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Building a Characterized Generation: Project-Based Management of the Pancasila Student Profile in Elementary Schools

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Abstract

The younger generation needs to possess strong character and uphold the values of Pancasila to face the challenges of globalization, social change, and cultural transformation. This study aims to describe and analyze the management of the Pancasila Student Profile Strengthening Project in enhancing student character at SDN 1 Kepel and SDN 1 Kertaharja, Ciamis Regency. This study employs a descriptive qualitative case study approach. The sample consists of school principals, teachers, and students selected purposively. Data were collected through interviews, observations, document analysis, and literature reviews. Data analysis follows the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing, with validity ensured through triangulation. Results show that effective planning involves forming an implementation team, assessing school readiness, and designing project themes aligned with Pancasila values. Organizing emphasizes task delegation, resource management, and stakeholder coordination. Implementation focuses on project-based learning in real-world contexts, such as teamwork and environmental conservation. Evaluation is conducted formatively and summatively through rubrics, reflections, and portfolios. Challenges include resource limitations, stakeholder understanding, and curriculum integration. Solutions include teacher training, resource optimization, and community collaboration. The structured P5 management model strengthens Pancasila-based character education, enabling schools to adopt and adapt it for more effective and sustainable implementation.

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INTRODUCTION

The era of globalization has brought technological advancements that accelerate the flow of information and communication (Gafiatulina et al., 2020). Still, it also presents complex challenges such as climate change, social polarization, and shifts in cultural values. In Indonesia, these advancements often erode local identity, particularly among the younger generation (Amin & Ritonga, 2024). As a nation rich in cultural diversity, Indonesia faces the challenge of preserving unity and the noble values embodied in Pancasila (Manarfa & Lasaiba, 2024). Education serves as the frontline in shaping a generation that is not only academically intelligent but also possesses strong character, with Pancasila values as their foundation (Darmansyah et al., 2024). Unfortunately, an educational approach overly focused on cognitive aspects often neglects character development, necessitating a comprehensive solution to address these challenges (Eccles & Wigfield, 2020).

One of the main issues in implementing Pancasila values through education is the low level of understanding and execution of programs integrated into character-based curricula (Khairi et al., 2023). At the elementary school level, challenges such as teachers' limited understanding of the Pancasila Student Profile, resource constraints, and lack of community support are significant hurdles (Ayu et al., 2024). Additionally, schools' ability to implement these programs varies greatly, especially in remote areas, exacerbating disparities in character education (Li et al., 2020). Factors such as limited facilities, time, and packed curricula often hinder the effectiveness of the Pancasila Student Profile Strengthening Project (*Projek Penguatan Profil Pelajar Pancasila* or P5) implementation (Aeiniq & Alfiansyah, 2023). As a result, students tend to lack a strong character foundation to face global challenges.

According to data from the Ciamis District Education Office, only a small portion of 744 regional elementary schools have optimally implemented P5. Research at SDN Pagesangan Surabaya indicates that despite well-designed policies, implementation is often hindered by a lack of teacher training and adaptation to local needs (Amanda & Hariyati, 2023). The program has started to be implemented at SDN 1 Kepel and SDN 1 Kertaharja in Ciamis District. Still, it faces various challenges, such as limited teacher comprehension of the concept, resource shortages, and fluctuating student motivation. Data from the study by Asiati & Hasanah (2022) show that although all Phase I Driving Schools have implemented P5, barriers to understanding and collaboration among stakeholders remain significant challenges.

This research is necessary because building a generation that excels academically while possessing strong character is urgent. Character education in elementary schools is a fundamental foundation for shaping individuals who are tolerant, responsible, and empathetic. In the context of globalization, strengthening

character becomes increasingly important to protect the younger generation from the negative influences of foreign cultures (Ginting, 2024; Melian & Sati, 2023). P5 is designed to address these challenges through a project-based learning approach that actively involves students in understanding and implementing Pancasila values (Gena et al., 2024; Melian & Sati, 2023). However, the success of this program depends heavily on effective management and implementation at the school level.

The solutions offered by this research include practical management approaches in the planning, organizing, implementing, and evaluating of P5 programs (Armadi & Kumala, 2023; Rozhana et al., 2023; Utaminingsih et al., 2023). During the planning stage, the focus is on forming an implementation team, identifying school readiness, and preparing modules based on Pancasila values. The organizing stage involves task distribution, resource management, and stakeholder coordination. Program implementation is designed to maximize student engagement through action, reflection, and follow-up activities. Evaluation is conducted periodically to ensure the program runs according to its objectives. With this approach, P5 is expected to shape students' character significantly.

This research is based on the educational management theory proposed by Terry (1977), emphasizing the importance of planning, organizing, implementing, and evaluating in achieving academic goals. Additionally, the character education theory developed by Lickona (1991) serves as the basis for understanding how knowledge, emotions, and actions can be integrated into learning to shape students' character. The project-based approach promoted by UNESCO through Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) supports the relevance of P5 in developing 21st-century skills such as critical thinking, creativity, and collaboration (UNESCO, 2019).

This research shares similarities with previous studies focusing on strengthening students' character through implementing the Pancasila Student Profile Strengthening Project (*Projek Penguatan Profil Pelajar Pancasila* or P5). In line with the survey by Solichah & Marno (2024), this research discusses the management of P5 implementation, including planning, implementation, and evaluation, and involves stakeholders to enhance students' character in line with Pancasila values. The study by Alwi et al. (2024) is also relevant because it highlights teachers' efforts to design and implement P5. However, it focuses more on entrepreneurship themes to instill an entrepreneurial spirit in students. The research by Angul (2024) is similar in its goal to enhance specific values in students, such as nationalism, through P5 implementation involving various educational approaches and curriculum policies.

This study differs from previous studies because it analyzes challenges and solutions in managing P5 at the elementary school level and discusses implementation. In contrast, the study by Solichah and Marno (2024) focuses more

on case studies in high schools. The difference with the study by Alwi et al. (2024) lies in the theme; this research focuses on character development in elementary schools, while Alwi et al. (2024) emphasize entrepreneurship themes. As for the research by Angul (2024), the difference lies in the focus of the values instilled, where this research emphasizes broad character formation, while Angul (2024) focuses more specifically on enhancing the sense of nationalism among middle school students.

Thus, this study aims to describe and analyze the management of the Pancasila Student Profile Strengthening Project in improving students' character at SDN 1 Kepel and SDN 1 Kertaharja in Ciamis District. The specific objectives of this study are to obtain an overview and information on (1) Planning, (2) Organizing, (3) Implementation, (4) Evaluation, (5) Challenges, and (6) Solutions regarding the Pancasila Student Profile Strengthening Project in enhancing elementary school students' character. The uniqueness of this research lies in its holistic approach to analyzing the management of the Pancasila Student Profile Strengthening Project (*Projek Penguatan Profil Pelajar Pancasila* or P5) in elementary schools to shape students' character comprehensively. This study covers planning, implementation, and evaluation and deeply explores challenges and solutions in P5 implementation, integrating G.R. Terry's management theory with Lickona's character theory. Moreover, this research contributes theoretically to developing educational management science, particularly in implementing programs based on Pancasila values. Practically, this research will guide school principals, teachers, and other stakeholders in effectively managing P5 programs. For students, it contributes to better character development, enabling them to become competitive individuals who positively contribute to society. This research also serves as a reference for further studies exploring other aspects of character education in Indonesia.

METHODS

This study employed a qualitative approach with a descriptive case study method to deeply understand the phenomenon of implementing the Strengthening Pancasila Student Profile Project (*Projek Penguatan Profil Pelajar Pancasila,* or P5) at the elementary school level. This method was chosen because it is suitable for examining complex issues in a natural context and providing an in-depth description (Hancock et al., 2021). The research was conducted at two public elementary schools in Ciamis Regency, SDN 1 Kepel and SDN 1 Kertaharja, which were selected based on the relevance of their implementation of the P5 program.

Table 1. Summary of Data on Teaching Staff and Students

SDN 1 Kepel	Teaching Staff Data	Gender	
		Male	2
		Female	8
		Total	10
		Tingkat Pendidikan	
		Diploma (D2)	1
		Bachelor's Degree (S1)	9
		Master's Degree (S2)	0
		Doctorate (S3)	0
		Total	10
	Student Data	Gender	
		Male	61
		Female	50
		Total	111
SDN 1 Kertaharja	Teaching Staff Data	Gender	
		Male	9
		Female	2
		Total	11
		Education	
		Diploma (D2)	2
		Bachelor's Degree (S1)	8
		Master's Degree (S2)	1
		Doctorate (S3)	0
		Total	11
	Student Data	Gender	
		Male	60
		Female	45
		Total	105

Source: Data on Educators and Students of SDN 1 Kepel and SDN 1 Kertaharja for the 2024/2025 Academic Year

The research subjects consisted of principals (A.1 for SDN 1 Kepel and A.2 for SDN 1 Kertaharja), teachers (B.1 for SDN 1 Kepel and B.2 for SDN 1 Kertaharja), and students (C.1 for SDN 1 Kepel and C.2 for SDN 1 Kertaharja) as primary data sources, along with school documents as secondary data. The sample selection was conducted purposively, targeting informants directly involved in the P5 program. Data collection techniques included semi-structured interviews, observations, document analysis, and literature review, with observations carried out gradually to capture the natural context of program implementation.

The research began with a preparation stage, which included analyzing preliminary observational data, identifying locations, participants, and activities, and analyzing secondary data to determine the initial focus. This stage involved

selecting locations based on specific criteria, obtaining permissions, preparing tools, assessing socio-cultural conditions, and designing a research plan that covered objectives, methods, and data analysis. The researcher also prepared knowledge, skills, and mental readiness to ensure the smooth execution of the study.

During fieldwork, orientation was conducted through preliminary surveys, literature studies, and coordination with institutions such as Universitas Islam Nusantara Bandung and the relevant schools. Data were collected through interviews, observations, document analysis, and triangulation, followed by verification using member checks to ensure accuracy and credibility, with revisions made as necessary.

Data validity was ensured through source and method triangulation and data validation using member checks to confirm information consistency. Data analysis employed a descriptive approach following the stages of data reduction, data presentation, and conclusion drawing, as outlined in the interactive analysis model of Miles and Huberman (2014). Data reduction helped filter key information, data presentation facilitated the interpretation of findings, and conclusions were verified with substantial evidence to ensure reliability.

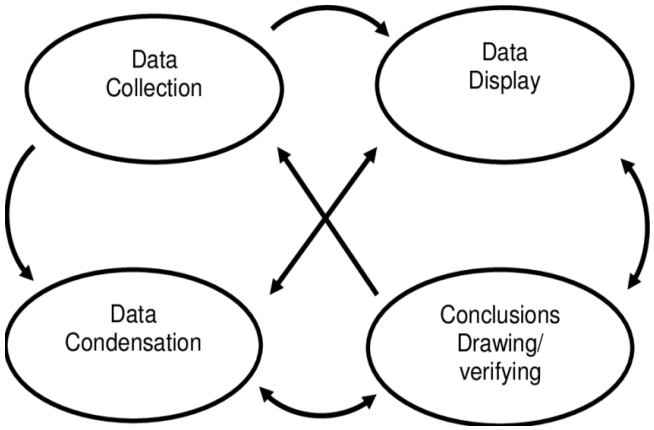


Figure 1. Components of Data Analysis: Interactive Model
Source: (Miles et al., 2014)

RESULTS

1. Research Findings Profile

SDN 1 Kepel and SDN 1 Kertaharja are two elementary schools committed to supporting student development through their vision, mission, and innovative programs. SDN 1 Kepel envisions nurturing morally upright, high-achieving, intelligent, skilled, ethical, and culturally aware students grounded in faith and devotion. Its mission includes enhancing faith and dedication, implementing active, creative, effective, and enjoyable learning (ACEEL), and developing knowledge across various fields such as science and technology (STEM), languages, sports, as

well as arts and culture (CL: A.1, Obs. Doc). This is further supported by the school principal (B.1), who explained:

> *"We strive to create a learning environment that supports every child to develop not only academically but also in moral and cultural values."* (CL: A.1; B.1, Int).

The school operates with a team of 10 educators (1 male and nine female) serving 111 students (61 male and 50 female) across six classes (CL: A.1, Obs). Additionally, school documentation highlights various student achievements (C.1), such as winning in Karate (female category), Volleyball, and cultural arts competitions at the sub-district level (CL: A.1, Obs. Doc). One student (C.1) shared in an interview:

> *"I enjoy participating in karate competitions because my teachers support me in practicing and doing my best"* (CL: A.1; C.1, Int).

Furthermore, the school enables students to express their academic and non-academic abilities, facilitating holistic potential development. For instance, the collaboration-themed project titled "Working Together to Preserve the Environment" involves students in activities like tree planting and waste management (CL: A.1, Obs).

Meanwhile, SDN 1 Kertaharja aspires to be a school that excels in achievements, builds character, and promotes environmental awareness to shape students with the Pancasila profile. Its mission includes designing engaging learning activities, creating a school environment that prioritizes noble character, fostering tolerance in diversity, and encouraging teamwork (CL: A.2, Obs. Doc). This is supported by a teacher (B.2), who added:

> *"We instill Pancasila values through various activities, such as teamwork in diversity and environmental care."* (CL: A.2; B.2, Int).

With 11 educators (9 male and two female) and 105 students (60 male and 45 female) (CL: A.2, Obs. Doc), the school motivates its students to achieve success in competitions such as Qasidah, MTQ, and Formula Running at the sub-district level (CL: A.2, Obs. Doc). Like SDN 1 Kepel, SDN 1 Kertaharja provides opportunities for students to express their abilities academically and non-academically, creating an inclusive learning environment that optimally supports self-development. An interview with a student (C.2) revealed that they feel supported in exploring their interests. One student mentioned:

> *"This school allows me to learn and collaborate with friends in various activities."* (CL: A.2; C.2, Int).

Thus, both schools focus on achieving excellence in academics and non-academics while shaping students with strong character who are faithful, creative, innovative, and appreciative of local culture. With clear visions and missions and inclusive learning environments, SDN 1 Kepel and SDN 1 Kertaharja have successfully created an educational atmosphere that holistically supports student

growth and development, emphasizing competence, character, and achievements (CL: A.1, A.2, Obs. Doc, Int).

2. Strengthening the Pancasila Student Profile Project

a. Project Planning for the Pancasila Student Profile

Based on research conducted at SDN 1 Kepel, the planning phase of the Pancasila Student Profile Strengthening Program (*Projek Penguatan Profil Pelajar Pancasila* or P5) at the elementary school level begins with forming an implementation team comprising the principal, teachers, educational staff, and students. This team is responsible for designing activities based on Pancasila values to develop students' character. Additionally, the school assesses its readiness through evaluations of facilities, teacher training, and curriculum reviews integrated with the project theme.

The dimensions and themes of the P5 Project are developed in alignment with the six core values of the Pancasila Student Profile, such as collaboration, global diversity, and independence. The project schedule is carefully planned to ensure it does not disrupt regular learning activities, emphasizing a balance between project-based learning and routine instruction. A project module containing step-by-step guidelines, objectives, and learning activities is collaboratively developed to ensure integration with the curriculum and relevance to the student's local context. This comprehensive preparation aims to facilitate a smooth and impactful project implementation. (CL: A.1, B.1, C.1, Obs. Doc).



Figure 2. Kegiatan di di SDN 1 Kepel

Source: Documentation of Students at SDN 1 Kepel

In contrast, at SDN Kertaharja, the planning phase of the Pancasila Student Profile Strengthening Program (*Projek Penguatan Profil Pelajar Pancasila* or P5) begins with forming an implementation team consisting of the principal, teachers, students, parent representatives, and the school committee. A primary coordinator is appointed to lead and ensure that each stage proceeds as planned. Supervising

teachers monitor student groups, assist with research, and discuss project themes that reflect Pancasila values.

The school's readiness is assessed by evaluating facilities and resource availability and conducting socialization and training for teachers on P5 implementation. The project themes are designed with local relevance, such as *"Bhinneka Tunggal Ika"* (Unity in Diversity) and *"Respect for Nature and the Environment."* All activities are planned collaboratively, involving students, teachers, parents, and the community to ensure hands-on experience applying Pancasila values. (CL: A.2, B.2, C.2, Obs. Doc).



Figure 3. Activities at SDN 1 Kertaharja
Source: Documentation of Students at SDN 1 Kertaharja

b. Project Organization for the Pancasila Student Profile

At SDN 1 Kepel, project organization involves the precise allocation of responsibilities. The principal acts as the primary coordinator, while teachers are assigned roles based on their expertise, such as supervising thematic or creative activities. The organizational structure includes a steering team, an implementation team, and an evaluation team, all of which collaborate to ensure the smooth execution of the project. Parents and the community contribute by providing moral and material support and serving as resource persons. Resource management includes teacher training, utilization of school facilities, and transparent budget allocation. The strategies implemented involve community-based and interdisciplinary activities, such as cross-subject collaborations to integrate Pancasila values into learning. Intensive communication and coordination are carried out through regular meetings, socialization with parents, and collaboration with other schools to share experiences. (CL: A.1, B.1, C.1, Obs. Doc).

Meanwhile, at SDN 1 Kertaharja, the organization of the P5 activities involves structured tasks and delegation of authority. The principal directs the project as the

general leader, while teachers guide students and prepare materials. Students, as the project's main focus, actively participate in planning and implementing activities that internalize Pancasila values. The organizational structure includes a program coordinator, student groups based on topics, and a documentation team to record each stage of the activities. Effective communication among team members is crucial to the project's success. Regular meetings are held to discuss progress and challenges encountered. (CL: A.2, B.2, C.2, Obs. Doc).

c. Implementation of the Pancasila Student Profile Project

At SDN 1 Kepel, the implementation of the Pancasila Student Profile (*Projek Penguatan Profil Pelajar Pancasila* or P5) project begins with the dissemination of objectives to teachers, students, and parents to establish a shared understanding. Contextual project-based learning activities are carried out under relevant themes, such as environmental greening or cultural diversity. Teachers facilitate discussions, group work, and student reflections to encourage applying Pancasila values in daily life. Students actively participate in the project, from planning to evaluation, under teacher guidance to ensure success. Extracurricular activities such as scouting and social actions are also utilized to support learning Pancasila values. Parents are invited to assist students at home and participate in activities reinforcing character education. The implementation process includes observation, feedback, and adjustment of activities based on students' needs. (CL: A.1, B.1, C.1, Obs. Doc).

At SDN 1 Kertaharja, the project begins with a socialization phase to ensure mutual understanding among all stakeholders. Teachers guide students through project-based learning that integrates Pancasila values into daily activities. Contextual activities include community service, preservation of local culture, and social service programs. During the action phase, students engage in activities promoting teamwork and critical thinking, such as discussions, simulations, and educational games. Reflection sessions are held to analyze the achievements of the activities and the lessons learned by students, including their understanding of teamwork, tolerance, and patriotism. (CL: A.2, B.2, C.2, Obs. Doc).

d. Evaluation of the Pancasila Student Profile Project

At SDN 1 Kepel, the evaluation of both the process and outcomes is conducted to measure the achievement of the project objectives. Process evaluation includes direct observation, group discussions, and student reflections on applying Pancasila values. The evaluated aspects include students' understanding, active participation, social skills, and character development. Outcome evaluation is done through portfolios, questionnaires, interviews, and written tests. The evaluation instruments assess critical reasoning, teamwork, and the students' application of Pancasila values. The evaluation results are used to improve implementation methods and ensure program sustainability. Teachers, as facilitators, provide constructive

feedback to students while involving parents and the community in the evaluation process to ensure a holistic approach. (CL: A.1, B.1, C.1, Obs. Doc).

At SDN 1 Kertaharja, the evaluation is conducted through two main approaches: process evaluation and outcome evaluation. Process evaluation involves monitoring student participation, classroom management quality, and teaching strategies' effectiveness. Teachers use observation sheets, group discussions, and reflections to gather feedback. Outcome evaluation assesses students' understanding of Pancasila values, project management skills, and character development. Assessment tools such as rubrics, interviews, and portfolios are used to evaluate the results comprehensively. (CL: A.2, B.2, C.2, Obs. Doc).

e. Challenges of the Pancasila Student Profile Project

At SDN 1 Kepel, several challenges were encountered in implementing the Pancasila Student Profile Project (*Projek Penguatan Profil Pelajar Pancasila* or P5). These included an uneven understanding of the Pancasila Student Profile concept among teachers and parents, limited time to integrate project activities with regular learning, and insufficient facilities and infrastructure to support the activities. Additionally, challenges arose in designing project themes relevant to students' lives and ensuring active participation from all stakeholders. Constraints in human and material resources, including teachers' limited time for providing in-depth guidance, also posed significant challenges. (CL: A.1, B.1, C.1, Obs. Doc).

Meanwhile, at SDN 1 Kertaharja, the main challenges in implementing P5 included limited resources, high teacher workloads, and a lack of understanding about the program among students, teachers, and parents. Furthermore, the design of themes and modules was often hindered by a lack of references and time constraints. During the implementation phase, facility limitations created obstacles, while evaluating outcomes proved difficult due to the subjective nature of measuring students' character development. (CL: A.2, B.2, C.2, Obs. Doc).

f. Solutions for the Pancasila Student Profile Project

At SDN 1 Kepel, the solutions to address these challenges include enhancing teacher training through workshops, providing supporting facilities such as technological devices, and adjusting project schedules to avoid disruptions to regular learning activities. Collaboration with parents and the community is fostered to expand moral and material support. An implementation team is organized with clearly defined roles to prevent overlapping tasks. Learning strategies relevant to students' lives, such as problem-based projects, are applied to enhance the effectiveness of activities. Continuous evaluation is conducted to monitor progress and identify areas for improvement, ensuring the project delivers tangible positive impacts for students. (CL: A.1, B.1, C.1, Obs. Doc)

At SDN 2 Kertaharja, the solutions for overcoming the challenges of the Pancasila Student Profile Project (*Projek Penguatan Profil Pelajar Pancasila* or P5)

involve effective communication and training for teachers and students. The principal can collaborate with the education department and external parties to provide additional resources. Flexible time planning and utilizing local resources are strategies to address facility limitations. Project modules are designed to be engaging and relevant to the local context to increase student involvement. Evaluations are conducted using more systematic methods, such as observation-based assessment rubrics and student reflections, to ensure project objectives are achieved. (CL: A.2, B.2, C.2, Obs. Doc)

DISCUSSION

The project management for strengthening the Pancasila Student Profile at SDN 1 Kepel and SDN 1 Kertaharja is designed to enhance students' character by referencing GR Terry's management theory, government policies, and Sanusi's value system. This study provides an overview and information on the planning, organizing, implementation, evaluation, challenges, and solutions applied to the project. Project planning includes forming an implementation team of school principals, teachers, and supporting staff, each with clearly defined roles in planning, execution, and evaluation. The schools' readiness is assessed by evaluating facilities, teachers' preparedness, and students' understanding of Pancasila values. The dimensions and themes of the project are tailored to the student's socio-cultural needs. Additionally, the time allocation is designed not to disrupt regular teaching and learning activities, while project modules are prepared based on guidelines and objectives that support Pancasila-based character education (Sanusi, 2013; Terry, 1977).

In the organizing phase, tasks and authorities are clearly defined. The school principal acts as the leader, teachers as executors, and administrative staff handles logistics. Effective communication through regular meetings ensures that all parties understand their roles and responsibilities. Human, physical, and financial resources are managed efficiently to support project implementation. Terry's (1977) management functions serve as the primary foundation for task distribution and effective coordination, aligned with studies by Jitpaiboon et al. (2019) and Mulyasa (2022), which emphasizes the importance of strategic resource management.

The project implementation begins with socialization with teachers, students, and parents to introduce the project's objectives. Core activities involve contextual learning that integrates students' real-life experiences with Pancasila values, such as cooperation and tolerance. Reflection is conducted to evaluate the outcomes, followed by follow-up actions to integrate learning into students' daily lives. Collaboration with parents and the community strengthens the implementation of Pancasila values in line with policies from the Ministry of Education, Culture,

Research, and Technology (Kemendikbudristek, 2022) and Makarim's (2021) perspective on the importance of community participation in character education.

Project evaluation is carried out formatively and summatively using various methods such as observation, portfolios, questionnaires, interviews, and written tests. Formative evaluation monitors students' progress, while summative evaluation assesses character achievement based on Pancasila values. Self-assessment and peer evaluation encourage constructive reflection and feedback, supporting the development of noble character. This aligns with research by Kleijn, (2023) and Rashidi & Aberash (2024), which highlights the importance of continuous evaluation in character education projects. Challenges faced include limited time, scarce resources, and varying levels of student understanding. Teachers' busy schedules often hinder the formation of implementation teams, while inadequate school facilities impede optimal implementation. Ineffective communication and coordination also challenge project execution (Fashina et al., 2021; Kleijn, 2023; Swart et al., 2022).

To address these challenges, project planning should involve teacher training, optimization of facilities, and proper task allocation to ensure project smoothness. Flexible time allocation, effective communication strategies, and involvement of parents and community involvement are crucial factors in supporting project success. Continuous evaluation is necessary to improve project quality and ensure Pancasila values are integrated into students' character (Mulyasa, 2022; Terry, 1977). Through a structured and participatory approach, the project for strengthening the Pancasila Student Profile at SDN 1 Kepel and SDN 1 Kertaharja significantly contributes to shaping students' character based on Pancasila values, enabling them to excel academically while reflecting the Indonesian national identity.

Compared to previous research, the advantage of this study is its more holistic focus on integrating the vision, mission, and innovative school programs to build students' character through comprehensive project management of the Pancasila Student Profile (*Projek Penguatan Profil Pelajar Pancasila* or P5). This includes planning, organizing, implementation, evaluation, and identifying challenges and solutions. The study involves two elementary schools, SDN 1 Kepel and SDN 1 Kertaharja, with an approach that prioritizes academic achievements and inclusive and contextually local character development. This research aligns with previous studies, particularly Solichah & Marno (2024) and Angul (2024), which emphasize the application of P5 to foster character and nurture students' sense of nationalism. However, this research surpasses previous studies by offering a more detailed focus on project management and involving all stakeholders, including the community, to support reinforcing Pancasila values, unlike the research by Alwi et al. (2024), which focuses more on teachers' creativity in entrepreneurship themes. This study encompasses various P5 themes to support students' holistic development. Thus,

this study complements and expands previous findings, offering a more comprehensive and systematic approach.

The implications of this study indicate that strengthening the Pancasila Student Profile requires well-planned and holistic project management involving all stakeholders to create contextual and sustainable character education. Recommended actions include implementing continuous training for teachers to improve their understanding and skills in integrating Pancasila values into the learning process. Optimizing school facilities and providing additional resources, such as Pancasila-based learning modules, should also be prioritized. Furthermore, strengthening collaboration with parents and the community through communication forums and active participation ensures consistent student character development support. Continuous evaluation must be applied to monitor program effectiveness, identify obstacles, and develop appropriate improvement strategies, making this project a model for successful character education implementation in various local contexts.

CONCLUSION

This study reveals that strengthening the Profile of Pancasila Students (*Projek Penguatan Profil Pelajar Pancasila* or P5) at SDN 1 Kepel and SDN 1 Kertaharja requires a planned and holistic project management approach, encompassing thorough planning, efficient organization, active implementation, and continuous evaluation. The key findings highlight the importance of school principals, teachers, students, and the community in successfully implementing Pancasila values through locally relevant project-based approaches. Significant challenges, such as limited resources, time constraints, and insufficient understanding among students and teachers, can be addressed through training, optimizing facilities, and fostering more intensive collaboration with parents and the community. The implications of this study emphasize the need for effective communication and management strategies to support the sustainable implementation of projects. The primary contribution of this study is offering a systematic and comprehensive approach to project management in character education based on Pancasila values, which can serve as a reference for other schools in Indonesia to develop a generation with strong character and competitiveness.

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