

Instilling Pancasila Values in PPKN Through the P5 Project: Literature Review

Nabila Veronika¹, Ulung Napitu², Maria S.M Purba³, Muldri P.J Pasaribu⁴

¹Mahasiswa Pasca Sarjana Prodi IPS Universitas Simalungun

²³⁴Dosen Pasca Sarjana Prodi IPS Universitas Simalungun

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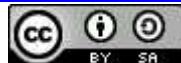
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Abstract

This research examines the implementation of the P5 in learning PPKn in secondary schools, with a focus on the literature review related to Merdeka Curriculum. The purpose of this study is to identify the impact of P5 in strengthening Pancasila values as well as the challenges faced in its implementation. The results show that P5 contributes positively in instilling Pancasila values, such as gotong royong, togetherness, and social justice. Project-based learning allows students to apply Pancasila values in daily life through social projects involving the community. However, the study also identified some challenges, such as teachers' lack of understanding of P5 and limited resources in some schools. In addition, another factor that affects the effectiveness of P5 is the limited time and facilities available. Therefore, it is recommended to improve training for teachers to implement P5 more effectively and provide adequate resources to support project-based learning. P5 has great potential in strengthening character education in Indonesia, but its implementation needs more support from various parties to achieve optimal results.

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Corresponding Author:

Nabila Veronika

Pasca Sarjana Prodi IPS Universitas Simalungun

Email: nabilaveronika021@gmail.com

1. INTRODUCTION

Education has a strategic position in national and state life. Education not only functions as a means of transferring knowledge, but also as a medium for forming the character and personality of students. In the midst of globalization and rapid technological advances, the role of education in instilling national values is increasingly important and cannot be ignored (Kurniawan et al. 2019). Indonesia as a multicultural country with various ethnicities, religions, cultures and languages requires an education system that is able to strengthen national integration and instill the noble values of Pancasila from an early age. (Ahmad Zaky Muttaqien and Yudi Krisno Wicaksono 2024). Pancasila as the basis of the state, the nation's way of life, and national ideology are fundamental values that serve as guidelines for social, national and state life. Therefore, strengthening Pancasila values in the world of education is a necessity. One way to instill Pancasila values systematically and sustainably is through Civics subjects. This subject is designed to shape students into intelligent, responsible citizens with Pancasila character.

However, various studies show that Civics learning in schools still experiences various challenges. Learning tends to be theoretical, rote, and does not touch the affective and psychomotor domains of students. In many cases, PPKn is taught only to the extent of conveying material regarding norms, laws, state institutions, and the rights and obligations of citizens, without any reinforcement of the real practice of national values and noble

personalities (Sari & Wibowo, 2021). This causes the values of Pancasila, which should be a guide to life, to not be fully embedded in students. In response to the need for more meaningful and contextual learning, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched the Independent Curriculum. One of the important components in this curriculum is P5. P5 is present as an answer to the importance of strengthening student character through thematic projects designed to explore students' potential, interests and active involvement in real life. Through P5, it is hoped that students can internalize the six main dimensions of the Pancasila Student Profile, namely: (1) having faith, being devoted to God Almighty, and having noble character; (2) global diversity; (3) mutual cooperation; (4) independent; (5) critical reasoning; and (6) creative (Kemendikbudristek, 2021).

The integration of P5 in Civics subjects opens up great opportunities for teachers to implement a more active, collaborative and values-based learning approach. Through contextual projects related to everyday life, Pancasila values can be instilled more realistically. For example, the value of mutual cooperation can be revived through school environmental cleanliness projects, democratic values through deliberation simulations and the election of class leaders, and social justice values through social sharing activities with the surrounding community (Ramadhani et al., 2022). Not only that, P5 also allows PPKN learning to become more relevant to the challenges of the times. In today's digital era, students need to be equipped with critical thinking skills, able to collaborate, and have empathy for others. All of this is part of the Pancasila values which, if not taught contextually and applicatively, risk becoming just empty slogans without real implementation in the lives of students. Therefore, teachers need to design Civics learning that not only conveys curriculum content, but also builds meaningful learning experiences and touches on life values.

Several studies support that project approaches such as P5 can increase student engagement in learning and strengthen their character. Lestari and Widodo (2023) in their research show that project-based learning encourages students to think critically, work together, and be more aware of their social environment. This is in line with the values of Pancasila which emphasize the balance between rights and obligations, social empathy and the spirit of mutual cooperation. However, implementing P5 in Civics subjects is not without challenges. Preparedness is needed from various parties, especially teachers as the spearhead of implementing learning. Teachers must understand the P5 concept, be able to design projects that are appropriate to the local context, and evaluate learning processes and outcomes comprehensively. Apart from that, there are still many teachers who find it difficult to integrate P5 into subjects due to limited time, facilities, and unequal understanding of the concept of the Independent Curriculum as a whole (Putri & Hasanah, 2021).

Apart from teachers, support from school principals, parents and the community is also very important in implementing P5. Designed projects should not only be implemented within the school, but also involve the surrounding community so that students can experience direct benefits from what they learn. This is in accordance with the community-based learning approach which emphasizes the importance of interaction between students and their social environment (Sutrisno, 2022). It is also important to emphasize that Civics has a unique position compared to other subjects. As a subject that is full of values, ethics and norms, PPKN is the main channel for instilling national values and morality. Therefore, P5 in PPKN must be focused on strengthening character, not just academic achievement. Characters such as honesty, responsibility, tolerance and fairness must be brought to life through real and reflective activities, not just declared in lesson texts.

Within the framework of this literature review, the author attempts to explore various theoretical thoughts and previous research results related to the implementation of P5 in Civics subjects. This study is expected to provide a strong conceptual understanding of how Pancasila values can be instilled more effectively through a project approach. Apart from that, this study will also identify strategies, models and good practices that have been implemented in various schools as references for teachers and other educational practitioners. With a more comprehensive understanding of the P5 concept and its relationship to PPKn, it is hoped that teachers will no longer see P5 as an additional burden, but instead as an opportunity to revive the spirit of learning that is rooted in the nation's noble values. The integration of P5 in PPKn is not just a program, but is a joint effort to produce a generation of Indonesian students who are not only intellectually intelligent, but also morally and spiritually strong.

2. RESEARCH METHOD

This research uses a literature review method to analyze and synthesize various relevant literature sources related to the implementation of P5 in Civics learning. This method was chosen because it can provide an in-depth picture without collecting primary data. According to Moleong (2019), literature reviews are effective for extracting information from existing literature. Data sources come from books, journals, policy documents and relevant research reports, which were obtained through searches with keywords such as "Pancasila", "PPKn", and "Kurikulum Merdeka" on search platforms such as Google Scholar and Sinta. In data analysis, content analysis techniques were used to identify important themes, according to the procedures described by Sugiyono (2017). This process allows researchers to draw conclusions based on credible and valid data.

3. RESEARCH RESULTS AND DISCUSSION

Results

Based on the literature review that has been carried out, there are various relevant findings regarding the implementation of P5 in Civics learning. This study concludes that the implementation of P5 has had a significant impact in strengthening the values of Pancasila, but is faced with a number of challenges that need to be taken into account. The following are the main findings obtained from various literature:

1. Concept and Objectives of P5 in the Independent Curriculum

P5 is an important element in the Merdeka Curriculum which is expected to produce students who are not only academically superior, but also have strong character and are based on Pancasila values. The Ministry of Education and Culture (2021) emphasized that P5 aims to strengthen six student profiles which are the basis for forming the character of the Indonesian nation (Manshur 2019). By integrating value-based projects in learning, students not only learn theories related to Pancasila, but are also trained to apply these values in everyday life, both in the classroom and outside the classroom. According to Ramadhani et al. (2022), the main goal of P5 is to form individuals who have integrity, are creative, independent, and care about others and the environment. The student profile expected in P5 does not only focus on academic achievement alone, but also on character that reflects the noble values of Pancasila. For example, in mutual cooperation-based projects, students learn to work together and support each other to achieve common goals, which reflects the Pancasila values of just and civilized humanity.

2. Strengthening Pancasila Values in Civics Learning

PPKn education has a very strategic position in efforts to instill Pancasila values in students. Civics learning, which is theoretical in nature and is often considered

monotonous, can be changed to be more contextual and interesting through a project-based approach. The results of studies from various literature show that project-based learning (PBL) provides opportunities for students to be directly involved in activities related to national and social values (Ramadhani et al., 2022). In P5-based PPKn learning, students are not only taught about the Pancasila theory, but are also given the opportunity to apply these values through social projects. For example, in a project that has a social justice theme and a global perspective, students can be involved in activities that involve collecting funds for disaster victims, or awareness campaigns about the importance of inter-religious harmony in society. This kind of activity provides more in-depth and practical learning regarding the application of Pancasila values in everyday life.

3. Challenges of P5 Implementation in PPKn

The implementation of P5 in Civics learning cannot be separated from various challenges, both in terms of concepts, methods and existing resources. Research conducted by Putri & Hasanah (2021) identified several problems that hinder the optimal implementation of P5 in schools. One of the main challenges is the teacher's lack of understanding regarding the concept and purpose of P5 itself. Even though P5 has been introduced in the Merdeka Curriculum, there are still many teachers who have not fully mastered effective ways to integrate P5 into their learning. This affects the quality of project implementation carried out in the classroom. Apart from that, limited resources such as time, funds and facilities are also major obstacles. Many schools, especially those in remote areas or with limited budgets, have difficulty providing adequate facilities to support Pancasila-based project activities. According to Zulkarnain & Simanjuntak (2020), apart from physical facilities, limitations in terms of training for teachers are also an important factor that limits the effectiveness of implementing P5 in schools.

4. Project Learning Model in Civics

Research conducted by Lestari & Widodo (2023) shows that the project-based learning (PBL) model is an effective way to integrate Pancasila values in PPKn learning. PBL allows students to learn through direct experience by working on projects that reflect national and social values. Through PBL, students can work in groups to plan, implement, and evaluate projects that have a positive impact on society. For example, a project that focuses on environmental cleanliness can involve students in cleaning activities around the school, which not only educates them about the importance of cleanliness, but also teaches the value of mutual cooperation and caring for the environment. This model brings learning closer to real life, making students feel more involved and responsible for the projects they are undertaking.

Discussion

Based on the results of the literature review above, the implementation of P5 in PPKn learning has great potential to strengthen the teaching of Pancasila values to students. However, to achieve this goal, there are several aspects that need to be considered, namely teacher understanding, quality of learning, as well as support for facilities and other resources.

1. P5 as an Effective Approach in Instilling Pancasila Values

P5 is an approach that is very relevant to the goals of education in Indonesia, namely creating a young generation who is not only intelligent in academics, but also has character. P5 provides opportunities for students to learn contextually, where they not only learn theory, but also apply Pancasila values in everyday life. One of the main values taught in P5 is mutual cooperation, which is reflected in togetherness-based

projects. Projects like this teach students the importance of cooperation in achieving common goals, which is a reflection of the fifth value of Pancasila, namely social justice for all Indonesian people. In addition, by using a project-based learning model, students are involved in an active process that strengthens their abilities in critical, creative and independent thinking. In this context, P5 focuses not only on academic achievement, but also on more holistic character formation, which is very important in forming good and responsible citizens.

2. Challenges in Implementing P5

Although P5 has great potential, its implementation challenges cannot be ignored. One of the biggest challenges is teachers' lack of understanding of the concepts and objectives of P5. Better and more focused teacher education regarding the Independent Curriculum, especially regarding P5, is very necessary. Ongoing training and mentoring for teachers is necessary so that they can design and implement projects more effectively. Without a deep understanding of P5, its implementation in the classroom may not be optimal. In addition, limited facilities and funds in many schools are major barriers to optimal implementation of P5. Therefore, it is important for the government and related parties to provide greater support in terms of providing facilities, funding, and also strengthening teacher capacity in order to overcome these challenges.

3. Opportunities to develop Civics Learning through P5

Even though there are challenges that must be faced, the opportunity to develop PPKn learning through P5 remains very large. One of them is by utilizing technology in learning. The use of social media, learning apps, and other digital platforms can expand the reach of P5 projects, allowing students to collaborate with more people, both inside and outside of school (Amarullah 2022). For example, projects based on environmental cleanliness can involve the community around the school, even the global community, to collaborate in maintaining environmental cleanliness and sustainability. Overall, P5 provides a great opportunity to change the way Civics learning is carried out, making it more interesting, relevant and has a direct impact on the formation of students' character.

4. CONCLUSION

Based on the results of the literature review carried out, it can be concluded that the implementation of P5 in PPKn learning has great potential to strengthen the teaching of Pancasila values to students. P5 as part of the independent curriculum provides students with the opportunity to not only understand Pancasila values in theory, but also to apply them in everyday life through projects based on social, national and morality values. The six student profiles expected in P5, such as independence, creativity, mutual cooperation, critical reasoning, global insight, and faith, provide clear direction in shaping student character. However, implementing P5 in PPKn in the field still faces several challenges. Teachers' lack of understanding and readiness in implementing P5 is one of the main obstacles in implementing this curriculum. Apart from that, limited resources such as time, funds and facilities also affect the quality of implementation of this Pancasila-based project. However, there is still a big opportunity to develop project-based learning that can integrate Pancasila values, especially by utilizing technology and collaborating with the community. Overall, P5 is a very relevant and effective approach in instilling Pancasila values, however, to achieve optimal results, it requires increasing teacher understanding, providing adequate resources, and ongoing support from the government and various related parties.

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