Instilling Character Education Values through the Pancasila Student Profile Program (P5) in the Independent Curriculum at Bina Putra Seputih Agung Middle School

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ABSTRACT

The implementation of the Projek Penguatan Profil Pelajar Pancasila (P5) at SMP Bina Putra Seputih Agung serves as a strategic platform for internalizing character education values among students within the framework of the Kurikulum Merdeka. This study is motivated by the growing phenomenon of moral decline and decreasing discipline among students as a consequence of globalization. The research focuses on exploring the process of character value cultivation through the application of P5, while also identifying potential challenges in its implementation. Employing a qualitative descriptive methodology, data collection was conducted through in-depth interviews, participant observation, and document analysis. The findings indicate that P5 holds significant potential in fostering essential character values—such as collaboration, responsibility, and individual independence—through project-based activities. Nevertheless, its implementation continues to face several challenges, including limited time allocation and insufficient teacher training. Therefore, strengthening strategies and fostering synergy among key stakeholders are required to optimize the role of P5 as an effective medium for character education in schools.

Keywords: Character Education, Kurikulum Merdeka, Education Values

INTRODUCTION

The urgency of character education lies in shaping the nation's next generation, encompassing not only cognitive intelligence but also moral integrity, ethics, and a noble personality (Lestari et al., 2023). In an era marked by technological advancements and the exponential pace of globalization, the education sector currently faces a series of increasingly complex and multidimensional challenges. One central issue that has emerged is the decline in moral values and discipline among students (Safikri Taufiqurrahman, 2023). It can be observed that students' actions often deviate from the nation's virtuous values. This is reflected in the declining levels of honesty, responsibility, and mutual respect. This is a serious concern for all parties, especially educational institutions, in carrying out their role as a place to shape the character of the nation's next generation.

To address these issues, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has taken strategic steps by reacting with the initiative. As a reform measure in the national education system, the Independent Curriculum (Kurikulum Merdeka) has been initiated. This curriculum is designed to increase flexibility, prioritize the needs and characteristics of students, and has high

relevance to the dynamics and challenges of the contemporary era (Pendidikan et al., 2022). As a crucial part of the implementation of the Independent Curriculum, the Pancasila Student Profile Strengthening Project (P5) plays a fundamental role. This initiative aims to build character and internalize the core values of Pancasila in students. Through the application of a project-based learning approach, P5 provides opportunities for students to gain contextual and significant learning experiences in real-life contexts, which in turn allows them to deepen their understanding while developing attitudes, values, and competencies. (Bangsa, 2020)

As a foundation for strengthening student character, P5 is based on six main dimensions, one of which is the absorption of the values of faith and devotion to God Almighty, which are reflected in noble character, a deep understanding of global diversity, the implementation of mutual cooperation, independence, critical reasoning skills, and creativity (Hastiani et al., 2023). These six dimensions complement each other and are designed to shape Indonesian students who are whole, resilient, and ready to face various challenges of the present and the future. By prioritizing experience-based learning, expectations for students are not only focused on mastery of learning materials, but also on their ability to implement them in the context of everyday life. (Safikri Taufiqurrahman, 2023)

Although the underlying idea of P5 is very positive, its implementation at the operational level still faces various difficulties. A significant obstacle identified is the uneven understanding of teachers regarding the implementation of P5 projects. Many teachers do not fully understand how to develop projects in accordance with P5 principles and how to internalize character values into the teaching and learning process (Romdoniyah, Dedih, 2022). Furthermore, limited time allocation, availability of facilities, and infrastructure conditions also present specific obstacles to project implementation in the school environment. Many schools face obstacles in actively engaging students due to learning patterns that are still focused on the teacher and a lack of familiarity with collaborative and creative activities (Sucipto et al., 2024).

Various scientific studies have emphasized the urgency of character education in shaping the nation's next generation, emphasizing integrity and a solid moral foundation. For example, a study conducted by Lickona demonstrated that the success of character education relies heavily on the integration of moral knowing, moral feeling, and moral action. Furthermore, research findings by Berkowitz and Bier demonstrate that the implementation of a systematically structured and internalized character education program within the formal education curriculum can positively impact student behavior (Taufiqur Rahman & Siti Masyarafatul Manna Wassalwa, 2019). Further research by Nucci and Narvaez highlights that a conducive school environment and experiential learning, such as P5, can strengthen students' understanding and application of character values (Nurhayati, 2022). Therefore, an effective strategy for developing student character in-depth and contextually is through the implementation of a project-based approach, such as the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum framework.

However, several questions remain that require further study. The problem identification in this study encompasses several important aspects. The first issue that needs to be analyzed is the method used by educators to integrate character values through the implementation of the Pancasila Student Profile Strengthening Project (P5). This method plays a central role, given that teachers' position as facilitators within the project-based learning framework significantly influences the successful

absorption of character values by students. The second issue that needs to be identified is the various obstacles faced by educational institutions during the project implementation process (Beno et al., 2022). These challenges can stem from various factors, such as limited facilities and infrastructure, implementation time, and the readiness of human resources, especially teachers. Third, the extent to which P5 activities impact students' behavior and character in real life. This includes the extent to which students truly understand and internalize the character values implemented through the project, and whether this correlates with positive transformations in their perspectives and actions, both in the context of formal education and in everyday social interactions.

This research demonstrates several similarities and substantial differences when compared with previous studies. The similarities lie in the primary focus on character education and the use of contextual learning methods as an effective approach (Nurhayati, 2022). However, this research is unique because it was conducted in a local context, namely at Bina Putra Seputih Agung Junior High School, Central Lampung, using a direct approach through fieldwork. This uniqueness allows for a more specific exploration of the dynamics occurring in the school and provides a practical overview of P5 implementation that has not been studied in depth in other research. Based on this, this study not only deepens the academic literature on character education but also presents relevant practical implications for educational units in areas with similar characteristics.

The important contribution of this research lies in its approach that focuses on direct practice in the field, which aims to address the real needs of the world of education in implementing character-oriented learning. Furthermore, this research is based on a strong theoretical foundation. One theory regarding character education proposed by Lickona emphasizes three essential elements: moral understanding, moral sensitivity, and moral action (Dalam et al., 2018). This theory serves as the basis for assessing the extent to which character values are not only known by students but also felt and manifested in concrete actions. Furthermore, project-based learning methods, which are also an alternative in teaching and learning activities that are at the core of P5, are also the main reference in this research, because this approach has proven effective in building 21st-century skills and fostering students' character through meaningful and contextual learning. (Afriatmei et al., 2023)

As a junior high school, Bina Putra Seputih Agung Junior High School has implemented the Independent Curriculum and proactively implemented the Pancasila Student Profile Strengthening Project. This institution demonstrates significant dedication to student character development through a series of thematically designed project activities in accordance with the P5 framework. For example, in the implementation of the project with the theme "Sustainable Lifestyle," students are directed to observe their surroundings, including waste management and reforestation practices. Students are then involved in real-world activities such as planting trees, making recycled products, and conducting cleanliness campaigns in the school environment. Through these stages, students not only gain theoretical knowledge but also undergo a significant and applicable learning process. (Yasa et al., 2023)

Teachers at Bina Putra Junior High School act as facilitators, guiding students to work collaboratively, explore, develop work plans, and present their projects to their peers and teachers. These activities not only hone communication skills and critical analysis skills, but also play a significant role in developing responsible

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character, self-confidence, and environmental awareness (Afriatmei et al., 2023). However, the effectiveness of P5 implementation in shaping student character still requires further examination. The validity of project activities' contribution to the evolution of students' attitudes and behaviors in everyday life requires fundamental assessment. Furthermore, students' level of understanding and internalization of character values require in-depth analysis.

Based on these conditions, an in-depth and systematic study is needed to illuminate the implementation of P5 in the context of student character development at SMP Bina Putra Seputih Agung. This study specifically focuses on examining strategies for internalizing character values in the school environment, analyzing various challenges encountered during project implementation, and expanding the extent of the success of P5 activities in shaping student character (Hastiani et al., 2023). This study implemented a qualitative approach as the primary method of data collection. Implementation of this method involved conducting interviews with teachers and students, observing P5 activities, and documenting project implementation in the school environment.

This study is expected to yield a deeper and more comprehensive understanding of the implementation of character education through the Pancasila Student Profile Strengthening Project (P5). Furthermore, this research aims to provide constructive recommendations for schools, educators, and other stakeholders in efforts to improve the quality of the implementation of the Independent Curriculum. Furthermore, this research is also expected to represent good practices for other educational institutions wishing to implement character education effectively through a context-based, collaborative learning approach that prioritizes active student participation.

METHOD

This study adopted a qualitative descriptive field study approach with the aim of comprehensively investigating the mechanism of character value instillation implemented through the Pancasila Student Profile Strengthening Project (P5) at Bina Putra Seputih Agung Middle School (Dr. J.R. Raco, M.E., 2010). The research location was purposively selected because this school has actively implemented the Independent Curriculum and made P5 part of the learning process. The research was conducted over a three-month period involving the principal, P5 teachers, and the vice principal for curriculum. In addition, student selection was carried out through a purposive sampling technique (Lenaini, 2021). Data collection methods in this study involved observations of the implementation of P5 activities and in-depth interviews with key informants, as well as documentation such as project plans and visual documentation of activities. (Afriatmei et al., 2023)

To ensure data validity, triangulation was applied, encompassing sources, techniques, and time (Mekarisce, 2020). In the data analysis stage, an interactive model developed by Miles and Huberman was applied, consisting of three main steps: data reduction, data presentation, and conclusion drawing (Rijali, 2019). Data reduction was carried out by filtering relevant data, then presenting it narratively and systematically to facilitate understanding (Faizin, 2020). Conclusions were drawn based on comprehensive data interpretation and performance to reflect real-world conditions (Mekarisce, 2020). This technique provides a comprehensive and credible picture of the effectiveness of P5 implementation in shaping student character in the school environment.

RESULTS AND DISCUSSION

Pancasila Student Profile Strengthening Project (P5)

In response to the pressing needs of education in the 21st century, the Ministry of Education, Culture, Research, and Technology has initiated a fundamental innovation within the structure of the Independent Curriculum. This innovation is realized through the implementation of the Pancasila Student Profile Strengthening Project (P5) (Safikri Taufiqurrahman, 2023). The P5 initiative was developed with the aim of internalizing the fundamental values of Pancasila in students through the application of a project-based learning model that is contextual, participatory, and connected to the realities of life. In its implementation process, P5 not only prioritizes academic achievement but also emphasizes the urgency of strengthening students' character and social competencies, as well as developing their overall potential.

The fundamental goal of the P5 initiative is to shape the nation's next generation with solid character, independence, and competence in responding to various global challenges without abandoning national identity (Caron & Markusen, 2016). Students' active involvement in real-life projects aims to develop critical thinking, collaboration, and innovative problem-solving skills. P5 also serves as a means to hone communication skills, leadership skills, and a sense of social responsibility (Hawali et al., 2024). The activities within P5 facilitate students to not only understand the principles of Pancasila at the conceptual level but also to deeply instill them in their daily lives through direct interaction and involvement.

The implementation of the Pancasila Student Profile Strengthening Project (P5) is based on six fundamental aspects that serve as the main indicators of the Pancasila Student Profile. These essential aspects include: (1) internalization of the values of faith and devotion to God Almighty, which are reflected in the manifestation of noble morals; (2) active participation in realizing global diversity; (3) collaboration and cooperation in the spirit of mutual cooperation; (4) independence in the learning process and self-development; (5) the ability to think analytically and evaluatively; and (6) creativity and innovation (Syahro, 2024). Each of these dimensions does not stand alone, but is integrated with each other in the learning process. For example, the values of mutual cooperation and independence are built through work groups in designing and implementing projects, while critical and creative thinking skills are developed when students are asked to solve problems based on observations of their surroundings. With this approach, P5 becomes a strategic vehicle for strengthening students' character that is in line with the philosophy of life of the Indonesian nation.

Character building

Comprehensive student development relies heavily on character formation as a crucial stage, encompassing aspects of knowledge, emotions, and behavior (Safikri Taufiqurrahman, 2023). The primary focus to be realized is to shape individuals with noble morals, uphold integrity, and be competent in carrying out responsibilities in the social environment (Romdoniyah, Dedih, 2022). Character formation in the world of education is not only centered on mastering cognitive competencies, but also on efforts to build a self-identity that has high morality. This idea is in line with the view of Ki Hadjar Dewantara who emphasized that character education is the essence of moral education, namely a unity between thoughts (cipta), feelings (rasa), and will (karsa), which if developed harmoniously will produce a balanced and mature human being spiritually, emotionally, and intellectually. (Yuliwinarti et al., 2023)

The primary objective of implementing character education is to holistically optimize the stages and achievements of the educational process, with an essential emphasis on the development of student personality based on the principles of faith, piety, noble morals, integrity, honesty, justice, and independence (Rohmah et al., 2023). In its implementation, character education is directed at shaping students to be able to think rationally, think maturely, and be responsible in every action (Yuliwinarti et al., 2023). In addition, character education also aims to develop positive mental dispositions, including optimism in facing various life difficulties, social sensitivity to the surrounding environment, and the ability to manage emotions well. Furthermore, character education also plays a role in fostering the values of compassion, patience, faith, and devotion to God Almighty (Sugiarto & Farid, 2023). These fundamental values are expected to play a role in shaping students' character, which is not limited to intellectual mastery alone, but also has excellence in moral and spiritual aspects. (Wijaya, 2023)

In its implementation, character education must be instilled from an early age through the family environment and continued in educational institutions. Schools have a significant responsibility to internalize moral values through a structured learning process. Thomas Lickona, in his work "Educating for Character," emphasizes that character education is at the core of education itself, as the primary goal of education is to guide young people to become intelligent and well-behaved individuals (B et al., 2023). Character formation involves more than just a cognitive understanding of values, but also encompasses understanding, appreciating, and practicing those values in real life (Sugiharto et al., 2024). This initiative focuses on developing students as comprehensive individuals, with cognitive abilities, emotional sensitivity, and actions based on universal principles of goodness.

In the context of national policy, character education is strengthened through the Strengthening of Character Education (PPK) embedded in Learning and School Life (PPK) as outlined in Presidential Regulation No. 87 of 2017 (Sugiarto & Farid, 2023). This initiative facilitates school-level educational institutions in their efforts to cultivate eighteen fundamental principles of national character, which include aspects such as religiosity, honesty, discipline, as well as independence, tolerance, environmental care, love of the homeland, and responsibility (Irawati et al., 2022). These values are embedded in daily learning and school project life, including through the Strengthening of the Pancasila Student Profile (P5) in the Independent Curriculum. P5 is a contextual approach that allows students to develop character through challenging and real-life project activities. By prioritizing project-based learning, P5 not only aims to create lifelong learning but also strengthens students' character so they have global competence and internalize Pancasila values in action.

Instilling Character Education Values Through the P5 Independent Curriculum

The implementation of P5 at Bina Putra Seputih Agung Middle School has been carried out in accordance with the basic principles of the Independent Curriculum, which emphasizes project-based learning and strengthening student character. The school has designed the P5 program with a flexible yet focused approach, referring to themes established in national policies, such as "Sustainable Lifestyle" and "Local Wisdom." P5 activities are carried out outside of regular school hours but remain integrated within the curriculum structure. Students are divided into working groups according to the designed projects. Each project is tailored to the local context and student potential. This process involves continuous planning, implementation, evaluation, and reflection.

The school environment strongly supports project-based learning. The school garden, garden area, and other open spaces allow students to engage in various hands-on project activities. In an educational context, educators serve a dual role as facilitators and mentors. This role extends beyond simply transferring learning materials to include systematic efforts to help students internalize character values through hands-on activities. Teachers involved in P5 have demonstrated a strong commitment to developing innovative learning methods. The implementation of Pancasila values is reflected in the practice of mutual cooperation, cooperation, responsibility, and social awareness throughout the project process. Teachers also provide opportunities for students to express ideas, innovate, and lead their groups.

Based on observations and interviews, student responses to the P5 program were very positive. Students felt that P5 activities provided a different learning experience than conventional learning. They became more active, bolder in expressing opinions, and able to work in teams. The project activities provided space for creativity, problem-solving, and practical responsibility. However, student involvement in project implementation varied. Some students were very enthusiastic and demonstrated leadership in groups, while others remained passive and needed further guidance. This demonstrates that the process of character development requires a continuous and personalized approach.

Figure 1. The Documentation P5 activities

The school provides support in the form of internal policies, facilities, and mentoring from the principal and curriculum team. The principal is directly involved in the monitoring and evaluation of P5 activities. The school also encourages teachers to participate in training or workshops related to P5 to optimize its implementation. Evaluation is conducted using various instruments such as project assessment rubrics, student reflection journals, behavioral observations, and final activity reports. Evaluation results are used to improve the program and enhance the quality of implementation in subsequent periods.

Based on empirical research, the Pancasila Student Profile Strengthening Project (P5) initiative has proven to be a crucial and highly effective platform for instilling character education values in students. The implementation of learning through a series of project-based activities provides opportunities for students to actively engage in a learning process that integrates cognitive, affective, and psychomotor dimensions. This phenomenon aligns with the holistic orientation of character education, which prioritizes a comprehensive learning experience. In the context of P5, students learn not only to learn character values but also to understand and internalize them through a meaningful process. In an educational context, for example, in implementing an entrepreneurship project, students not only gain an

understanding of economic principles but also internalize fundamental values, such as a strong work ethic, perseverance, and responsibility.

One of P5's key strengths is its ability to internalize Pancasila values contextually. Fundamental principles, including mutual cooperation, responsibility, justice, tolerance, and independence, are not taught verbally alone, but are instilled through concrete activities students undertake throughout school life. For example, in the "Sustainable Lifestyle" project, students learn to manage organic and non-organic waste, plant crops, and design a school cleanliness campaign. Participation in these activities allows students to develop an understanding of the importance of environmental appreciation, collaboration skills, and accountability for assigned tasks. This demonstrates that character values are more easily understood and understood by students when they are directly involved in their experiences.

Teachers hold a strategic position in the implementation of P5, not only as instructors but also as mentors, coaches, and inspirators. Teachers are required to design activities relevant to the P5 theme, guide students through the project implementation process, and conduct holistic learning evaluations. The principal, as the learning leader, also plays a crucial role in ensuring the success of P5. The principal's supportive leadership is evident in their involvement in project planning, monitoring, and evaluation. Furthermore, the principal facilitates the needs of teachers and students, both in terms of facilities and academic policies.

Several obstacles encountered in the implementation of P5 include limited project time, unpreparedness of some teachers, varying levels of student participation, and limited facilities and infrastructure. These obstacles are common challenges faced by schools in the transition to the Independent Curriculum. To address these challenges, schools need to implement more flexible time planning and provide further training for teachers. These efforts also aim to optimize strategic partnerships between educational institutions, families, and the community. P5 implementation can also be strengthened through cross-subject integration to maximize time and resources.

The impact of the P5 program on student character development is significant. Based on observations and interviews, students demonstrated positive behavioral changes, such as increased self-confidence, discipline, ability to work together, and awareness of social responsibility. Students experienced a positive transformation, from previously passive learners to more proactive learners who had the courage to express themselves. Furthermore, they developed the ability to appreciate diversity, resolve conflict constructively, and demonstrate empathy for their surroundings and fellow individuals. The P5 program provides significant opportunities for students to optimize their personal potential while developing superior character, as outlined in the Pancasila Student Profile.

CONCLUSION

The implementation of character education values through the Pancasila Student Profile Strengthening Project (P5) program at Bina Putra Seputih Agung Junior High School (SMP) is realized through a project-based learning approach that has been adapted to the local environmental context and the needs of students. The implementation stages begin with a planning phase involving the curriculum team and educators, which is then followed by the realization of projects based on national themes, for example "Sustainable Lifestyle" and "Local Wisdom". In the implementation, students work in groups, collaborate, find solutions to existing

problems, and complete the projects independently. Through the observation and interview process that has been carried out, a conclusion was revealed that the evaluated activities are effectively able to instill essential character values, especially the values of mutual cooperation and responsibility, discipline, and the ability to work together, through concrete activities such as school garden management, waste recycling, and social activities. Teachers act as facilitators and mentors, while principals provide support in policy and evaluation. Research shows positive changes in students, such as increased self-confidence, communication skills, empathy, and independence.

The concept of character building through P5 is based on the principles of the Independent Curriculum, which emphasizes holistic, contextual, and participatory learning. P5 is not simply an additional program, but rather part of the educational process that directly instills Pancasila values through learning experiences. Active student participation in all stages of the project, from design to assessment, integrates cognitive, affective, and psychomotor learning dimensions. Educators guide these activities through the implementation of experiential learning methods (*learning by doing*As a basis, data analysis was conducted by utilizing the results of field observations, structured conversation transcripts, and archival records. This concept has proven effective in developing student character and building a conducive school environment.

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