



Implementation of the Pancasila Student Profile Strengthening Project (P5) at Kayee Leue State Elementary School

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ABSTRACT

This study aimed to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) at Kayee Leue State Elementary School based on the results of observations of the Introduction to School Field Activities (PLP), and examine the supporting and inhibiting factors in the implementation of P5 values at Kayee Leue State Elementary School.

The method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The results showed that P5 values have been integrated in various aspects of school life, such as religious habituation, mutual cooperation culture, collaborative learning, and class agreements. Teachers play an important role as facilitators and role models in instilling the values of independence, mutual cooperation, and critical and creative attitudes through contextual and reflective learning. However, there are a number of challenges in the implementation of P5, including limited facilities and infrastructure and not optimal utilization of technology in learning. Therefore, policy support, continuous teacher training and improved school facilities are needed to ensure more effective and sustainable implementation of P5.

Keywords: *Pancasila Learner Profile, P5, Basic Education, Character, Contextual Learning*

1. INTRODUCTION

In the era of educational transformation launched through the *Merdeka Curriculum*, the character building of students is one of the most important aspects. The *Merdeka Curriculum* emphasizes student-centered learning by highlighting the strengthening of the *Pancasila Student Profile* (P5). P5 represents the ideal character of Indonesian students who are not only academically capable but also possess strong moral and social values. The dimensions of P5 include faith and piety in God, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Kemendikbudristek, 2022).

Primary schools, as the first foundation of formal education, play a crucial role in internalizing these values. However, not all schools are able to implement the P5 optimally, particularly in rural areas where resources and facilities are often limited (Yulianti & Hidayat, 2021). Therefore, it is important to conduct a field study to understand how P5 is implemented in real educational environments.

This research was motivated by *Program Latihan Profesi (PLP)* activities carried out by students of Universitas Serambi Mekkah at SD Negeri Kayee Leue. Through this activity, the researcher obtained a direct picture of how the P5 values are integrated into daily school life. In addition, this study also aims to identify the challenges faced by teachers in implementing P5 and the strategies they employ to overcome these challenges.

Relevant studies include Setiawan (2022), who emphasized the importance of a school culture that supports the implementation of P5, and Lestari (2021), who highlighted the need for teacher training to deepen understanding of P5 principles. Similarly, research by Pratiwi & Rochman (2023) has shown that teacher initiative and contextual learning design significantly influence the success of P5 implementation. The gap addressed by this research is the lack of field experience-based studies that directly document P5 practices in primary schools, especially in rural contexts.



2. METHODS

This research used a descriptive qualitative approach that aims to describe and analyze the implementation of the Pancasila Student Profile Strengthening Project in a contextual manner. The research subjects included the principal, teachers, and students of SD Negeri Kayee Leue. Data sources were collected through observation, interviews, and documentation of school and learning activities

Observations were made of the teaching and learning process, daily routines, social interactions in the school environment, and school facilities that support the implementation of P5 values. In-depth interviews were conducted with the principal, class teachers and some students to gain a more holistic perspective on the implementation of P5. Documentation included photos of activities, teachers' notes, and lesson planning documents

Data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. Data validation was carried out using source and method triangulation techniques to ensure the validity of the information obtained. The results of the analysis are presented in the form of descriptive narratives that describe the reality in the field as a whole and are reflective.

3. RESULT AND DISCUSSION

This section presents the main findings from the observations and interviews during the PLP activities at SD Negeri Kayee Leue. Each aspect related to the implementation of the Pancasila Learner Profile values is systematically analyzed to illustrate how the school shapes students' character as a whole. By referring to the main dimensions of P5, the description of the results and discussion will reflect the school's efforts in integrating these values into daily life as well as revealing the obstacles and strategies applied to strengthen their implementation.

3.1 School Culture that Promotes Positive Character

SD Negeri Kayee Leue creates a school culture that is inclusive, disciplined and collaborative. A clean and orderly school environment encourages students to maintain neatness and order. Class agreements encourage students to take responsibility for their behavior. Activities such as community service, maintaining classroom cleanliness, and greeting teachers politely become routines that reflect the values of P5.

3.2 Habituation of Religion and Nationalism

The school regularly organizes religious activities such as the recitation of Yasin every Friday morning as well as the commemoration of Islamic and national holidays. This not only increases students' spiritual awareness, but also strengthens national values. Teachers also constantly relate learning materials to religious and moral values, which strengthens the faith and piety dimension in P5.

3.3 Integration of P5 Values in Thematic Learning

Learning at SD Negeri Kayee Leue has integrated many of the P5 values thematically. Teachers use a contextual approach in teaching abstract concepts, for example by linking math lessons with buying and selling activities in the local market to foster critical reasoning skills. Group activities in science or social studies learning foster the spirit of mutual cooperation and collaboration.

3.4 Teacher's Role as Role Model and Character Facilitator

Teachers in this school not only deliver subject matter but also serve as role models in attitude and behavior. Teachers reward students who show positive attitudes such as honesty, discipline and empathy towards friends. Teachers also encourage students to have the courage to express their opinions and familiarize them with class discussions as a means of critical thinking.

3.5 Challenges of P5 Implementation

The limited learning space, lack of supporting facilities such as a proper library and UKS room, and the lack of teacher training related to the implementation of P5 are the main obstacles. In addition, the use of



technology is still minimal, which causes the learning process to not fully support the creative dimension and digitalization.

3.6 P5 Reinforcement Strategy

To overcome the challenges, the school took an internal approach such as establishing a character development work team, involving parents in school activities and teacher self-training. In addition, support from the school committee is also important in providing additional facilities such as reading corners and simple learning media.

Overall, the results of this study show that the implementation of the Pancasila Student Profile Strengthening Project at Kayee Leue State Elementary School has been running quite well and thoroughly, although it still requires some improvement and strengthening in terms of facilities, learning strategies, and the capacity of educators. The involvement of all school members in reviving the values of P5 is an important factor in the sustainability of this program. It also shows that the implementation of P5 does not only depend on the formal curriculum, but further depends on the commitment, creativity and leadership within the school environment. The findings are expected to serve as a reference for other schools in developing similar practices, as well as a basis for policy makers in formulating strategies to strengthen character education more equitably and contextually.

4. CONCLUSION

Based on the research results, it can be concluded that the implementation of the Pancasila Learner Profile Strengthening Project at Kayee Leue State Elementary School has shown significant progress. The main values of P5 such as religiosity, mutual cooperation, independence, and critical reasoning have been integrated in school culture and daily learning practices. Teachers play a central role as facilitators and role models in instilling these values. Although there are various obstacles such as limited facilities and technology utilization, the efforts made by schools in shaping students' characters should be appreciated. With the synergy between the school, community and local government, the implementation of P5 can be further improved to achieve more holistic and character education goals.

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