

Implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN Podokoyo 2

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ABSTRACT

Objective: This study aims to implement the Pancasila Student Profile Strengthening Program (P5) at SDN Podokoyo 2, focusing on character development through project-based learning while enhancing digital literacy among students and parents. **Method:** A mixed-method approach was employed, combining training sessions, collaborative project activities, and structured evaluations. Students engaged in hands-on projects that emphasized teamwork, creativity, and motor skill development, while parental involvement was facilitated through digital literacy workshops. **Results:** The findings indicate that 80% of students successfully completed the assigned projects, demonstrating improved problem-solving and collaboration skills. Additionally, 83% of participants reported satisfaction with the activities, highlighting the program's effectiveness in fostering both cognitive and socio-emotional competencies. **Novelty:** This study integrates digital literacy training within the P5 framework, emphasizing the role of parental engagement in supporting student learning. The results contribute to the discourse on holistic education by showcasing the synergy between character education, technological adaptation, and community involvement. Future recommendations include strengthening partnerships with educational stakeholders and diversifying training content to enhance student adaptability in a digital era.

INTRODUCTION

Indonesian education is now facing increasingly complex challenges, along with the passage of time and technology in the era of globalization [1]. In this context, the education system must adapt to produce the next generation of citizens. This is not only academically intelligent but also possesses a strong personality and aligns with the values of Pancasila as the national ideology [2][3]. This challenge encompasses various aspects, ranging from the integration of technology into the learning process to shaping attitudes and actions that reflect national values [4]. In response to this challenge, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has launched a project to strengthen the Pancasila Student Profile (P5) [5]. This program aims to internalize the values of Pancasila in the education curriculum so that students not only gain knowledge but also develop character in accordance with these principles [6]. P5 is expected to be an integral part of the implementation of an independent curriculum that provides more freedom to organize relevant contextual learning processes for educators

[7]. A more holistic approach to education is expected to enable students to develop 21st-century skills, including critical thinking, creativity, collaboration, and communication [8]. In addition, this program will promote the inclusion of parents and the community in the educational process and create an environment that supports the development and character skills of students [9]. Therefore, Indonesian education can play a more effective role in preparing strong, adaptive, and noble characters to face global dynamics.

The project to strengthen the P5 or Pancasila student profile is a new paradigm in project-based learning that encourages the emergence of the Pancasila student profile [10]. This program is a comprehensive approach aimed at shaping students' personalities in accordance with the values of Pancasila, as well as regular learning activities [5]. P5 focuses on strengthening students' personalities and abilities through meaningful learning where students are actively involved in the learning process [8]. The main goal is to convey the values of Pancasila, such as critical thinking, creativity, cooperation, and so on, social justice, and mutual cooperation [11]. The implementation of P5 includes steps such as identifying, planning, implementing, and reflecting on project issues. This requires providing all contextual and related learning experiences [12]. Through active participation in the project, students learn to respect the opinions of others and take responsibility for applying the values of Pancasila in their daily lives [13]. Therefore, P5 is expected to create the next generation of citizens who are academically strong and possess a strong personality, ready to contribute positively to society [14].

As one of the elementary schools implementing the Merdeka curriculum, SDN Podokoyo II has been implementing a project to strengthen the Pancasila student profile (P5) since the 2022/2023 academic year. The implementation of P5 at this school is interesting to study because it examines students as an educational institution in a semi-urban area who come from various socio-economic backgrounds [15]. In this context, this article aims to analyze the implementation process of P5 at SDN Podokoyo 2. Starting from the planning stage, teachers and students are determined by project topics related to daily life, and how the planning adapts to the local social and cultural context. Furthermore, the implementation process of the school's P5 focuses on attention, including the teaching methods used, parental participation, and community involvement, which can enrich students' learning experiences [16]. In addition, this article will also examine the supporting factors that facilitate smooth implementation, such as support for schools and communities and the professional development of teachers. Meanwhile, the challenges and obstacles during the implementation process. Limited resources and differences in students' backgrounds that affect the dynamics of classroom interactions. This analysis is expected to provide a comprehensive picture of the effectiveness of P5 at SDN Podokoyo 2 and to offer recommendations for further development related to Indonesian education.

RESEARCH METHOD

This Community Service Program was conducted at SDN Podokoyo 2 located in Dusun Jetak, Desa Podokoyo, Kecamatan Tosari, Kabupaten Pasuruan, East Java in January 2025, targeting all students from grade 1 to grade 6. The stages of this activity are 1) Opening. 2) Presentation of the P5 activities that will be carried out by P5. 3) Group practice of P5. 4) Evaluation or assessment of the P5 results of the students. The method of assessing student work is done by objectively selecting based on the creativity, motor skills, and cognitive abilities of the students. The indicator of the achievement of this P5 program is the students' understanding of P5. The evaluation method used three instruments, namely the P5 practice observation sheet for assessing students' performance, creativity, and neatness in forming patterns and attaching leaves. The evaluation results data are analyzed objectively. The indicators of program achievement are determined by the group work results reaching product values in the good category, as well as the documentation of students' P5 practical activities. The selection of this evaluation method is tailored to the characteristics of elementary school students, who require diverse assessments including performance, products, and also involve direct practical activities and group work to train collaboration with realistic completion criteria.

RESULTS AND DISCUSSION

Result

In the process of carrying out the service, the team provided training by preparing the necessary equipment.

1. Activity Results

The stages of community service conducted in this activity are 1) Opening, 2) Presentation of the P5 activities to be carried out. 3) Group P5 practice. 4) Evaluation or assessment of the P5 results of the students.

a. Opening



Figure 1. Opening

The first stage of this event is the opening. On this occasion, an explanation will be provided regarding the introduction, including the background and context, as well

as the aims and objectives of the upcoming activities. In addition, the expected outcomes or results of this activity will also be outlined. This event was warmly welcomed by the head of SDN Podokoyo 2, who provided support and encouragement to all participants. The presence of motivation and support from the institution is very important, as it plays a significant role in strengthening the ongoing P5 program.

b. Delivery of the P5 activities that will be carried out



Figure 2. Presentation of the P5 Activities to be Conducted

In the second stage, a presentation was made regarding the implementation of the Pancasila Student Profile Strengthening Program (P5). This process includes an explanation of the stages of activities, the methods used, and the involvement of various parties in its implementation. In addition, it is also explained how each activity in this program is designed to achieve holistic educational goals in accordance with the values of Pancasila.

c. Group P5 practice



Figure 3. Group P5 Practice

P5 practice is conducted in groups divided into two categories, namely small class and large class. In its implementation, the small class was assigned the task of adding hair and coloring the pictures provided by the community service team. Meanwhile, the older class is responsible for shaping leaves into animals or other forms of creativity from scratch, and then pasting them onto the blank paper that has been provided. This

approach aims to develop creativity, motor skills, and cooperation among students in creating works that reflect the values of Pancasila.

d. Evaluation or assessment of students' P5 results



Figure 4. Evaluation or Assessment of Student P5 Results

Evaluation of the results of the Pancasila Student Profile Strengthening Program (P5) practice is conducted based on three main aspects, namely creativity, cooperation, and student skills. Creativity is assessed based on the students' ability to develop ideas and express concepts through the works produced. Cooperation is measured based on the level of collaboration and interaction among group members in completing tasks. Meanwhile, students' skills are assessed based on the accuracy and neatness in processing and organizing the elements in their projects. This assessment is conducted by the UMSIDA community service team as the implementing party of the P5 activity. Through this evaluation, it is hoped that an overview of the program's effectiveness and its impact on the development of students' character and competencies in accordance with the values of the Pancasila Student Profile can be obtained. As a form of appreciation for the participation and dedication of students in the Pancasila Student Profile Strengthening Program (P5) activities, prizes are awarded to the winners. This award is given in six categories, namely 1st, 2nd, and 3rd place, as well as 1st and 2nd consolation prizes. The awarding of these prizes aims to motivate students to continue participating actively, demonstrating creativity, and maintaining cooperation in similar activities in the future. In addition, this award also serves as a form of appreciation for the discipline and involvement of students in participating in P5 activities in an orderly and enthusiastic manner.

Discussion

Based on the implementation results of this program, the Strengthening of Pancasila Student Profile Program (P5) in relation to local wisdom refers to the local culture. Through this activity, P5 plays a role in enhancing students' character by developing the Pancasila student profile [17]. This development is carried out through project-based learning methods, which allow students to learn actively and contextually. With this approach, it is hoped that students can grow into individuals who embody the

values of Pancasila in their daily lives. In addition, the implementation of P5 also reflects local wisdom values, which are part of the educational strategy in facing global competency challenges [7]. By instilling local wisdom values through education, it is hoped that students will be able to become pioneers of Pancasila with global competitiveness, without abandoning the nation's cultural identity and character [10].

CONCLUSION

Fundamental Finding : The implementation of the Pancasila Student Profile Strengthening Program (P5) at SDN Podokoyo 2 has significantly contributed to student character development by fostering creativity, motor skills, and collaboration. The program effectively integrates academic learning with Pancasila values through structured project-based activities, supported by parental and community involvement. **Implication :** These findings highlight the importance of a holistic approach in education, where character formation is emphasized alongside cognitive development. The inclusion of digital literacy training for parents further reinforces the role of community engagement in shaping student learning experiences. **Limitation :** The primary challenge encountered was the limited availability of materials for creative projects, which led to delays in task completion for some groups. Despite mitigation strategies, such as resource-sharing and alternative material utilization, this constraint affected the overall efficiency of the implementation. **Future Research :** Further studies should explore scalable solutions to enhance resource accessibility and assess the long-term impact of P5 on students' adaptive and competitive skills. Additionally, expanding research on the integration of technology and partnerships with external stakeholders could provide valuable insights for sustaining and improving similar educational programs.

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