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Implementation of pancasila student profile strengthening project on the theme of entrepreneurship in elementary school students

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ABSTRACT

P5 on the theme of entrepreneurship has been widely implemented. Still, there are challenges related to the lack of teacher readiness, lack of references, and lack of relevance to the local cultural context. This study aims to fill the gap by analyzing the implementation of P5-themed entrepreneurship based on traditional Semarang food and beverages. It focuses on identifying formed character values and supporting and inhibiting factors in its implementation. This research uses a descriptive qualitative method; the first data collection technique is a structured interview (principal, homeroom teacher, and students), the second is participatory observation of active participation type, and the third is documentation—data analysis model Miles and Huberman analysis. The findings in this study on the implementation of P5 start from the first stage of planning (the existence of a facilitator team, the level of readiness of the education unit, the design of the dimensions (theme and time allocation), teaching modules, strategy for reporting project results), the second stage of implementation (introduction stage, contextual stage, action stage, and reflection stage), the third stage of evaluation using process evaluation. The implementation of the P5 project shows four dimensions of character values that are formed in students, namely the Dimension of Faith, Fear of God, the Dimension of Mutual Cooperation, the Dimension of Critical Reasoning, and the Dimension of Independence. This shows that the P5 project is a practical learning approach. This success is influenced by supporting factors (teacher competence, parental involvement, and availability of natural resources) and inhibitors (limited time, funds), so efforts must be made to overcome them, such as time management and sponsorship of funds. This research is expected to increase the understanding of the P5 theme of entrepreneurship in the context of local culture so that it is sustainable and provide recommendations to improve the effectiveness of P5 implementation in schools.



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Introduction

Education uses the Merdeka Curriculum; the independent curriculum continues to be implemented gradually in every educational unit throughout Indonesia. Based on data from the Ministry of Education, Culture,

Research, and Technology as of August 2023, nearly 70% of academic units in Indonesia have implemented the Merdeka Curriculum (kemdikbud, 2023). The Merdeka Curriculum has designed a project entitled “Strengthening the Pancasila Learner Profile” (P5) to strengthen the character of learners and encourage them to develop skills through the Pancasila Learner Profile, which has been formulated by the graduation competency standards (Kholidah et al., 2022).

The Pancasila Learner Profile describes six main dimensions formulated by the Ministry of Education and Culture, which serve as character builders by instilling Pancasila values. These dimensions are as follows: 1) faith and devotion to God Almighty; 2) creativity; 3) cooperation; 4) global diversity; 5) critical thinking; and 6) independence (Kahfi, 2022). The process of implementing the P5 Project involves three stages: The planning stage aims to develop a clear framework, the implementation stage to realize the plan, and the final stage to evaluate the results, reflect on the process, and plan follow-up. The P5 project can achieve the goals set by following these three stages. When applying the P5 project, there is a choice of themes that are suitable for development at the primary education level, as follows: Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Engineering, and Technology to Build NKRI, and Entrepreneurship (Satria Rizky et al., 2022).

In the implementation of P5, many have raised the theme of entrepreneurship; this is to the results of research by (Sam et al., 2023), “the implementation of the Pancasila Student Profile Strengthening Project (P5) in seven Mover Schools in East Manggarai, namely from the seven schools in one year in one semester has raised the theme of entrepreneurship”. This illustrates that P5 entrepreneurship at the elementary level has a high appeal in shaping the character and skills of students in terms of basic business concepts, training them to think critically and creatively, and understanding the value of hard work, responsibility, and teamwork. In addition, P5 entrepreneurship can also foster students' interest in the business world and open opportunities for them to become successful entrepreneurs in the future.

However, when implemented, the P5 activities on the theme of entrepreneurship in elementary schools do not always run smoothly. However, they sometimes face challenges, such as the findings of research results (Amelia et al., 2024). Implementing the Pancasila Student Profile Strengthening Project (P5) in schools still faces various obstacles. One of the main challenges is the lack of teacher readiness, both in understanding the concept and in planning and implementing activities. Limited resources such as infrastructure, time, and access to information are also obstacles. In addition, low student participation and a lack of references on P5 further complicate the implementation of this project. As a result, P5 activities often do not run optimally, and the goal of developing a Pancasila learner profile has not been fully achieved.

Previous research conducted by (Dekonius Mau Kallang et al., 2024), which aims to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) Entrepreneurship Theme on Merdeka Belajar Curriculum in Class IV SD, is still limited to general stages such as planning, implementation, and evaluation. The description has not explicitly discussed significant supporting and inhibiting factors in its implementation. In addition, examples of products produced, such as plastic crafts, do not fully accommodate local cultural values that can enrich students' learning experience. Thus, there is a need for P5 activities with the theme of entrepreneurship in elementary schools that promote traditional food culture from the city of Semarang, such as gethuk ubi, gethuk singkong, es asem, and es belimbing wuluh.

With the novelty of implementing P5, the theme of entrepreneurship has an extreme local relevance. By utilizing natural essential ingredients such as yam, cassava, tamarind, and belimbing wealth, which are found in the surrounding environment of students in the city of Semarang, this activity not only teaches students about the concept of entrepreneurship but also involves them in the preservation of local wisdom. These natural resources are a unique strength because they reflect distinctive local potential and have high economic value if managed innovatively. So this research aims to gain a deeper understanding of the implementation of the Pancasila Student Profile Strengthening (P5) project with the theme of entrepreneurship in elementary schools, especially in identifying the character values formed, as well as the supporting and inhibiting factors that affect the success of the project implementation.

Method

This research uses a descriptive qualitative method because it allows researchers to explore in-depth and thoroughly the implementation of the P5 Project to trace the entire implementation process, identify the character values formed, and reveal the factors that support and hinder the success of the P5 project. The qualitative approach can also capture the complexity of the actual situation, resulting in a comprehensive and rich picture. Thus, this research can provide an in-depth understanding of how the P5 project operates in the field, as well as provide valuable input for the development of similar projects in the future. According to Lexy J. Moleong explains qualitative research that qualitative research is research that intends to understand

phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and using descriptions in the form of words and language, in a unique natural context and by utilizing various natural methods (Nasution, 2023).

Based on the school's readiness to implement learning innovations, this research will be conducted at SD Negeri Tandang 03, especially in class IV. After all, 80% of teachers are under 45 years old, so they can quickly adapt to advances in science and technology, school experience in the P5 project on the theme of sustainable lifestyles, and the unique characteristics of schools with diverse religious backgrounds, parents' work and regional origins. The subjects in this study are the principal, homeroom teacher IV, and students of class IV, namely 26 students consisting of 14 female students and 12 male students.

In this study, the data collection techniques were structured interviews by asking nine questions to the principal, eight questions to 1 teacher, and six questions to 15 students. Second, participatory observation (researchers are directly involved with the observed activities) is active participation. The observation method is a method of collecting data used in research, which is collected through observation by observing its activities. For this technique, researchers made direct observations in the learning process or involved themselves in these activities in February - March 2024. Third, documentation, namely, researchers asked the interviewed teachers and took documentation in the form of photos, videos, and documents (school profile, schedule for implementing P5 activities, and project modules). After the data is collected, it is continued data analysis using the analysis model proposed by Miles and Huberman (Zuchri Absuddamad, 2021), which states that activities in qualitative data analysis are carried out interactively and take place continuously until completion so that the data is saturated. The first step in the data analysis technique is data reduction, which is done by selecting the main things to find patterns from the data obtained. Second, data presentation is carried out as brief descriptions between categories and the like using narrative text. Third, concluding the form of new findings that have not previously existed or in the form of a description of an object that was previously unclear, and after research, it becomes clearer so that this conclusion can answer the formulation of the problem that has been made.

This study applies two triangulation techniques to ensure the data's validity. The first Triangulation of sources (to check the credibility of the data obtained, namely by comparing the results of informant interviews such as student 1 with others by asking questions about the activities of the Pancasila Student Profile Strengthening Project on the theme of entrepreneurship that he did. Second, method triangulation (to test credibility by rechecking data with the same source but different techniques, namely by comparing the results of data from one method with other methods. Researchers used observation, interviews, and documentation during learning with teachers).

Results and Discussions

This study aims to describe the implementation of the project Strengthening the Profile of Pancasila Students (P5) with the theme of entrepreneurship in elementary schools, especially in identifying character values that are formed, as well as supporting and inhibiting factors that affect the success of the project implementation. Through observations, interviews, and documentation of the implementation of the Pancasila Student Profile strengthening project in class IV of SD Negeri Tandang 03, activities that reflect character values are obtained. Teachers implement P5 through 3 stages, among others: the planning stage, the implementation stage, and the evaluation stage. Project-based learning to strengthen the Pancasila Learner Profile is aligned with the local potential that characterizes the education unit. Currently, the school is promoting the P5 theme of Entrepreneurship.

Implementation of the Pancasila Student Profile Strengthening Project (P5)

Planning stage of the Pancasila Student Profile Strengthening Project (P5)

The planning stage of the Pancasila Student Profile Strengthening Project at SDN Tandang 03 was carried out by the teacher before the implementation of learning. Planning activities are carried out to ensure the learning process, teaching, and learning activities can run smoothly and optimally. The following are the planning stages of the Pancasila Student Profile Strengthening Project at SDN Tandang 03 Semarang City:

First availability of a facilitator team. At the planning stage, the school already has a team of facilitators at each grade level, consisting of teachers in one phase. Facilitators are tasked with planning, implementing, and evaluating their respective classes. The availability of a project facilitator team consisting of classroom teachers in one phase identifies the level of readiness of this education unit by the guidelines for the development of the Pancasila Student Profile Strengthening Project issued by the Ministry of Education and Culture Ristek which explains that the profile project facilitator team consists of several educators whose role is to plan, run, and evaluate the profile project. The number of facilitator teams can be adjusted to the conditions and needs of the education unit. The head of the education unit and the facilitator team reflect on and determine the education

unit's readiness level (Satria Rizky et al., 2022). This is in line with research conducted (Sulistiawati, Khawani, Yulianti, Kamaludin, & Munip, 2023) that the project facilitation team consists of several educators who are tasked with planning and implementing P5 activities in target classes starting from determining the theme and dimensions of the Pancasila learner profile and facilitating needs (Sulistiawati et al., 2023).

Second education unit readiness level. The readiness stage of the education unit is still at the stage of starting to develop; some teachers already know about project-based learning. Teachers have also received several adequate learning resources to support the running of the Pancasila Student Profile Strengthening Project activities, such as socialization activities from the education office and through the Merdeka Mengajar Platform.

Third dimension design, theme, and time allocation. The next stage is for the school to determine the theme. The project theme taken by SDN Tandang 03 in the eighth semester is Entrepreneurship with one project topic. Entrepreneurship is creating a product to be of value or benefit to society, family, and oneself (Zulaikah, 2024). The theme of entrepreneurship aims to build creativity and entrepreneurial culture so that it can open up insights into future opportunities and be sensitive to the needs of the community, and this is more in-depth about traditional food and drinks. The time allocation for implementing the Pancasila Student Profile Strengthening Project activities is every Friday. In learning this Pancasila student profile project, there are already dimensions of the Pancasila student profile, which are the main objectives and focus of learning. In planning, the teacher has determined the focus of the profile dimensions: Believing, Fearing God, Having Noble Character, cooperation, Critical reasoning, and Independence. Since the teacher has chosen the dimensions since the beginning of the project, this will be very helpful during the assessment on the report card. Moreover, this is according to the government project development guidelines, and this dimension should be determined at the beginning of project planning. This aligns with the opinion (Made Wena, 2016) in his book, which explains that in formulating learning objectives, each job must formulate general and specific goals to clarify the learning objectives.

Fourth teaching module. Currently, the school facilitator team has not compiled the project module independently, so it uses the government module and modifies it according to the needs and conditions of each class where, including the background, project, project achievements, dimensions of the Pancasila learner profile, and the development of sub-elements. Projects developed by schools and educators must be contextual and relevant to the student's environment's conditions, problems, and culture. (Rifqi Hamzah, Mujiwati, et al., 2022). This is to the P5 project guide, which states that educators are free to create their own, select, and modify project modules that are already available according to students' context, characteristics, and needs (Satria Rizky et al., 2022). The module's background related to the theme raised in the P5 Module Design used in class IV is that people are currently more interested in modern food and drinks than traditional ones, especially among the younger generation, such as students. So, through the theme of entrepreneurship and referring to the dimensions of the Pancasila Student Profile Strengthening Project (P5), the project "Recognizing and processing traditional foods and drinks" was raised. From the project, students are expected to be able to carry out entrepreneurial activities from the production process and then market the processed goods to calculate the profit/loss from the activities carried out. Equally important is that students learn to play a role in P5 to know several dimensions of P5 activities. The project module includes dimensions, project elements, sub-elements, and phase achievements. In addition, the module also explains the stages of development to see students in each dimension that appears in P5 activities, starting from starting to develop, developing, developing as expected, and significantly developing.

Fifth project result reporting strategy. The last stage in the planning stage is to develop an evaluation tool or a plan for reporting project results. Project reporting contains student learning outcomes or assessments of student abilities in project activities to strengthen the profile of Pancasila students (Rendrapuri et al., 2023). Regarding evaluation tools (Made Wena, 2016) also states that evaluation tools must be designed in full; each type of work needs to be made an evaluation tool. Thus, the evaluation tool can be used to measure the overall workability of students. The strategy of reporting project results at SDN Tandang 03 class IV does not yet have an evaluation tool designed in writing to measure students' abilities. However, it relies on observations of students through the development of sub-elements in the teaching module and in reporting project results on the project report card using documentation and observations made during project implementation. According to research conducted by Andarweni Astuti (2023), for the project report card, the government is not ready for its form. However, at the end of the learning year, there must still be an assessment, so once a year, there is a project report card (Andarweni Astuti & Ambrosius Heri Krismawanto, 2023).

From the discussion above regarding the planning stage of the Pancasila Student Profile Strengthening Project at SDN Tandang 03 class IV, some stages or steps are in accordance and not by theory. The formation of the facilitator team, identifying the level of readiness of the education unit, determining the dimensions, themes, objectives, and time allocation of the project, and making project guidelines that have been adjusted to

the needs of the theory and guidelines. However, the absence of a structured evaluation strategy or tool creates a mismatch in the findings. This discrepancy arises because the teacher or facilitator does not specify what evaluation tools and type of work will be used to measure students' abilities.

Implementation of the Pancasila Student Profile Strengthening Project (P5)

Implementation is an activity carried out after planning is made. The implementation of the Pancasila Student Profile Strengthening Project at SDN Tandang 03 class IV Entrepreneurship theme subtheme of traditional food and drinks with the title "I am a Little Entrepreneur" is carried out based on the teaching module that has been prepared previously. Based on the Pancasila Student Profile Strengthening Project Development Guide published by the Ministry of Education, Culture, and Research (Satria Rizky et al., 2022) shows the syntax for the implementation of the Pancasila Student Profile Strengthening Project as follows:

First The introduction stage directs students to recognize and build their awareness of the importance of entrepreneurship. In this stage, students get learning resources by utilizing PowerPoint to get to know entrepreneurial activities, starting from the definition of entrepreneurship and types of entrepreneurial products; then, students also understand the reasons why we have to be entrepreneurs and finally look together for potential entrepreneurs who can be in the school environment.

Second contextual stage: The contextual stage in P5 learning is a stage related to efforts to base learning activities on the daily life experiences of students (Putrie et al., 2023). Contextualizing problems in the immediate environment with the delivery of material in class IV using videos about traditional foods and drinks along with lighter questions that build students' awareness related to the material or project topic to be carried out and then continued by looking for entrepreneurial ideas that utilize natural materials around the school environment. Then, identify sources of knowledge on how to process products according to the ingredients that have been chosen by each group, namely Group 1 chose the essential ingredients of cassava, group 2 chose sweet potatoes, group 3 chose tamarind, group 4 chose oranges, and group 5 chose starfruit. This is followed by watching various references on how to process products, and then each group makes a product brochure. The last activity of this stage is to determine product packaging and record the tools and materials needed to implement the Pancasila Student Profile Strengthening Project.

Third the action stage, realizing the lessons that students get through real action by making products from essential ingredients that are easily found in the surrounding environment, such as cassava, sweet potatoes, tamarind, oranges, and starfruit, which are then processed in groups into traditional foods and drinks such as Gethuk yam, Gethuk cassava, ice tamarind, ice orange and ice starfruit, then together the students sell in the school area by offering products to all school residents. Traditional food products made by students are sold cheaply; for example, gethuk ubi and gethuk singkong are sold for 2,000.00. Traditional drinks such as ice tamarind, ice orange, and ice climbing wealth are sold for 3,000. While selling, the students carry brochures of the group's products containing product pictures, prices, names, and ingredients.

Fourth evaluation and reflection: For evaluation and reflection activities carried out at the end of the activity, students can convey memorable experiences and input so that teachers or students can provide feedback. Evaluation using process evaluation is seen from the manufacturing process, the products produced, financial management such as profit or loss, student activeness in discussion and cooperation, student attitudes and behavior during learning, and the results of student development are conveyed through project report cards. At this stage, teachers work together to assess the entire project, reflect, and plan what to do after completing the project (Pramesti et al., 2024).

The syntax of profile project activities at SDN Tandang 03 Semarang City is one example of the flow in the development guide for the Pancasila Student Profile Strengthening Project from the Ministry of Education and Culture (Satria Rizky et al., 2022). The flow of project activities carried out by students has passed the Discover stage (recognizing and building students' awareness of the importance of entrepreneurship and the younger generation's interest in traditional food and beverages), the Imagine stage, where students have explored problems in the surrounding environment, especially in the school environment related to the topic of discussion and then made a design of activities to be carried out. Moreover, the last stage is done by realizing the lessons they can learn through real action. From these activities, several activities must be carried out at the project implementation stage, according to (Made Wena, 2016), including 1) Preparing the necessary learning resources, 2) Explaining project tasks and working drawings, 3) grouping students, and 4) working on projects. Based on the findings of the syntax of the implementation of project activities carried out, it can be concluded that it is by the guidelines for the development of the Pancasila Student Profile Strengthening Project from the Ministry of Education and Culture and the opinion of Made Wena.

Evaluation of the Pancasila Student Profile Strengthening Project (P5)

Evaluation is an activity that aims to measure the extent of the project's success and can also help in making decisions to determine whether the planning and preparation that has been carried out should be continued, changed, or changed (Rohmah et al., 2023). The researchers' findings show that the evaluation of P5 implementation only uses one type of evaluation, namely process evaluation. There is no evaluation tool designed because this project learning is still new. According to (Hamdani, 2011), Process evaluation is an evaluation aimed at the implementation process regarding the smoothness of the process, conformity to the plan, obstacle factors that arise in the implementation process, and the like. The process evaluation includes attitude, student activeness, and group cooperation during the learning implementation process.

According to the guidebook for the development of the Pancasila Learner Profile Strengthening Project in processing assessment results, the facilitator team can develop various strategies by using multiple forms and assessment instruments (Satria Rizky et al., 2022). The purpose of processing the results of this assessment is to determine the overall achievement of students. So, based on the findings of researchers and the theory that has been presented, it can be seen that the conclusions of project evaluation are not by the theory that has been given, although process evaluation has also been carried out through observation during learning activities, it is necessary to have a compiled form of evaluation to facilitate teachers in assessment. It can also be used as accurate data for consideration of future program follow-up.

Character Value Formed

Data related to the character value of the Pancasila Student Profile was obtained from various sources, including direct observation of student behavior in multiple contexts, in-depth interviews with students and teachers, and documentation of learning activities. This data triangulation approach provides a richer and more valid picture of students' character development.

Table 1 <Values for the dimensions of the Pancasila Learner Profile>

Dimensions of the Pancasila Learner Profile	Activity description
Believing, fearing God, and having a noble character.	This dimension appears when students pray together before and at the end of the activity, distinguish organic and non-organic waste, and then dispose of it according to this type of waste as a manifestation of applying the Pancasila Student Profile element, namely morals to nature. This dimension shows that most students have understood the importance of sorting waste, but there are still 15% of students who are not consistent in doing so. The dimension of faith and fear of God Almighty can be seen from the students' concern for the environment, friends, and teachers (Ulandari & Rapita, 2023). Based on the book source (Dimensions, Elements, and Sub-Elements of the Pancasila Learner Profile in the Merdeka Curriculum, 2022), there are five key elements: (a) religious morals; (b) personal morals; (c) morals to humans; (d) morals to nature; and (e) state morals (Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka, 2022). Of the five activities in this P5 activity, students have shown several elements of having faith, fearing God, and having noble character, namely, religious morals and morals towards nature. The P5 project has significantly contributed to forming the dimension of "Believing, Fearing God, and Having Noble Character" in students. Through the P5 project, students theoretically understand and practice religious concepts daily. This shows that P5 is limited to cognitive learning activities and a place for students to develop a strong moral character. Thus, the P5 project improves students' academic performance and prepares them to become individuals with noble character and contribute positively to society.
Cooperation	This dimension is seen when students work together when making brochures making traditional food and beverage products; students divide tasks well and carry them out in groups; these activities aim to teach learners about the importance of the ability to work together voluntarily and collaborate with others so that they realize that as social beings they must need help from others. This dimension shows that 80% of groups have demonstrated good collaboration skills, but the other 20% tend to rely on certain members. Therefore, this is by the guidelines (Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka, 2022) that the Mutual Cooperation Dimension of Indonesian students can work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, quickly, and lightly. The elements of cooperation are cooperation, caring, and sharing. The three

Dimensions of the Pancasila Learner Profile	Activity description
Critical Reasoning	<p>components in this dimension of cooperation are all visible, namely collaboration (when students work together to make products), caring (when dividing tasks according to individual abilities in the group), and sharing (when sharing ideas when making brochures based on experience). Project P5 successfully instilled the value of cooperation in students through collaborative activities, such as making products together. Instilling the character of cooperation in students is one of them by applying the value of cooperation from simple things in every daily activity (Kharisma et al., 2023). Students are taught to work together, support each other, and respect differences, which makes P5 more than just a learning activity but also a means to develop critical social skills. This research provides evidence that P5 is a practical learning approach to instill the value of cooperation in students from the beginning. This is highly relevant to the national education goal of creating young people who have strong character and can coexist with others. Therefore, P5 can be the basis for curriculum development, focusing more on social and emotional learning and preparing students to be good and responsible citizens. This dimension is seen when students realize the importance of entrepreneurship; students can express opinions about the potential, ideas, and ways of entrepreneurship with basic materials readily available around the school. This dimension shows that 80% of the groups have successfully demonstrated critical reasoning skills in selecting products. However, 20% of groups still need to improve their ability to explain the reasons for the selection. Critical reasoning is the ability to perform high reasoning related to cognitive, scientific, moral, and mental development(Khasanah & Muthali'in, 2023). This activity aims to teach learners to objectively process, analyze, evaluate, and conclude various information accurately (Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka, 2022). Based on book sources, the Critical Reasoning Dimension has elements, namely obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting on thoughts and thought processes in making decisions. All of these elements have been seen in students' activities. Starting from obtaining and processing information and ideas (realizing the importance of entrepreneurship) and reflecting on thoughts and thinking processes in making decisions (expressing opinions about the potential, ideas, and ways of entrepreneurship with basic materials readily available around the school). This research proves that the P5 project is a practical learning approach to developing students' critical thinking skills. Through entrepreneurial activities, students are trained to analyze information, evaluate alternatives, and make rational decisions. This is in line with the 21st-century education goals that emphasize the importance of critical thinking skills. By showing that P5 projects can effectively develop students' critical thinking skills, this study supports the idea that project-based learning should be an integral part of the curriculum. The findings can be used as a basis for designing a more relevant and student-centered curriculum, thus producing graduates who have strong critical thinking skills.</p>
Independent	<p>This dimension appears among others when students successfully face difficulties when making products; students are confident to offer the products they make to other classes, students determine their brochure models and product packaging, prepare tools and materials according to their respective rations, students also have confidence so that students take the initiative to ask questions and answer questions. This dimension shows that 80% of groups have succeeded in showing independence in offering products, but there are still members of 1 group who need to increase their confidence. The independent dimension aims to teach learners to become independent learners responsible for the process and results of their learning so that they are aware of themselves and the situation at hand. The role of the teacher is also vital in forming an independent character, namely as a facilitator in the project activities that will be carried out by students so that students can independently do the work they will carry out (Fernandez et al., 2025). Based on the independent dimension guidebook, the key elements consist of awareness of self and the problem and self-regulation (Satria Rizky et al., 2022). Students have shown this attitude from the existing activities because they can set self-development goals based on their conditions and the situation at hand, choose appropriate strategies, and anticipate challenges and obstacles that may occur during p5</p>

Dimensions of the Pancasila Learner Profile	Activity description
	<p>action activities. Students also show self-regulation because they can regulate their thoughts, feelings, and behavior to achieve goals. They do not give up easily when encountering problems in this activity. They will try to find strategies or methods that are more suitable to support achieving their goals. The P5 project has successfully fostered independence in students. The independence formed through P5 is very important to prepare students for future challenges, where they are required to be able to work independently and responsibly. In addition, by having high self-confidence, students will be more motivated to continue learning and developing their potential. This research provides empirical evidence that P5 can be an effective platform to develop students' independence, thus contributing to forming the expected Pancasila learner profile.</p>

The results of this study support the findings of (Ekka Fajaryna et al., 2024), which state that participation in the Pancasila learning profile strengthening project activity can improve students' independent ability. In this study, we also show that students who dare to ask questions, take initiative, and have self-confidence are part of the sub-elements of the independence dimension. In line with research (Atika Rahmawati et al., 2024) which discusses the implementation of projects with an entrepreneurial theme that can shape students' entrepreneurial character, this study also found that P5 can be an effective vehicle for developing students' creativity and innovation in creating products so that students are embedded in creative, critical reasoning, and cooperation characters.

The findings in this study indicate that the P5 project has significant potential in shaping the profile of Pancasila learners. Implementing P5 in the independent curriculum is not only an innovative learning strategy but also has a long-term impact on strengthening the identity of the Indonesian nation based on Pancasila as a national ideology (Muktamar et al., 2024). Some positive practices other schools can adopt include selecting themes appropriate to the local context, actively participating teachers and students in designing and implementing the project, and optimizing the resources available at school. However, to improve the success of the P5 project, it is necessary to pay attention to adequate time, sufficient resource support, and the development of more in-depth evaluation instruments. Other schools can adapt the implementation of P5 projects to the needs of students and environmental conditions, involve parents and communities in project activities, and conduct regular evaluations to monitor student progress. With these steps, P5 projects can effectively build students' character and prepare them as good citizens.

Supporting and inhibiting factors for P5 activities

In every implementation of learning activities and student success in an institution, there must be effort and support from the principal, teachers, and the surrounding environment. Cooperation between principals, teachers, students, and student guardians must be carried out based on the spirit of the togetherness of all parties at school to help optimize the process of running the P5 program (Intan Maharani & Arinda Putri, 2023). In SD Negeri Tandang 03, the implementation of the Pancasila Student Profile Strengthening Project (P5) on entrepreneurship is strongly supported by the school and school environment and students who are always enthusiastic about learning. To better understand the implementation of the P5 program, researchers conducted in-depth interviews with principals, class teachers, and students. The interviews with the head of SDN Tandang 03 showed that the supporting factors for implementing the Pancasila Student Profile Strengthening Project or P5 at school are competent teacher resources from socialization activities and teachers practicing good practices obtained from the independent teaching platform. In addition, the results of interviews with fourth-grade teachers revealed that the supporting factors in implementing the Pancasila Student Profile Strengthening Project (P5) theme of entrepreneurship in class IV SD Negeri Tandang 03 are (1) adequate natural resources in the school environment, (2) enthusiastic teachers and school residents, (3) good cooperation with student guardians. Then, the results of interviews with students can be concluded that interesting things that become supporting factors in the implementation of the Pancasila Student Profile Strengthening Project (P5) on the theme of entrepreneurship in class IV SD Negeri Tandang 03, namely (1) Providing adequate facilities and infrastructure to support P5 activities so that learning is not only in the classroom, (2) having natural resources that are readily available/adequate in the school environment.

From the data, The results of the research conducted can be concluded that the supporting factors of the implementation of P5 students in class IV SD Negeri Tandang 03 include: First, the enthusiasm of competent teachers and school residents encourages the successful implementation of the Pancasila Student Profile project in the formation of the Pancasila Student Profile character in students. Support from teachers as facilitators to strengthen project implementation is also an essential factor in successfully implementing P5 (Fauziah et al.,

2024). Students' enthusiasm as school citizens is a positive response or feeling of pleasure towards something that has happened, which then impacts daily life (Kirana & Al Badri, 2020). This enthusiasm arises from within students due to interest and curiosity about something they face with a feeling of pleasure (Astrini et al., 2021). Second, cooperation with student guardians helps strengthen the process of implementing the P5 project. Parents as school partners actively support the success of independent curriculum policies, one of which is P5 (Hastiani et al., 2023). Third, natural resources are readily available in the school environment. In the climate of SD Negeri Tandang 03, many natural resources are readily available, such as cassava, sweet potatoes, starfruit, oranges, and tamarind, which can be processed into traditional foods and drinks so that they are by the theme of the Pancasila Student Profile Strengthening Project activities, namely the theme of entrepreneurship—teaching students to try by utilizing natural resources readily available in the school environment. Fourth, the availability of adequate facilities and infrastructure will facilitate the implementation of the Pancasila Student Profile Strengthening Project at school. With these proper facilities, teachers or education personnel can access quality training materials independently (Sudarto Sudarto et al., 2024). The above aligns with the (Gusni, 2019) opinion that facilities and infrastructure are critical in education because they are needed. Educational facilities and infrastructure can support the implementation of the teaching and learning process, both directly and indirectly, in an institution to achieve academic goals. These factors are among the factors that support the success of an activity.

The implementation of P5 activities is still influenced by various factors, one of which is the factor that ultimately hinders the implementation process of the P5 Program. The results of interviews obtained with the Head of SDN Tandang 03, stated that the inhibiting factors in implementing the Pancasila Student Profile Strengthening Project (P5) on the theme of entrepreneurship are (1) Limited time to focus on implementing P5, (2) Limited costs and personnel owned by the school. In addition, the results of interviews with fourth-grade teachers revealed that the inhibiting factors in implementing the Pancasila Student Profile Strengthening Project (P5) on the theme of entrepreneurship in class IV of SD Negeri Tandang 03 are: (1) differences in student characteristics, (2) time limitations in the application of P5, (3) limited media/learning resources. The above statement is also reinforced in interviews with fourth-grade students, who conveyed several student difficulties that became obstacles in applying P5, namely (1) differences in student characteristics during group work and (2) technical difficulties during practice.

Based on the data, The results of the research conducted can be concluded that the inhibiting factor in the implementation of the P5 theme of entrepreneurship in class IV of SD Negeri Tandang 03 is the limited time in implementing the Pancasila Student Profile Strengthening Project so that the implementation of the P5 theme of entrepreneurship becomes less than optimal. This aligns with research (Pramita Sari et al., 2023), which states that time constraints in a dense curriculum can be a barrier to extracurricular activities such as implementing the Pancasila Student Profile Strengthening Project (P5). Second, cost limitations. While the Pancasila Student Profile Strengthening Project is a project-based activity where students often carry out practical activities, it also requires costs to implement learning successfully. This is in line with the research of (Lisnawati and Caturiasari, 2023), who highlighted financial constraints that affect the availability of resources to undergo P5 activities, especially considering the different economic backgrounds of each student. According to the theory developed (Jaja Jahari, 2013), funding is significant in determining whether the activity is going well or vice versa. The main challenges in implementing P5 projects are time and cost constraints, which often cause activities to be carried out quickly and less than optimal and limit the utilization of available resources. Overcoming this requires measured planning, active involvement of all relevant parties in decision-making, and efficient management of resources. Schools can also consider external support, implement the project in stages, or choose a simple theme that still benefits students. With these strategies, P5 projects can be more effective and sustainable despite the limitations. The third factor, different personality and character traits in learners, is an obstacle to the maximum implementation of P5. This is in line with Shofia, I., R. & Moh. Gufron's opinion (2019) states that several factors complicate character education are students, teacher behavior, and the environment (Wahidah et al., 2023). The fourth factor is that the learning media that support and learning resources that support activities are not yet fully completed by the government. Moreover, the last factor is the technical difficulties experienced by students in the process of making products, thus affecting the non-optimal implementation of the P5 Program at school.

Conclusions

Analysis of the planning stage of the P5 project at SDN Tandang 03 shows that steps align with the guidelines, such as forming a team of facilitators and determining the dimensions of the Pancasila learner profile. However, there is a lack of specific evaluation tools. This shows that the school has a good understanding of the P5 concept, but there needs to be improvement in the evaluation aspect to more accurately measure student learning

achievement. At the implementation stage, the P5 project with the theme of entrepreneurship at SDN Tandang 03 has been running by the flow suggested in the guidelines. Through producing and marketing traditional food and beverage products, students learn about the entrepreneurial process and develop character values and skills such as independence, creativity, cooperation, and problem-solving. The theme of entrepreneurship is very relevant to the local context and has successfully motivated students to innovate and utilize the surrounding natural resources. The evaluation of the implementation of the P5 project at SDN Tandang 03 still has some shortcomings. Although a process evaluation has been conducted, no structured and comprehensive evaluation instrument exists. This makes it difficult to measure student learning achievement accurately.

The implementation of the P5 project shows that the four dimensions of the Pancasila Student Profile that have been successfully developed in students are the First Dimension of Faith, Fear of God, and Noble Character. By involving students in activities such as praying together and protecting the environment, the P5 project has instilled religious values and shaped students' character with noble character. This aligns with the goal of character education, which is to produce a faithful, pious, and responsible young generation. Second, the Mutual Cooperation Dimension. This dimension is seen in group activities, such as making products and brochures and selling together. Students learn to share tasks, help each other, and respect the opinions of others. Thus, students can develop the ability to work together, communicate, and solve problems. This is important to prepare them to live in a diverse society. Third is the Critical Reasoning Dimension. In P5 projects, students are trained to analyze information, evaluate alternatives, and make decisions. For example, when choosing raw materials or designing a product, students must consider various factors and make rational decisions. As a result, students become more independent, creative, and able to solve problems. Fourth is the Independent Dimension. This dimension is seen when students take initiative, take responsibility for their tasks, and overcome obstacles independently. For example, when students determine their product design or present their work. Thus, students become more confident, responsible, and able to manage time well. Some of the embedded character values show that the P5 project is a practical learning approach to shaping students' holistic characters and ready to face future challenges.

The results show that the successful implementation of P5 at SD Negeri Tandang 03 is strongly influenced by a combination of supporting and inhibiting factors. Supporting factors such as teacher competence, parental involvement, and the availability of natural resources have contributed to the success of this program. However, constraints such as limited time and resources have limited the depth of project exploration, reduced the intensity of activities, and potentially hindered the achievement of more complex learning objectives. As a result, students may not have sufficient time to develop critical and creative thinking skills optimally. In addition, resource limitations may hinder the provision of materials required for projects, thereby reducing the result's quality and limiting the choice of projects that students can undertake. Therefore, to maximize the potential of P5, efforts need to be made to overcome these constraints, such as allocating more flexible time for P5 activities, finding additional funding sources, and optimizing existing resources.

Based on the research findings, it is recommended that educators improve competence in designing and implementing P5 projects with a focus on developing more specific and measurable evaluation instruments; schools also need to allocate sufficient financial resources and build cooperation with various parties and for the government the need to create policies that better support the implementation of P5 and conduct regular evaluations of the implementation of P5 projects to identify things that need to be improved and make program adjustments. Thus, the P5 project can become a more effective vehicle for developing a holistic Pancasila learner profile and benefit students more significantly.

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