evaluasi, sedangkan pada tahap evaluasi guru mengamati proses pembelajaran, menggunakan rubrik penilaian, dan menilai capaian dimensi Profil Pelajar Pancasila. Implementasi praktis dari penelitian ini memperlihatkan bahwa P5 tidak hanya menjadi program formal, tetapi juga dapat diterapkan secara berkelanjutan dalam budaya sekolah melalui kolaborasi guru, orang tua, dan siswa, sedangkan secara keilmuan hasil penelitian ini memperkaya kajian tentang strategi implementasi Kurikulum Merdeka khususnya pada level sekolah dasar.

Kata Kunci: Implementasi; Proyek Penguatan Profil Pelajar Pancasila; Sekolah Dasar

INTRODUCTION

The Pancasila Student Profile is part of a policy initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) that focuses on strengthening students' character through the noble values of Pancasila. These values include diversity, mutual cooperation, independence, critical thinking, and creativity (Aditomo, 2022). As an implementation of this policy, the Project to Strengthen the Pancasila Student Profile (P5) was introduced and formalized through the Guide to the Implementation of the Independent Curriculum, based on the Ministerial Decree No. 56/M/2022. This initiative takes the form of co-curricular, project-based learning activities aimed at developing students' competencies and character in line with the Graduate Competency Standards (Kumala et al., 2022).

The fundamental principles align with the educational philosophy of Ki Hadjar Dewantara, emphasizing experiential learning rooted in real-life situations (Satria in Ristek, 2022). P5 targets the development of six core dimensions of character: having faith in God Almighty and demonstrating noble character, embracing global diversity, being independent, working collaboratively, thinking critically, and being creative (Kahfi, 2022). The presence of P5 is expected to produce students who are excellent both in character and competence, capable of competing at a global level, and who become lifelong learners with collaborative, critical thinking, and innovative skills (Lubaba & Alfiansyah, 2022). As the nation's foundational ideology, Pancasila is a noble consensus of the country's founders and serves as a unifying point for Indonesia's vast diversity (Satria, 2020).

Therefore, Pancasila Students are expected to continue this legacy by internalizing its values in their daily lives. The six dimensions of the Pancasila Student Profile serve not only as indicators of character but also as a framework for developing high-quality human resources who are globally competitive and embody the nation's noble values (Rusniani et al., 2021).

In terms of implementation, based on a pre-research interview conducted in November 2024 with a teacher at SD Negeri Madugondo, it was found that the school has begun integrating P5 through various project-based activities. Some of these activities include the production of organic fertilizer, repurposing waste materials into tissue holders, and performing traditional dances during cultural events. The main theme chosen was "Sustainable Lifestyle," which aims to instill the values of mutual cooperation and environmental awareness, particularly in reducing plastic waste. However, despite these efforts, the program's implementation has not yet been optimal. Several key challenges were identified, including limited school facilities and infrastructure, a lack of understanding among teachers and students regarding the P5 concept, and the minimal involvement of parents, many of whom are still unfamiliar with the program's objectives. Furthermore, the limited comprehension of teachers in terms of P5's concept, execution, and assessment has resulted in learning processes that do not fully reflect the characteristics of Pancasila Students.

Given the less-than-optimal implementation, this study is deemed urgent and necessary. It aims to provide a comprehensive description of how P5 is being implemented at SD Negeri Madugondo, covering the planning, execution, and evaluation stages. This research also seeks to identify the challenges faced and propose alternative solutions to enhance the implementation of P5 at the elementary school level. A relevant study by Syahril et al. (2023) indicates that P5 activities have the potential to foster positive character traits such as entrepreneurship among students. Therefore, exploring how P5 is practically applied in schools can significantly contribute to the development of educational policies related to character education in Indonesia.

RESEARCH METHODS

This study employs a descriptive qualitative approach, selected for its ability to provide an in-depth understanding of the context

and meaning behind the phenomenon being studied, namely the implementation of the *Pancasila Student Profile Strengthening Project* (P5) at SDN Madugundo. This method is deemed most appropriate as the research aims to explore the processes, experiences, and perceptions of the subjects involved in the implementation of P5, rather than to test hypotheses or measure variables quantitatively.

In qualitative research, the researcher acts as the key instrument, directly involved in the data collection and analysis processes (Sugiyono, 2020). Data were collected through observation, in-depth interviews, and documentation, with the validity of the data ensured through source and method triangulation techniques.

The research subjects consisted of three teachers from grades 1, 3, and 4, one principal, and four students representing the classes that had implemented P5 activities. The subjects were selected using purposive sampling, based on the consideration that these classes had already carried out P5 activities and had relevant experiences to address the research focus.

The research instruments were developed in two forms. First, an observation sheet used to record the implementation process of the P5 stages at the school. Second, a semi-structured interview guide designed to explore further the findings from the observations and to ensure alignment between field practices and the objectives of the P5 curriculum.

Data analysis was conducted inductively, following the analytical model proposed by Miles and Huberman (as cited in Sugiyono, 2016), which includes three main stages: data reduction, data display, and conclusion drawing/verification. Data reduction was carried out by sorting and simplifying important information, data display was presented in narrative and thematic forms, and conclusion drawing aimed to identify patterns, meanings, and a deeper understanding of the collected data.

Through this approach, the study is expected to provide a comprehensive picture of the P5 implementation practices, including the

challenges, strategies, and perceptions of education stakeholders toward the program.

RESULTS AND DISCUSSION

Results

Dari hasil penelitian yang didapatkan diketahui bahwa pelaksanaan kegiatan P5 di SDN Madugondo sudah berjalan sejak tahun 2024 hingga sekarang. P5 dijalankan mulai dari tingkat kelas 1 hingga kelas 4 sedangkan kelas 5 dan 6 masih menggunakan kurikulum 2013 sehingga belum melaksanakan kegiatan P5. Implementasi proyek penguatan profil pelajar Pancasila di SDN Madugondo dilaksanakan dalam 3 tahapan yaitu perencanaan, pelaksanaan dan evaluasi yang di uraikan sebagai berikut :

1. Planning

The implementation of the *Projek Penguatan Profil Pelajar Pancasila* (P5) at SDN Madugondo began in 2024 for grades I–IV, while grades V and VI are still using the 2013 Curriculum and therefore have not yet carried out P5. The planning process at this school started with the formation of a coordination team. Although government guidelines through official modules are available, the school has not established a dedicated facilitator team. Teachers handle this by forming a coordination committee each time a project is about to be conducted. The principal emphasized:

"We do not yet have a facilitator team, only a coordination team like a committee that is formed whenever a project is going to take place. So, this coordination team will help with the activities. For the implementation of P5, it is carried out by each homeroom teacher."

In addition, the readiness of the school is also a concern. The principal stated that the school strives to support the implementation of P5 both materially and morally. Support is realized through regular meetings, internal training, and teacher collaboration. The school even involves the community as resource persons in certain projects.

In designing the project, teachers together with students and parents determine the theme, topics, dimensions, and time allocation. In the 2024/2025 academic year, the school chose the theme *Sustainable Lifestyle* with two main topics: (1) planting vegetables and (2) creating usable items from recycled materials. The prioritized dimensions are collaboration, independence, creativity, and critical thinking. Every Saturday is scheduled as the project day. The modules used are mostly adapted from the official modules available on the *Merdeka Mengajar* platform, then adjusted to the school's context.

2. Implementation

The implementation of P5 at SDN Madugondo is designed to be enjoyable so that students do not feel bored. Teachers emphasize that this project is not only about adding cognitive knowledge but also about shaping character in line with the *Profil Pelajar Pancasila*.

For the vegetable planting topic, students learn from planting seeds such as water spinach, spinach, chili, and bok choy, culminating in a harvest festival as a form of appreciation for student cooperation and teacher guidance. In an interview, one teacher explained:

"We give students the space to get to know themselves first, then form groups. After that, they learn the concept of planting and practice it. After a simulation, they carry out real actions by planting together, taking care of the plants, and finally harvesting."

The second topic, creating usable items, was carried out in four stages: introduction, observation, trial, and real action. Students produced works such as flowerpots from used bottles, tissue boxes from cardboard, and photo frames from newspapers. Teachers guided the process by giving examples and providing tools, while students tried independently, creating varied products according to their grade level.

Although carried out enthusiastically, the implementation faced several challenges. Teachers still had limited technical understanding of P5, school facilities were inadequate, and some parents did not fully understand the program, leading to material support from home that often did not match project needs

3. Evaluation

Evaluation was conducted by teachers in two ways: (1) direct observation during the project, and (2) assessment using rubrics that had been prepared. These rubrics contain achievement indicators of the *Profil Pelajar Pancasila* dimensions, such as collaboration, independence, creativity, and critical thinking. Teachers monitored the project implementation while also measuring student achievement at the end of the activities. Thus, evaluation instruments were developed and completed by teachers, not by researchers, so that the results could be used for follow-up learning in class.

Discussion

The implementation of P5 at SDN Madugondo illustrates how a public school attempts to adapt national policy into local practice. Although official modules from the Ministry of Education, Culture, Research, and Technology are available, teachers still adjusted the project design according to the school's conditions and students' needs. This demonstrates the flexibility of the *Merdeka Curriculum*, where schools are given space to make adaptations.

In terms of planning, the involvement of the principal, teachers, students, and parents shows a collaborative approach. However, the fact that the school has not yet established a dedicated facilitator team highlights limitations in human resources. Teachers must take on the roles of planner, implementer, and evaluator simultaneously. This has the potential to burden

teachers but also provides opportunities to develop their competence in managing cross-disciplinary projects.

In implementation, both project topics—planting vegetables and creating usable items—proved effective in training students' practical skills while also instilling character values. Group activities fostered collaboration, while creativity and independence were reflected in the products created. Limited facilities and teachers' technical understanding were the main challenges, but these can be overcome through school–community collaboration and continuous teacher training.

The evaluation conducted by teachers through observation and rubrics confirms that P5 assessment is authentic and focused on students' character development rather than merely cognitive outcomes. However, student involvement in reflection was still limited. According to the Ministry's guidelines, P5 evaluation should also include collective reflection so that students are able to assess their own development.

An important insight from these findings is the gap between national guidelines and classroom practice. Schools still face challenges in technical understanding, availability of facilitators, and parental support. This indicates that the implementation of P5 requires strengthening teacher capacity, broader socialization to the community, and improved facilities in order for the P5 objectives—to strengthen the *Profil Pelajar Pancasila*—to be fully achieved.

CONCLUSION AND SUGGESTIONS

The implementation of the Strengthening Pancasila Student Profile (P5) Project at SDN Madugondo reflects the school's effort to adapt the Merdeka Curriculum in accordance with local conditions through collaborative planning involving the principal, teachers, students, and

parents, even though the school has not yet formed a permanent facilitator team. Teachers take on multiple roles as planners, implementers, and evaluators, with the project on the theme of Sustainable Lifestyle successfully fostering values of cooperation, independence, creativity, and critical thinking through activities such as planting vegetables and creating usable items from recycled materials. Evaluation is carried out through observation and rubrics, emphasizing the authentic development of students' character.

However, challenges remain, including limited technical understanding among teachers, lack of facilities and infrastructure, and suboptimal parental support, which highlights the gap between national guidelines and field practice, thus indicating the need for strengthened capacity and systemic support. To address these challenges, the school is encouraged to establish a permanent P5 facilitator team to ensure more structured planning, implementation, and evaluation without overburdening teachers, while teachers themselves require continuous capacity-building through training in project design, methods, and assessment, including the enhancement of reflective practices with students. Parents and the wider community need to be engaged through intensive socialization about the objectives and benefits of P5 so that both material and moral support align with project needs, and the government is expected to provide facilities and sustainable technical assistance to reduce the gap between national policies and school-level implementation. With synergy among schools, teachers, parents, communities, and the government, the P5 program can be more effectively implemented and truly shape students into embodying the Pancasila Student Profile in line with the ideals of national education.

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