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Implementation of Project-Based Learning to Improve the Profile of Pancasila Students (P5) at Poboya State Elementary School

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ABSTRACT

This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) through the entrepreneurship theme in the Independent Curriculum at Poboya State Elementary School. The research approach used is qualitative with a descriptive method, which focuses on the subjective experiences of teachers and students. Data were obtained through interviews, observations, and project documentation, and analyzed systematically with the stages of reduction, presentation, and drawing conclusions. The results of the study indicate that the Independent Curriculum provides a more comfortable, relevant, and participatory learning atmosphere, with teachers acting as learning facilitators.

Differentiated and project-based learning through P5 activities is an effective strategy in shaping students' characters in accordance with Pancasila values. The entrepreneurship theme in the project encourages students to think creatively, innovatively, independently, and responsibly. The success of this activity is also supported by the school's readiness to adopt technology and utilize the Merdeka Mengajar platform. Overall, the implementation of P5 at Poboya State Elementary School has created a dynamic, inclusive, and adaptive learning environment to the times.

INTRODUCTION

Indonesia, as a country of law, upholds principles based on noble values, identity and character based on Pancasila, a state philosophy that has been the basis of the state since its birth on June 1, 1945. (Anggistya & Abdillah, 2023; Nida et al., 2023). Pancasila, known as the Philosophical Basis of the Unitary State of the Republic of Indonesia, is also referred to as the Filosofische grondslag (Amanda et al., 2024). This philosophy not only functions as a formal doctrine, but also reflects the outlook on life and the philosophical basis of the nation. In this context, ideology is understood as the equivalent of a nation's outlook on life (way of life) and philosophical basis (filosofische grondslag), the truth of which is believed

by the entire community.(Efendi et al., 2025; Sulianti, 2018). The values in Pancasila did not appear suddenly; rather they are the result of the accumulation of culture, history, and collective experience of the Indonesian nation as a whole.(Badrun et al., 2023; Prabekti et al., 2024).

Furthermore, Pancasila contains values that grow and develop from the efforts of the Indonesian people in answering various essential questions regarding the nature of life. These values are not only normative guidelines, but are also internalized in the lives of society as part of the national ideology (Mauna & Trisiana, 2021; Nasution et al., 2023). Therefore, Pancasila does not only function as a legal guideline, but also as a reflection of the identity and character of the nation that was formed through a long historical journey.(Djumadin, 2023; Yasmilla et al., 2025). The awareness that the principles of Pancasila are rooted in culture and collective experience makes it not only a legal norm, but also a symbol of the historical and spiritual journey of the Indonesian nation.(Djumadin, 2023; Famauri, 2019). Furthermore, Pancasila is also the answer to fundamental questions about existence and the meaning of life, with a strong foundation in the dynamics of national history and culture (Badrun et al., 2023; Mauna & Trisiana, 2021).

In relation to education in Indonesia, the main objective of education is directed at developing the potential of students holistically to become individuals who are faithful, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Afifah & Fadilah, 2023; Putri & Pandin, 2021). Therefore, the national education system must be inclusive and adaptive in order to be able to reach all levels of society, and be relevant to the needs of human life (Rasdi, 2019; Rasyid et al., 2024). The application of Pancasila values in educational institutions is an important parameter in assessing the success of the practice of these values by students and educators (Agus et al., 2024; Syahda & Sitorus, 2024). Education based on Pancasila values plays a major role in shaping students' mindsets and positive attitudes towards community life. Pancasila education also contributes to fostering collective awareness of the importance of upholding norms and ethics in daily life practices, including in aspects of religiosity and character formation (Anggisty & Abdillah, 2023; Yasmilla et al., 2025).

Pancasila education is the main foundation in shaping the character and identity of citizens who are responsible, tolerant, and uphold civility and human values (Afifah & Fadilah, 2023; Wulansari et al., 2025). Through education based on Pancasila values, students are taught to think critically, respect differences, and actively participate in democratic life. In addition, Pancasila values also function as a filter against the entry of foreign cultures that are not in line with the personality of the Indonesian nation (Sari & Dewi, 2021). This is important to maintain the integrity of local values and prevent moral decadence that can arise due to uncontrolled foreign cultural influences. Therefore, educational institutions need to play a central role as role models in instilling and implementing the moral, social, and spiritual values contained in Pancasila (Fabriananto et al., 2024).

Pancasila as the state ideology of Indonesia is understood as an open, dynamic, and responsive concept to the development of the times (Izza, 2022). This concept of openness shows that although the values of Pancasila are fixed, their application can be adjusted to the developing social, cultural, and political context. This means that Pancasila cannot be changed arbitrarily, but its sacredness and relevance in national and state life must be maintained. Therefore, the integration of Pancasila values in various sectors of life, including education policy, is a strategic step in maintaining the sustainability of the national ideology (Masrukhi et al., 2019; Wardhono et al., 2024). The success of Pancasila-based education

will greatly determine the future of the nation in producing a generation with character, integrity, and love for the country.

RESEARCH METHOD

This research was conducted based on the philosophy of interpretivism, which emphasizes the importance of a deep understanding of subjective experiences and individual perspectives. This paradigm is considered relevant because the main focus of the research is to comprehensively understand how the implementation of the Pancasila Student Profile Strengthening Project (P5) takes place in the field, especially at Poboya State Elementary School. Within this framework, a qualitative approach was chosen as the main method because it is able to capture complex nuances in the dynamics of learning and interactions between individuals that cannot be measured quantitatively (Triwijayati et al., 2023). Qualitative methods with a descriptive approach are used to describe in detail, systematically, and factually all findings that emerge during the research process, both in terms of curriculum implementation, student participation, and the role of teachers as facilitators.

Data collection was carried out through various techniques, namely in-depth interviews, direct observation, and questionnaire distribution. Interviews were designed to obtain information from teachers and students regarding the implementation of P5, their perceptions of the Merdeka curriculum, and the challenges and opportunities that emerged during the learning process. Observations were conducted to see directly how the activity process took place, including interactions between students and between teachers and students. In addition, questionnaires were used to complete the data obtained and strengthen information triangulation. The sources in this study consisted of class teachers who actively implemented the Merdeka Curriculum and a number of students who participated in P5 activities. The involvement of these two main groups allowed researchers to gain a balanced perspective regarding the implementation of the program.

The data analysis process is carried out systematically by following the stages in qualitative analysis, namely data reduction, data presentation, and drawing conclusions. The data reduction stage is carried out by sorting and filtering important information from interviews and observations so that it can be focused on the main issues of the study. Furthermore, the summarized data is presented in narrative and matrix form to facilitate comparison and understanding between one aspect and another. The final stage is drawing conclusions based on patterns of findings that emerge consistently from various data sources, and are linked to the theoretical framework underlying the study.

In addition to interviews and observations, this study also utilizes documentation of project activities such as mind mapping that raises the theme of local wisdom. This documentation is used as supporting evidence and reflection material to analyze the extent to which students understand and internalize the values taught in P5 activities. The use of mind mapping projects also helps illustrate students' creativity and how they connect the material with local values and Pancasila. The steps taken in this study reflect a holistic, systematic, and in-depth approach in exploring understanding of the implementation practices of the Merdeka Curriculum. Interviews as the main instrument allow researchers to capture complex and authentic dynamics in learning, thus producing a complete picture of the contribution of P5 activities to strengthening students' character.

RESULTS AND DISCUSSION

Results

The results of the study revealed significant implementation differences between the 2013 Curriculum and the Independent Curriculum at Poboya Public Elementary School, especially in the complexity of the learning load and the role of teachers in the learning process. In the new scheme, the material is broken down into student-centered learning experiences, so that they feel more comfortable, involved, and able to relate lessons to real situations. This affirmation is reflected in the statement of (Teacher 1) who said, *“The independent curriculum makes learning more interesting and relevant. We become more focused and involved in the learning process.”* In line with that, (Teacher 2) assessed, *“I see a significant difference, especially in the complexity of the students' learning load, but in a positive direction.”* Both comments mark a paradigm shift: teachers are no longer the center of information, but facilitators who guide students' exploration.

The next transformation is seen in the implementation of differentiated learning, which utilizes an understanding of each student's developmental stage, interests, and learning style preferences. This approach is very relevant to the demands of the digital era because teachers can adjust content, strategies, and media to align with individual needs. *“As a facilitator, my role is more focused on supporting students in achieving learning goals. The material is presented with the focus on the students, while I act as a director and mentor,”* explained (Teacher 3). Through this strategy, students' learning motivation increases, interactions in the classroom become more dynamic, and each child has the space to develop according to their potential.

The Entrepreneurship theme is a concrete manifestation of strengthening the Pancasila Student Profile (P5) as well as a means of instilling the values of independence, creativity, and social responsibility. Project activities integrate simple business concepts with the principles of mutual cooperation and Pancasila ethics, so that students understand the relevance of entrepreneurship to everyday life. *“The Entrepreneurship theme is designed to build student character. Through P5 activities, we try to prepare them with skills, character, and behavior in accordance with Pancasila values,”* said (Teacher 1). This contextual learning process enriches students' experiences, because they not only learn theory, but also practice small business management, marketing, and teamwork.

Analysis of the P5 stages—from planning to evaluation—shows that project-based learning facilitates holistic competency development. One student asserted, *“I think the independent curriculum makes learning more interesting and relevant. We become more focused and involved in the learning process”* (Student 1). This active involvement is triggered by the opportunity to experiment, reflect on ourselves, and present our work to peers. Formative and summative evaluations conducted by teachers also ensure that each stage of the project provides constructive feedback for the growth of students' character and skills.

School readiness is supported by technology integration through the Merdeka Mengajar platform, which provides modules, assessments, and online collaboration spaces. This encourages the realization of a flexible and easily accessible digital learning ecosystem. *“P5 activities help us develop an entrepreneurial attitude. We are encouraged to think creatively, independently, and understand business concepts, which are important skills, including digital learning,”* said (Student 2). Digitalization not only makes it easier for teachers to manage learning, but also trains students to use technology productively and responsibly.

The success of P5 is also reflected in the increase in students' self-confidence and ability to work together. *“Yes, of course. I feel more confident and open to new ideas after participating in P5 activities. We are also more accustomed to working in teams and managing projects,”* said (Student 1). This enthusiasm was reinforced by another comment: *“I am happy to be able to learn in a new way. Hopefully this activity will continue in our school,”* added (Student 2). The adaptation of project modules from the Ministry of Education, combined with teacher workshops and the creation of contextual teaching tools, ensured the sustainability of the program while maintaining alignment with the objectives of the Merdeka Curriculum.

Overall, the results of interviews and observations prove that Poboya State Elementary School has successfully implemented the Merdeka Curriculum through P5 based on entrepreneurship, differentiated learning, and digital integration. Identification of students' developmental stages and learning preferences is the key to creating an inclusive learning environment that fosters character, creativity, and 21st century skills. These findings show a positive synergy between school readiness, the role of teachers, and student enthusiasm, so that the vision of producing *“lifelong Indonesian students”* with Pancasila characters is increasingly real.

Discussion

The results of the study showed that the implementation of the Independent Curriculum at Poboya State Elementary School had a significant positive impact on the learning process and character development of students. One of the main findings is the striking difference between the 2013 Curriculum and the Independent Curriculum. In this context, students feel more comfortable and actively involved in the learning process, which shows the success of the student-centered learning approach (Irawati et al., 2022; Puspa et al., 2023). This is in line with the principles of the Independent Curriculum which places teachers as facilitators and guides, not as the only source of knowledge (Rosyid & Mubin, 2024). This finding is reinforced by the teacher's statement that noted the increase in relevance and active participation of students during the learning process (Rosyid & Mubin, 2024).

The implementation of differentiated learning is also an important point in this study. Teachers at Poboya Public Elementary School showed a good understanding of the stages of learning development and students' learning preferences, so they were able to adjust the learning approach (Rahayu et al., 2022). In today's digital era, this is very crucial because it provides space for each student to learn according to their respective styles and abilities. This strategy supports the creation of an inclusive and adaptive learning environment, which encourages students to develop optimally (Hasan, 2019). The entrepreneurship theme raised in the Pancasila Student Profile Strengthening Project (P5) also reflects the integration of Pancasila values into the curriculum contextually (Nurhalita & Hudaidah, 2021). This activity is designed not only to equip students with practical skills but also to shape character, such as independence, responsibility, and cooperation (Yasmansyah & Iswantir, 2021). The P5 activity has proven its effectiveness in fostering an entrepreneurial spirit and encouraging creative and innovative thinking among students (Suherman et al., 2023).

The success of project-based learning in P5 activities shows teachers' understanding of the importance of a holistic approach in education. Through these projects, students not only learn cognitively, but also develop affective and psychomotor aspects (Arianti & Pramudita, 2022). Activities such as teamwork, presentation of ideas, and independent reflection also strengthen students' character and competence as lifelong learners (Nugroho & Nurcahyo, 2018). The readiness of schools to implement the Merdeka Curriculum is also inseparable

from technological support. Poboya State Elementary School utilizes the Merdeka Mengajar platform to support learning activities. This digitalization allows for more flexible, innovative, and effective learning, especially in supporting the implementation of P5 (Khafifatulfiyan & Misbah, 2023).

Finally, the implementation plan for the Independent Curriculum in this school was carried out systematically, starting from teacher training through workshops to the preparation of teaching modules that are relevant to the local context (Oktari et al., 2022). This approach ensures that every activity in the curriculum has a clear direction and purpose, and encourages the active participation of all school components. Identification of the developmental stages and learning preferences of students as the basis for learning planning has created a conducive, interesting, and meaningful learning atmosphere for students (Megantari et al., 2023). Overall, the findings in this study indicate that the implementation of the Independent Curriculum at Poboya State Elementary School has succeeded in supporting the development of character, skills, and Pancasila values through adaptive, project-based learning, and supported by digitalization (Ruslan et al., 2024). This proves that this new curriculum approach is able to answer the challenges of 21st century education and is a strong foundation in forming a generation of Indonesians who are intelligent, have character, and are competitive.

CONCLUSION

This study concludes that the implementation of the Independent Curriculum at Poboya State Elementary School has provided positive changes in the implementation of learning, especially through the theme of entrepreneurship in the Pancasila Student Profile Strengthening Project (P5). This curriculum change has succeeded in creating a more relevant and student-centered learning approach. Teachers act as facilitators who support the learning process based on individual learning needs and styles, creating a more inclusive and enjoyable learning atmosphere.

P5 activities make a major contribution to strengthening students' characters in accordance with Pancasila values, such as independence, responsibility, and cooperation. The implementation of project-based learning and the use of technology through the Merdeka Mengajar platform further strengthens the success of this program. With the support of school readiness, learning at Poboya State Elementary School has proven to be able to form students with strong characters, critical thinkers, and ready to face the challenges of the 21st century.

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