



# The Implementation of P5 to Develop Independent Character among Elementary School Students

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## ABSTRACT

*Developing independent character in elementary school students remains a central focus in character education. This study explored the implementation of the Projek Penguatan Profil Pelajar Pancasila (P5) as a strategy to foster independence among third-grade students at SD Negeri 10 Banda Aceh. Using a descriptive qualitative approach with a case study design, data were collected through observation, documentation, and teacher interviews. The findings indicate that P5 effectively supports the development of key indicators of independent character, including responsibility, discipline, and self-reliance. The integration of project-based learning within the Merdeka Curriculum creates meaningful opportunities for students to build autonomy in both academic and behavioral aspects.*

**Keywords:** P5, independent character, elementary school students

## 1. INTRODUCTION

The Pancasila Student Profile represents the character and competencies developed daily and embedded in students through school culture, including intracurricular learning, extracurricular activities, and the P5 program (*Projek Penguatan Profil Pelajar Pancasila*). P5 is not merely a method of teaching the values of Pancasila theoretically; rather, it involves engaging students in meaningful, project-based learning that reflects the six core dimensions of the profile: (1) Faith and devotion to God Almighty and noble character, (2) Independence, (3) Cooperation, (4) Global diversity, (5) Creativity, and (6) Critical reasoning (Khairiyah et al., 2023; Damayanti & Al Ghozali, 2023).

An independent character can be defined as a person's ability to perform tasks and make decisions without relying on others. It includes qualities such as initiative, self-confidence, self-regulation, assertiveness, and responsibility (Fatah & Zumrotun, 2023). These attributes are crucial for students, as early development of independence supports future success both academically and personally.

In SD Negeri 10 Banda Aceh, it was observed that many third-grade students lacked a strong sense of independence. To address this, teachers implemented the P5 program using a project-based approach aligned with the Merdeka Curriculum. This curriculum aims to facilitate interdisciplinary learning by encouraging students to investigate real-life problems while aligning with their interests and talents (Arwitaningsih et al., 2023).

By participating in P5 projects, students are expected to organically develop various aspects of character, particularly independence. This study specifically aims to observe and foster independent character development among third-grade students at SD Negeri 10 Banda Aceh, with the hope that these traits, once nurtured early, will benefit students throughout their lives (Prayudha, 2024).

## 2. METHODS

This research employed a qualitative descriptive approach aimed at understanding the development of students' independent character through the implementation of the Pancasila Student Profile Strengthening Project (P5) in the third grade of SD Negeri 10 Banda Aceh. The study focused on observing character changes before and after the application of P5, particularly in the aspects of responsibility, discipline, and independence.



The subjects of this study were 22 third-grade students from SD Negeri 10 Banda Aceh during the 2024/2025 academic year. The selection was based on purposive sampling, as the class was identified by teachers as having challenges related to student independence.

Data were collected through the following methods:

- Observation: Researchers conducted classroom observations before and after the P5 project implementation. Observation sheets were used to document behaviors related to responsibility, discipline, and independence.
- Documentation: Student assignments, project results, and classroom displays were analyzed to identify evidence of independent behavior.
- Interviews: Brief interviews with teachers were conducted to gain insights into the changes in student behavior and their engagement in P5 activities.

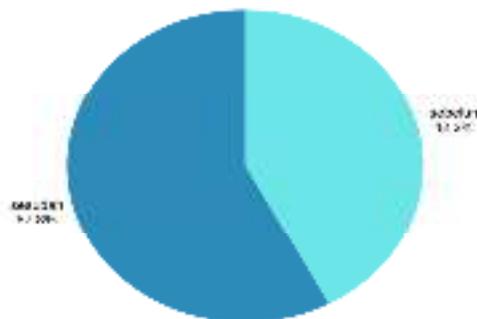
Observation guidelines were developed based on the indicators of independent character, including the ability to complete tasks without assistance, demonstrate initiative, follow classroom rules consistently, and take responsibility for one's actions. The instruments were validated by two education experts prior to use.

Data were analyzed using a qualitative descriptive technique. The researchers compared observational results from before and after the P5 program, identifying patterns and changes in student behavior. Percentages were calculated to quantify the extent of character development across the three indicators.

This method allowed the researchers to examine the effectiveness of the P5 project in fostering independence in a natural classroom context, in line with the Merdeka Curriculum's emphasis on holistic, student-centered education.

### 3. RESULTS & DISCUSSION

This study assessed the impact of the P5 implementation on the development of independent character among third-grade students at SD Negeri 10. Through various student-centered projects, the program cultivated key character attributes such as responsibility, discipline, and independence. These findings align with previous research emphasizing that project-based and character-integrated learning significantly contributes to student autonomy and self-regulation (Fatah & Zumrotun, 2023).



**Figure 1. Observation Results on Independent Character (Indicators: Responsibility, Discipline, and Self-reliance).**

The data indicate that prior to the implementation of P5, 55% of students (12 out of 22) demonstrated independent character traits marked by responsibility. Following the implementation, this figure rose to 81% (17



students), suggesting a significant improvement. Similarly, the percentage of students demonstrating discipline increased from 52% (11 students) to 71% (15 students) after engaging in P5 projects.

These results reflect how experiential, problem-solving-focused learning encourages active participation and accountability among students. This is consistent with previous findings that emphasize the effectiveness of P5 projects in fostering key character dimensions, especially independence (Damayanti & Al Ghozali, 2023; Khairiyah et al., 2023).

#### 4. CONCLUSION

The implementation of P5 at SD Negeri 10 Banda Aceh has shown a positive impact on character development, particularly in fostering independence among third-grade students. Observations indicate significant growth in students' sense of responsibility, discipline, and autonomy. These improvements can be seen both in student behavior and the learning environment, such as classrooms enriched with reading corners and learning media that support P5 goals.

Through this research, it becomes evident that character education embedded in real-life project activities not only supports curriculum objectives but also prepares students for lifelong learning and responsible citizenship.

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