



Implementation of the Pancasila Student Profile Strengthening Project (P5) in Elementary Schools

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Abstract

This study investigates the existing gap in research concerning the implementation of the Project for Strengthening the Pancasila Student Profile (P5) in elementary schools. The primary goal is to analyze how P5 is executed and assess its effectiveness in promoting character development among students. Additionally, the research aims to identify the factors that support and the challenges faced in implementing P5 within educational settings. This qualitative research included seven subjects: a school principal, a curriculum officer, two project teachers, two students, and one guardian. The study utilizes Robert K. Yin's case study methodology and focuses on a single-case approach. Data were gathered through interviews, observations, and documentation. The analysis employed Miles and Huberman's interactive model, encompassing data reduction, display, and conclusion drawing. The results indicate that implementing P5 significantly contributes to students' ability to incorporate the Pancasila Student Profile into their daily lives. The active involvement of teachers, students, parents, and the broader community is critical to achieving this goal. The identified characteristics associated with P5 include faith, dedication to God, moral integrity, teamwork, global inclusivity, and innovation. The successful implementation of P5 is contingent upon the proactive engagement of teachers, support from parents, availability of adequate facilities, and effective leadership from the principal. However, the study also identifies several challenges, including time constraints, diverse student characteristics, the integration of technology, and occasional resistance from parents. By addressing these challenges, educational institutions can enhance the implementation of P5, thereby facilitating the internalization of Pancasila values in students' educational experiences and daily interactions.



INTRODUCTION

Quality education is vital to enable individuals to create new ideas, conduct thorough research, and devise effective solutions to everyday challenges (Rasyid et al., 2024; Rukhmana et al., 2024). Thus, implementing a curriculum that aligns with contemporary educational demands is essential, as it is fundamental to educational progress. A flexible curriculum can adapt to current advancements while emphasizing character development (Karsim et al., 2024; Mustoip, 2023). One of the measures taken by the government to address these challenges is the adoption of the Merdeka Curriculum (Nurhayati et al., 2022; Prabawati et al., 2024). The Merdeka Curriculum adopts an approach that prioritizes flexibility and student autonomy. This method seeks to offer more opportunities for teachers and students to shape the learning process according to their needs (Anggara et al., 2023; Sari et al., 2024; Yaldi & Wirdati, 2023).

The curriculum must be relevant to students' needs, especially in social life, by respecting cultural diversity and the ability to collaborate, which are essential in society. It must also be relevant to students' future needs in the workforce, skills like analytical thinking for resolving problems and self-sufficiency in tasks (Cohen & Cohen, 2023; Sun & Goodyear, 2020). The ideal outcome of implementing the Merdeka curriculum is to grant students the autonomy to cultivate greater self-reliance. In this context, independence refers to each student's ability to explore and acquire knowledge from both formal and non-formal education sources (Amanulloh & Wasila, 2024; Asbari & Santoso 2023). The Merdeka Curriculum includes three adaptable learning activities for students: intra-curricular, extracurricular, and co-curricular learning (Zumrotun et al., 2024). The Project characterizes co-curricular learning within the Merdeka Curriculum for Strengthening the Pancasila Student Profile (P5), a project-based co-curricular initiative designed to foster competency and character development by the Pancasila student profile (Dewi et al., 2024; Lubaba & Alfiansyah, 2022; Pratiwi et al., 2023).

The Profile of Pancasila Students represents a collection of attributes and skills that learners are encouraged to cultivate based on the fundamental principles of Pancasila (Budiono & Hatip, 2023; Jamila, 2023; Parwanti et al., 2024). Pancasila students represent Indonesian learners who continuously seek knowledge throughout their lives, possess global competence, and act in alignment with Pancasila principles. The Profile of Pancasila Students encompasses six key dimensions: 1) possessing faith, devotion to God Almighty, and exemplary character; 2) being self-reliant; 3) demonstrating teamwork; 4) embracing global diversity; 5) exhibiting critical thinking; and 6) showcasing creativity (Irawati et al., 2022). This lesson profile must include a holistic and integrated approach to ensure students' understanding of the values of Pancasila and how these values

can become the foundation for harmonious and civilized national and state life (Jamaludin et al., 2022; Rahayu et al., 2022).

The Pancasila Student Profile Project is a program launched by the Minister of Education and Culture to strengthen Pancasila values among Indonesian students. This project aligns the development of competencies with the Graduate Competency Standards at different educational levels while emphasizing character building by Pancasila principles (Ardini et al., 2023; Fitroh & Rosidi, 2023; Kemdikbudristek, 2022). The Pancasila Student Profile embodies a practical application of the Merdeka Curriculum, which aims to elevate the quality of education in Indonesia. This initiative focuses on character development and aligns closely with the nation's fundamental values. It is expected that the Pancasila Student Profile will serve as a vital ethical foundation for the younger generation, who will be the future leaders of Indonesia (Aini et al., 2024; Fadli et al., 2024). Applying the character formation learned in the Pancasila Student Profile will help maintain discipline regarding the moral values and social norms that apply in the surrounding area (Li, 2023; Lopez-Caudana et al., 2021). To expedite the realization of the Pancasila Student Profile, P5 learning can be implemented (Kemdikbudristek, 2022; Kiska et al., 2023; Marhenno & Ulfatun, 2024).

The Pancasila Student Profile Strengthening Project (P5) aims to support educators in improving their competencies while fostering noble values in students (Aryani et al., 2022; Ulfah et al., 2023; Yuliastuti et al., 2022). This aim allows educational units to develop project modules that suit student learning needs and modify or use existing project modules. Exist according to local characteristics, educational institutions, and students (Aini et al., 2024; Astuti et al., 2023; Yuzianah et al., 2023). In principle, the execution of P5 is conducted flexibly in terms of content, activities, and scheduling. In the Merdeka Curriculum, its implementation is adjusted to the surrounding environment where both students and teachers are situated, and this involves cooperation with the surrounding environment, the involvement of students' parents, and all parties in the school (Muktamar et al., 2024; Nurhasanah et al., 2024; Rahayu et al., 2022).

The execution of P5 at State Elementary School 1 Bangunrejo is distinctive and noteworthy to examine, as it takes place in a school with a diverse range of ethnic groups, namely Javanese, Sundanese, and Lampung tribes which depict a miniature of the diversity of Indonesian culture, the geographical location of the school which is in the center of Bangunrejo sub-district because it is close to the market, sub-district office, police sector office, military district command office, sub-district field, and residential areas, this makes students see various activities every day and see the amount of waste produced in the surrounding environment so that it becomes something unique that needs to be explored so that it is expected to be a reference material in the implementation of P5, especially in elementary schools with this diversity. The following aligns with previous

research, which shows that implementing P5 is crucial for fostering students' character. Through P5, students are taught the values of Pancasila, which can help them become individuals with strong character, integrity, and a sense of social and environmental responsibility (Mery et al., 2022; Putri, 2024; Rachmawati et al., 2022; Setiyaningsih, 2022). The P5 themes applied at State Elementary School 1 Bangunrejo, Central Lampung, during the even semester of the 2023/2024 academic year focus on a sustainable lifestyle for lower-grade students (Class I and II) with class I activities, namely planting water spinach and Pakcoy vegetables and marketing them and class II recycling organic waste into fertilizer and inorganic waste into crafts that have selling value, and in high class (classes IV and V) the project theme implemented is Bhinneka Tunggal Ika with class P5 activities namely getting to know the various ethnic groups in Indonesia and getting to know the diversity of traditional clothing, class V cooking a variety of Indonesian dishes and getting to know dances from various regions. The theme chosen is a theme that suits the character of the students and the richness of the surrounding area so that P5 activities can run optimally (Gumilar & Permatasari, 2023; Khasanah et al., 2023; Luthfia et al., 2024; Pupu et al., 2023).

The expectation of implementing P5 is to increase student involvement, creativity, and collaboration in learning. Numerous schools encounter challenges in executing P5, including insufficient teacher training and restricted resources. As a result, the implementation of P5 remains suboptimal. This study is expected to serve as a valuable reference for enhancing P5 implementation, particularly in elementary schools, to help achieve the intended curriculum objectives. P5 implementation is researched with case studies because case studies can help identify the challenges and opportunities faced in implementing P5, as well as provide practical insight into effective strategies (Anita & Astuti, 2022; Fahrudin & Patmisari, 2023; Irsyad & Fitri, 2023; Rohmah et al., 2023). Earlier research has indicated that case studies on the implementation of P5 in elementary schools highlight both the challenges and achievements in integrating Pancasila values into the curriculum and school activities (Parwanti et al., 2024; Sari et al., 2023; Wulandari, 2023), and previous research with other case studies also show that the implementation of P5 in elementary schools can enhance students' understanding and appreciation of local culture (Mustadi et al., 2024; Pertiwi, 2023; Sulistiyaningrum & Fathurrahman, 2023).

The novelty of this study lies in its analysis of P5 implementation at the elementary school level, specifically utilizing the case study method. This approach allows for more in-depth findings that can serve as a reference for schools planning to adopt P5 learning. Investigating P5 implementation through case studies in elementary schools is crucial to ensuring that Pancasila values are instilled in students early on. This study identifies the challenges and achievements in implementing P5 within the school setting. It also offers insights into the most

effective strategies for incorporating these values into the curriculum and daily routines. Thus, the results of this study are anticipated to act as a guideline for teachers and policymakers in fostering a learning environment that nurtures students' character in alignment with Pancasila principles (Dewi et al., 2024; Indriani et al., 2023; Yaldi & Wirdati, 2023). The research questions in this case study are as follows: How is the Pancasila Student Profile Strengthening (P5) Project under the Merdeka Curriculum implemented at State Elementary School 1 Bangunrejo, Central Lampung? How does P5 contribute to developing students' Pancasila Student Profile character? What are the supporting factors and challenges in implementing P5 in elementary schools? Hence, this study analyzes the implementation of the P5 Project within the Merdeka Curriculum at State Elementary School 1 Bangunrejo, Central Lampung, by conducting comprehensive and in-depth research through case studies.

METHODS

This research employs a qualitative approach using the case study method. Focusing on a particular instance—the implementation of P5 at State Elementary School 1 Bangunrejo, Central Lampung—provides meaningful insights into the topic. The study applies a descriptive qualitative approach within a case study framework, drawing on the perspective of Robert K. Yin, cited in Ridlo (2023) and Vieira et al. (2022) which states that the case study method utilizes various data sources, including interviews, observations, and documents, to enhance the accuracy of research results and their relevance to real situations, thereby providing insights that can be directly applied. This study employed case study research as it enables researchers to examine P5 implementation in elementary schools thoroughly. Moreover, case studies offer a comprehensive insight into the execution of P5 and its effects on students. This includes identifying best practices, challenges faced, and outcomes achieved, and case studies can reveal specific, unique, and very detailed things that other studies cannot reveal (Apao & Naparan, 2024; Barksdale et al., 2022; Kenny & Yoder, 2019; Rifa et al., 2022).

This study was conducted at State Elementary School 1 Bangunrejo, Central Lampung, which serves as a driving school and has implemented the Merdeka Curriculum. As a result, the school has carried out learning activities related to the Pancasila Student Profile Strengthening Project (P5), aligning with the focus of this research. The study examines the implementation of the Merdeka Curriculum in strengthening the Pancasila Student Profile (P5) using a case study approach.

The research design diagram illustrating the implementation of P5 in elementary schools through the case study method in this study is presented in Figure 1.

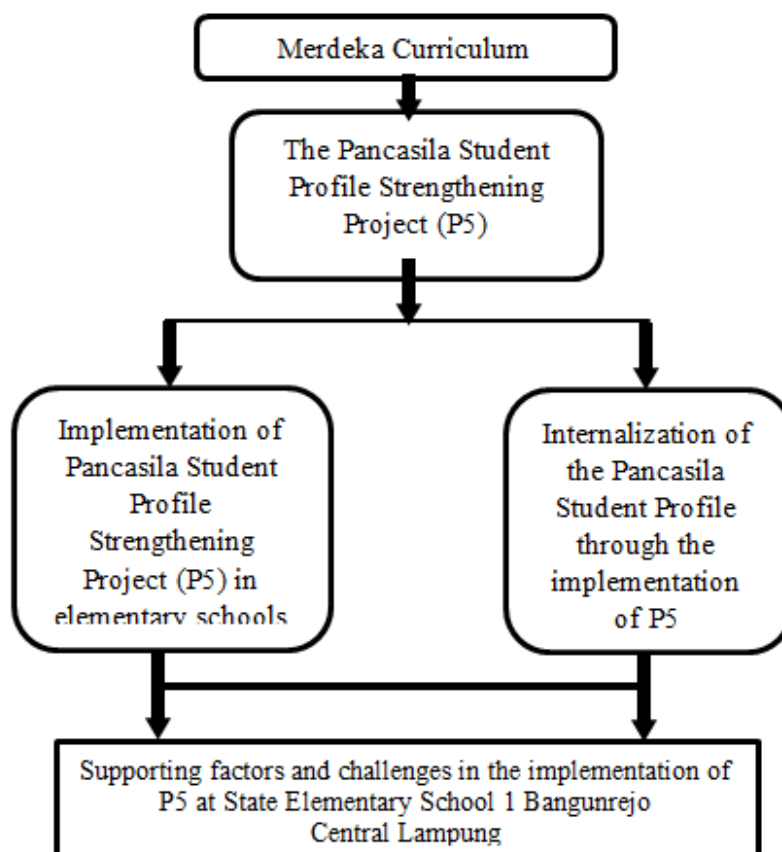


Figure 1. The research design chart for the implementation of P5 with a case study

The study was carried out in the even semester of the 2023/2024 academic year at State Elementary School 1 Bangunrejo, Central Lampung. Seven individuals participated as research subjects: one principal, one curriculum coordinator, two project teachers, two students from grades II and V, and one parent. The snowball technique is applied to increase the number of informants, thereby expanding the scope of the data obtained. The number of informants in this study can be seen in Table 1.

Table 1. Data Informants

No.	Informans	Code	Total
1	Headmaster	H	1
2	Curriculum Responsible Person	C	1
3	Teachers	T	2
4	Students	S	2
5	Student Parents	P	1
Total Informants			7

This study employs a case study approach, utilizing data collection techniques such as interviews, observations, and document analysis. The

guidelines for interviews, observations, and documentation in this study can be found in Table 2.

Table 2. The guidelines for interviews, observations, and documentation

No	Indicators	Data collection technique			Kode Informants
		Interviews	Observations	Documentation	
1	Understanding of P5	√			H,C, T
2	School ecosystem readiness	√		√	H,C, T
3	Implementation of P5	√	√	√	H, C,T
4	Internalization of Pancasila's Profile	√	√	√	T, S
5	Supporting factors and challenges	√	√		H, C,T
6	Feedback of students	√	√	√	S
7	The role of parents	√	√	√	P
8	Documentation and reporting of P5	√	√	√	H, C,T

The semi-structured interviews feature open-ended questions with flexible wording, following a predetermined list without a fixed order. Systematic and non-participatory observation methods are used to ensure objectivity and prevent bias from direct involvement. Documentation is conducted to understand the implementation of the P5 program at State Elementary School 1 Bangunrejo, Central Lampung. Using the interview, observation, and case study documentation approach developed by Robert K. Yin, researchers can gain in-depth and detailed insight into the phenomenon being studied. The researcher's position in this study is the key instrument for collecting, analyzing, and interpreting the obtained data (Käss, 2024; Rahma et al., 2023; Taylor & Sailor, 2024). As the primary tool, the researcher collects data through interviews, observations, and document analysis to comprehensively understand the examined phenomenon. The researcher interprets the results based on their expertise, knowledge, and viewpoint while staying mindful of personal biases. Additionally, strategies such as triangulation are utilized to strengthen the validity of the findings (Barsihanor et al., 2024; Tichavakunda & Galan, 2023; Urga & Kenea, 2023). Referring to the reference of Robert K. Yin, this research uses two types of data sources, namely human and non-human (Gan, 2022; Ridlo, 2023; Vieira et al., 2022; Yin, 2023). Human data sources consist of informants, including the school principal, curriculum

coordinators, project facilitator teachers, students, and student guardians at State Elementary School 1 Bangunrejo, Central Lampung. In contrast, non-human data sources encompass field notes, documents, and recorded interviews. The selection of data sources was conducted through a purposive sampling technique. Data collection methods employed in this case study research include interviews and observations.

The validity check of the data in this qualitative research is conducted through the application of triangulation methods, as it is not possible to verify the validity of the data using statistical methods (Alderton & Pratt, 2022; Barnard, 2022; Kulsum et al., 2024). The researcher uses this approach to ensure the accuracy of information and data obtained from various informant sources, aiming to produce higher-quality research. In addition, the accuracy of the data in every aspect is critically analyzed from various perspectives, involving all parties involved in the implementation of P5 at State Elementary School 1 Bangunrejo, Central Lampung, including the school principal, curriculum coordinator, teachers, and students.

The data analysis method employed in this study follows Miles and Huberman's interactive model, which consists of three main stages: data condensation, data display, and conclusion formulation. This approach aims to organize the data effectively, allowing for the extraction of meaningful insights (Grimaldi & Ball, 2021; Thalib, 2022; Täschner et al., 2024). The qualitative research data analysis is conducted in three primary stages: data condensation, data display, and conclusion drawing. This analytical process takes place before, during, and after data collection. The approach is designed to answer the research questions about implementing P5 at State Elementary School 1 Bangunrejo, Central Lampung.

RESULTS

Through interviews, observations, and document analysis, the execution of the Pancasila Student Profile Strengthening (P5) project at State Elementary School 1 Bangunrejo, Central Lampung, serves as a strategic initiative to embed Pancasila values into students' daily activities. The school has consistently carried out P5 for two consecutive years, demonstrating a firm dedication to character education and competency enhancement in alignment with the Merdeka Curriculum. The principal, curriculum coordinator, and project teachers perceive P5 as a practical approach to fostering students' social-emotional skills, independence, and cooperation through project-based activities. Observations reveal that integrating P5 into the curriculum has led to a more dynamic and interactive learning environment than traditional methods focusing solely on academic subjects.

The effectiveness of P5 in shaping students' character through Pancasila values is evident in students' increased engagement and enthusiasm in project activities. Before P5, students were passive learners, often disengaged due to the monotonous nature of traditional learning. However, with the implementation of P5, students have become more active and eager to participate in hands-on learning experiences. The project themes—sustainable living for lower grades and "Bhinneka Tunggal Ika" for upper grades—allow students to cultivate fundamental abilities like analytical thinking, teamwork, and innovation. First graders plant and sell vegetables like water spinach and Pakcoy, second graders process organic waste into fertilizer and create crafts from inorganic waste, fourth graders study the cultural diversity of Indonesia, and fifth graders prepare traditional dishes and learn regional dances. These activities not only reinforce Pancasila values but also provide students with meaningful and practical learning experiences.

Several key factors support the successful implementation of P5. Firstly, the role of teachers is crucial, as they have undergone special training to integrate P5 into the curriculum effectively. Teachers actively guide, mentor, and assess students' progress, ensuring project objectives align with the school's vision. Secondly, parental involvement plays a significant role in supporting students' participation in P5 activities. Parents collaborate with teachers and encourage their children to apply Pancasila values at home. Thirdly, the school's administrative and curriculum team continuously monitor and evaluate the implementation of P5, ensuring that challenges are addressed and improvements are made (Muhajirin et al., 2024; Syahputri, 2023; Zumrotun et al., 2024).

The involvement of parents in supporting this project is just as crucial. At State Elementary School 1 Bangunrejo, Central Lampung, parents actively participate in school programs and continuously assist the school in fostering Pancasila values in their children. In the second semester of the 2023/2024 academic year, their participation remains steady in strengthening these values. The project theme for lower grades (Grades I and II) focuses on sustainable living, while upper grades (Grades IV and V) explore the concept of "Bhinneka Tunggal Ika" (Unity in Diversity). First graders plant and sell vegetables like water spinach and Pakcoy; second graders process organic waste into fertilizer and make crafts from inorganic waste; fourth graders study the tribes of Indonesia and traditional clothing; fifth graders cook regional dishes and learn dances from various regions.

Interviews and observations with the school principal, curriculum manager, and project teachers on their understanding of P5 indicated that implementing P5 is viewed as a strategic approach to enhancing students' character and competencies in alignment with Pancasila values. According to them, P5 is well integrated into the current curriculum, which is the Merdeka Curriculum. P5 emphasizes holistic learning, where aspects such as collaboration, global diversity, independence, and togetherness are highlighted in the teaching and learning

process. As a school that has implemented the Merdeka Curriculum, State Elementary School 1 Bangunrejo, Central Lampung, has implemented P5, which aims to foster Pancasila character through various activities and projects. Students are motivated to comprehend and apply Pancasila values daily, strengthening their social and emotional abilities. P5 activities aim to support the development of skills like teamwork, empathy, and leadership (Fahrudin & Patmisari, 2023; Rohmah et al., 2023). Student activities in carrying out P5 can be seen in Figure 2.



Figure 2. Student activity in implementing P5

Despite these successes, some challenges hinder the full effectiveness of P5. One of the main obstacles is the varying levels of student engagement. While many students show enthusiasm, some require additional motivation and encouragement to participate actively. Teachers address this issue by making learning more relatable to students' daily lives and incorporating discussions emphasizing real-world applications of Pancasila values. Another challenge is the availability of resources and materials needed for project activities, which sometimes limits the scope of student projects. To overcome this, the school seeks alternative solutions, such as involving the local community and leveraging existing resources creatively. Through the triangulation of interviews, observations, and document analysis, the research findings reveal that the implementation of P5 at State Elementary School 1 Bangunrejo, Central Lampung, has played a crucial role in fostering students' holistic development. This initiative helps equip students with essential character traits and competencies needed to navigate future challenges. By consistently evaluating, collaborating, and adapting, the school seeks to maximize the impact of P5, ensuring that students achieve academic excellence and internalize and practice Pancasila values in their everyday lives.

DISCUSSION

Based on discussions with teachers about embedding the values of the Pancasila Student Profile in the execution of P5 at State Elementary School 1 Bangunrejo, Central Lampung, it was found that the program largely reflects Pancasila values, such as critical thinking, collaboration, and social awareness through group discussions and social projects. However, there are still gaps in fostering students' creativity and independence, as most activities focus more on group collaboration rather than individual exploration. Additionally, there has been no in-depth evaluation of how well students' critical thinking skills develop within the P5 framework or whether the values taught are genuinely internalized in daily life or remain temporary within the scope of school projects. Disparities in implementation are also evident in the varying levels of teacher preparedness and unequal support in facilities, which may affect the program's effectiveness. Therefore, a more systematic and sustainable strategy is needed to address these gaps so that the internalization of Pancasila values can take place more optimally and consistently (Akhyar et al., 2024; Lestari & Jiwandono, 2023). The P5 project aims to give students hands-on experience in practicing these values through diverse activities, including social initiatives, cultural events, and environmental programs. This approach is expected to help students not only grasp the principles of Pancasila but also integrate them into their everyday lives (Syafrudin et al., 2023; Tichavakunda & Galan, 2023).

The Pancasila Student Profile, implemented through P5 activities at State Elementary School 1 Bangunrejo, Central Lampung, emphasizes the concept of a sustainable lifestyle for early-grade students (first and second grade), covering aspects of faith, devotion to God Almighty, noble character, collaboration, and creativity. These aspects are reflected in students' behavior, such as praying before and after lessons, maintaining good personal hygiene, working in groups without distinction of ethnicity, race, or religion, and protecting the environment. The dimension of mutual cooperation is demonstrated through student contributions in group projects, friendly interactions, respecting opinions, sharing stationery, and prioritizing common interests (Anita & Astuti, 2022; Irsyad & Fitri, 2023; Jung et al., 2022). In the high classes (classes IV and V) with the theme *Bhinneka Tunggal Ika*, the dimensions emphasized our mutual cooperation, independence, and creativity. The independent dimension can be seen from students' ability to analyze situations and learning factors, clean the environment, and help friends. The mutual cooperation dimension is demonstrated by time management in group and independent tasks (Anita & Astuti, 2022; Cahoon et al., 2023; Petersen, 2024; Silalahi et al., 2022). The creative dimension is very relevant in P5 activities, especially during the harvest season, where students hone their creativity in making stands and exhibiting them. Project activities help students develop new ideas, create original work, and find solutions to every problem they face (Ardini et

al., 2023; Asmahasanah et al., 2023; Täschner et al., 2024). It is important to hone creativity since elementary school because it helps children think broadly, communicate, work together, and express themselves through art, music, and other creative activities (Akhyar et al., 2024; Indriani et al., 2023; Rachmawati et al., 2022; Stovall, 2023). Student activities during the project celebration can be seen in Figure 3.



Figure 3. Student activities dance the Tor-tor dance during project celebrations

Through discussions and observations with project teachers, a significant challenge in fostering the values of the Pancasila Student Profile at State Elementary School 1 Bangunrejo, Central Lampung, has been identified: the limited time available and the demanding curriculum. Students already have many subjects and extracurricular activities, so it is challenging to include adequate project activities to strengthen Pancasila values. Apart from that, there is still resistance from some students who consider this activity to be less relevant to their current needs (Afriyunita & Ismaniar, 2024; Fahrudin & Padmisari, 2023). The cooperation between teachers, students, and parents plays a crucial role in fostering the internalization of Pancasila Student Profile values. Teachers offer guidance and support while students actively engage in project activities, and parents create a conducive environment at home. All parties play a role in ensuring that Pancasila values are implemented in everyday life (Autila et al., 2024; Dixon, 2024). Embedding the principles of the Pancasila student profile in elementary school students provides many important advantages. By embracing values such as cooperation, creativity, and tolerance, students develop an appreciation for diversity and learn to collaborate effectively with their peers (Purwanti et al., 2024; Rahayu & Darsinah, 2024).

This research examines the supporting and obstructing factors in implementing the Project to Strengthen the Pancasila Student Profile (P5) at State Elementary School 1 Bangunrejo, Central Lampung. The school contributes to P5

implementation by providing books, modules, and training centered on Pancasila values, along with related extracurricular programs. Additionally, government support through training and guidance aids in integrating these values into the curriculum. However, challenges such as limited resources, insufficient teacher expertise, and low student engagement remain significant obstacles. The proposed solutions include regular training, the use of digital technology, collaboration with external parties, and outreach to parents. It is hoped that an innovative and participatory approach can increase the effectiveness of P5 implementation (Autila et al., 2024; Yaldi & Wirdati, 2023). The implementation of P5 at State Elementary School 1 Bangunrejo, Central Lampung, received a positive response from students and parents. Students feel happy learning through projects, become more confident, and understand the values of Pancasila. Growing vegetables and making handicrafts train them to work together and develop creativity. Parents support this program because they see its positive impact on children's character development, such as mutual cooperation and an active attitude. They expect this program to persist, enabling students to deepen their understanding of Pancasila values and integrate them into their daily lives.

Studies have also demonstrated that the implementation of P5 effectively supports students in enhancing their social-emotional skills (Pertiwi, 2023; Wulandari, 2023), students involved in this project are more likely to demonstrate creative thinking and innovative solutions to problems (Yuliastuti et al., 2022; Yuzianah et al., 2023). In addition, various studies indicate that the successful implementation of P5 is significantly impacted by the support of both teachers and parents, that when teachers and parents are actively involved and support this program, the results achieved are more significant (Linawatiningsih, 2023; Rifa et al., 2022). Although many benefits have been achieved, there are several obstacles faced in implementing P5, such as lack of resources, uneven training for teachers, and differences in acceptance in various regions (Anggara et al., 2023; Asbari & Santoso, 2023; Goss et al., 2024). Research at State Elementary School 1 Bangunrejo, Central Lampung, also used documentation methods to examine the implementation of P5 by documenting project learning through photos and videos. This project aims to instill Pancasila values in grade 5 students through mutual cooperation and tolerance activities designed according to the student's age, with theoretical learning and field practice. Implementing P5 uses modules from the Merdeka Teaching Platform and involves participatory activities and assessment through observation and reflection. The project's outcomes are documented in a report card for assessment and communication among teachers, students, and parents, with the goal of developing intelligent students with strong Pancasila values (Nurhasanah et al., 2024; Prabawati et al., 2024; Sari et al., 2024).

Using a case study approach, this study aims to explore the unique aspects of P5 implementation at State Elementary School 1 Bangunrejo, Central Lampung.

The novelty of this research lies in analyzing local factors that contribute to the success of P5, such as the school community's active engagement and parents' involvement in the learning process. Furthermore, this research emphasizes how teachers creatively integrate technology and local culture into educational activities, an aspect not widely explored in previous studies. These findings offer fresh perspectives on adapting the P5 learning model to local contexts to enhance the quality of primary education in Indonesia (Fahrudin & Patmisari, 2023; Irsyad & Fitri, 2023; Terrin & Triventi, 2023). The study on P5 implementation at State Elementary School 1 Bangunrejo, Central Lampung, Central Lampung, faces several limitations, such as the limited time available for data collection, which may affect the depth of analysis and completeness of the information obtained. The limited human resources involved in this study may also restrict the diversity of perspectives and approaches used (Cabrera et al., 2022; Gonzales et al., 2024). Moreover, limited access to school data and official documents could impact the precision and reliability of the research findings in this case study (Sappaile & Pahrijal, 2023). Potential bias from respondents may also influence the objectivity of the research results (Terrin & Triventi, 2023; Wilson & Anagnostopoulos, 2021). Finally, budget constraints may limit the scope of the research and the technology used for data analysis. Therefore, the researchers recommend that future researchers with similar topics use larger samples and apply a more diverse and comprehensive combination of methods to obtain a more complete picture. The researchers hope that future studies can be conducted more effectively to achieve the expected results.

CONCLUSION

Implementing the Pancasila Student Profile Strengthening Project (P5) at State Elementary School, 1 Bangunrejo, has been successful through project-based learning, effectively instilling Pancasila values. This program enables students to integrate these values into their daily activities. The involvement of teachers, students, parents, and the community plays a vital role in its achievement. The developed profiles emphasize faith, devotion to God, noble character, cooperation, global diversity, and creativity. Effective implementation relies on teachers' engagement, parental support, adequate facilities, and strong leadership from the principal. However, challenges such as time constraints, diverse student characteristics, technology integration, and parental reluctance may arise. Overcoming these obstacles can enhance the execution of P5, ensuring that students internalize Pancasila values in their education and everyday interactions. Overall, P5 has positively influenced students' character and competencies. Through ongoing evaluation, this program can keep improving, helping students achieve academic excellence while upholding Pancasila values.

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