

# THE REINVENTION OF SCIENCE AND SOCIAL LEARNING (IPAS) THROUGH P5 PROJECTS TO FOSTER INDEPENDENCE AND STUDENT AGENCY IN ELEMENTARY SCHOOL STUDENTS

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## ABSTRACT

*This study explores the implementation of the Projek Penguatan Profil Pelajar Pancasila (P5) within the Merdeka Curriculum at SD Dwijendra Denpasar, focusing on how it contributes to the development of self-regulated learning among fourth-grade students. The P5 initiative serves as a pedagogical innovation aimed at fostering the six dimensions of the Pancasila Student Profile: faith in God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. Grounded in the philosophical principles of Pancasila, P5 integrates project-based learning (PBL) as a means of cultivating students' autonomy, responsibility, and moral integrity through contextual and experiential learning. Employing a qualitative descriptive design, data were collected through observation, interviews, and documentation involving school leaders, teachers, and students. The analysis followed Miles and Huberman's interactive model, encompassing data reduction, data display, and conclusion drawing. The findings reveal that P5 implementation at SD Dwijendra Denpasar has significantly enhanced students' initiative (80%) and responsibility (85%), indicating strong engagement and independence in learning activities. However, aspects such as time management (75%) and problem-solving (70%) still require further guidance. Supporting factors include teacher collaboration, student enthusiasm, and institutional support, while inhibiting factors involve limited time allocation, lack of standardized teaching materials, and varied student readiness. Overall, P5 has proven effective in integrating character education with academic learning, enabling students to internalize Pancasila values through meaningful projects such as environmental awareness and cooperative art activities. Theoretically, this research contributes to the growing body of knowledge on project-based character education within Indonesia's Merdeka Curriculum. Practically, it offers insights for teachers in designing P5-based learning strategies that nurture independence, critical reflection, and moral development. The study concludes that P5 serves as a transformative medium for building self-regulated, creative, and responsible learners in primary education.*

**Keywords:** *Pancasila Student Profile, Merdeka Curriculum, project-based learning, self-regulated learning, character education.*

## 1. INTRODUCTION

The Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud), as the governmental body responsible for the national education sector, has formulated a series of strategic policies to address the persistent issue of low educational quality in Indonesia. One of the flagship initiatives is the establishment of the "Sekolah Penggerak" program, which aims to foster the

Pancasila Student Profile (Profil Pelajar Pancasila). This profile embodies essential values and competencies, including noble character, independence, critical thinking, creativity, collaboration through gotong royong, and respect for global diversity. The concept is grounded in the Indonesian Education Roadmap 2020–2035, which acknowledges the urgency of adapting to technological advancements, social dynamics, and environmental challenges at the global level (Kemendikbud, 2020).

According to Ki Hajar Dewantara, education cannot be separated from the cultivation of moral values, physical development, and intellectual growth of learners to shape them into socially responsible individuals. In line with this perspective, character education plays a central role in developing students' potential and nurturing them to become civilized citizens who embody the principles of Pancasila (Wahyuni & Arifin, 2021). The dimensions of the Pancasila Student Profile consist of faith in God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. These dimensions represent both moral and civic values as well as 21st-century skills that are crucial for students' holistic development.

The notion of the Pancasila Student portrays Indonesian learners as globally competent individuals who internalize and practice the values of Pancasila. In doing so, they cultivate a strong national identity while developing the skills and confidence necessary to participate and contribute meaningfully to global society (Hasanah et al., 2022). Project-based learning (Projek Penguatan Profil Pelajar Pancasila or P5) is an integral strategy for implementing these values. A project refers to a structured sequence of activities designed to achieve specific goals by engaging students in problem-solving, investigation, and decision-making within a defined time frame (Rahayu & Purwanti, 2023).

Pancasila, as a national philosophical foundation, is an appropriate framework encompassing values and skills essential for every Indonesian learner. Empirical studies have shown that the values embedded in Pancasila align with global competencies and 21st-century skills such as collaboration, communication, critical thinking, and creativity (Mulyani & Sudrajat, 2022). Thus, developing the Pancasila Student Profile not only reinforces national identity but also equips learners with the competencies required to face global challenges.

Character development is at the heart of the Pancasila Student Profile, aiming to instill positive attitudes and habits that reflect Pancasila's ethical principles. In this sense, Indonesian students are expected to embody lifelong learning, strong personal values, and behavior aligned with Pancasila's moral foundation (Nugroho & Santosa, 2023).

The Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (Kemendikbudristek) introduced the "Merdeka Curriculum", a curriculum model designed to provide flexibility for educators in selecting learning materials relevant to students' needs, interests, and local contexts. It was developed as a response to the limitations of previous curriculum systems and aims to enhance students' potential through more dynamic and meaningful learning experiences. One of its core components is project-based learning, which emphasizes active engagement and contextual problem-solving (Ramdani & Fitriani, 2023).

Character, in the Indonesian linguistic and psychological context, refers to psychological, moral, and personal attributes that distinguish individuals and encompass temperament, morals, and ethical behavior (Sugiyanto & Hasan, 2020). In educational psychology, character also relates to moral qualities such as integrity and honesty, which are expected to be stable and consistent traits.

Zimmerman defines self-regulated learning as "students' ability to actively direct, manage, and control their learning processes, including setting learning goals, selecting strategies, and monitoring and evaluating outcomes" (Zimmerman, 2018). Individuals with strong moral qualities aim to give their best to God, themselves, others, the environment, the nation, and the world by optimizing their intellectual, emotional, and motivational potential. Project-based learning is an

effective approach to fostering responsibility, collaboration, and autonomy in students (Majid & Rochman, 2015).

An initial observation conducted at SD Dwijendra Denpasar from October 11 to December 9, 2024, with the assistance of Ibu Trisna, revealed that the implementation of the P5 program had begun at the school. However, teachers still encountered several challenges, primarily due to insufficient understanding and preparation for carrying out P5 activities. The school selected Pancasila dimensions focusing on religiosity, faith in God Almighty, noble behavior, independence, and cooperation for Grade 1, and added critical thinking for Grade 4. Sample activities included religious practice, moral behavior, and collaborative projects. Based on the above background, this research aims to examine the development of self-regulated learning among fourth-grade students through the implementation of the Pancasila Student Profile Strengthening Project (P5) at SD Dwijendra Denpasar within the framework of the Merdeka Curriculum.

To ensure the research remains focused and aligned with its objectives, the scope of this study is clearly defined. The research is limited to fourth-grade students at SD Dwijendra Denpasar during the odd semester of the 2024/2025 academic year. The object of the study is the implementation of the Pancasila Student Profile Strengthening Project (P5) within the context of the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Merdeka Curriculum. Geographically, the research is confined to the school's environment, ensuring that the data collected reflect contextual and practical realities. The research problem formulated is: *How does the Pancasila Student Profile Strengthening Project (P5) contribute to the development of self-regulated learning among fourth-grade students at SD Dwijendra Denpasar during the 2024/2025 academic year?* This question provides a clear direction for examining the relationship between P5 implementation and students' independence in learning (Hasanah et al., 2022; Zimmerman, 2018).

The primary objective of this study is to investigate how P5 facilitates the development of self-regulated learning in fourth-grade students. The expected outcomes include both theoretical and practical contributions. Theoretically, the research is anticipated to enrich educational science literature, particularly in the field of project-based learning, character education, and contextual learning strategies aligned with the Merdeka Curriculum (Rahayu & Purwanti, 2023; Ramdani & Fitriani, 2023). Practically, the findings are expected to guide teachers in designing learning strategies that foster students' active participation, reflection, and autonomy; support students in developing responsibility, decision-making, and self-directed learning skills; and strengthen schools' efforts in implementing P5 as a core component of character education. Furthermore, this study may serve as a reference for future researchers interested in exploring self-regulated learning and character development through project-based learning approaches (Mulyani & Sudrajat, 2022; Nugroho & Santosa, 2023).

## **2. RESEARCH METHODOLOGY**

This study employs a qualitative research design with a descriptive approach to explore and interpret the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum at SD Dwijendra Denpasar during the 2024/2025 academic year. Qualitative descriptive research enables the researcher to gain a deeper understanding of social and educational phenomena through direct engagement with participants and natural settings (Creswell & Poth, 2018). The research design focuses on interpreting how P5 is carried out in the classroom and how it contributes to fostering students' character development particularly their self-regulated learning skills. The participants are selected using purposive sampling, emphasizing individuals with relevant knowledge and roles, including the principal, homeroom teachers, PPKn teachers, and fourth-grade students. The study takes place at SD Dwijendra Denpasar, located on Jalan Kamboja No. 17, Denpasar, Bali, during the even semester of the

2024/2025 academic year (October 11–December 9, 2024). Data are drawn from both primary and secondary sources. Primary data include direct verbal statements and actions collected through observations and structured interviews, while secondary data consist of documented materials such as archives, lesson plans, and learning modules relevant to P5 implementation.

To collect data systematically, the researcher employs three instruments: observation, interviews, and documentation. Observations are conducted using a non-participant approach, allowing the researcher to objectively record classroom activities and student engagement during P5 learning sessions. Structured interviews are prepared with guiding questions to ensure data consistency and depth of information. The interviews involve school leaders, teachers, and students, aiming to uncover their perceptions and experiences related to P5 implementation and its influence on student character development (Patton, 2015). Documentation includes the collection of written and visual records such as teaching modules, school archives, and other relevant supporting materials. Data analysis follows the interactive model proposed by Miles and Huberman, consisting of three key stages: data reduction, data display, and conclusion drawing (Miles et al., 2019). Data reduction involves summarizing and selecting the most relevant information, data display is presented in narrative and visual formats such as flowcharts and category relationships, and conclusions are drawn iteratively, verified through continuous data collection and interpretation. This analytical process enables the researcher to construct a comprehensive narrative on how P5 strengthens student autonomy and character.

Ensuring the validity and reliability of qualitative data is crucial. Therefore, this study applies triangulation techniques to verify the credibility of findings. Source triangulation involves cross-checking data from various participants (school principal, teachers, and students) to identify consistencies and differences in perspectives. Technique triangulation compares data obtained from interviews, observations, and documentation to enhance the robustness of interpretations (Flick, 2018). Through this method, the researcher ensures that the findings are credible, contextually grounded, and theoretically meaningful. This triangulated approach not only strengthens methodological rigor but also aligns with the principles of qualitative research that emphasize depth, trustworthiness, and reflexivity. Ultimately, this research method provides a solid framework to examine how the Pancasila Student Profile Strengthening Project (P5) contributes to building self-regulated learning and character education within Indonesia's Merdeka Curriculum.

### **3. RELATED RESEARCH/LITERATUR REVIEW**

#### **Theoretical Foundation: Project for Strengthening the Pancasila Student Profile (P5)**

The Project for Strengthening the Pancasila Student Profile (P5) is a key component of the Merdeka Curriculum, designed to foster character and competency development in Indonesian students. The six dimensions of P5 include: faith and devotion to God Almighty, global diversity, mutual cooperation, creativity, critical thinking, and independence (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022). This initiative provides educators with a platform to connect classroom learning with real-world contexts, encouraging students to analyze, observe, and respond to issues in their environment (Hamzah, 2023).

P5 serves as a co-curricular project-based learning program that enhances students' capacity to think critically, work collaboratively, and act creatively. It reflects Indonesia's vision to cultivate 21st-century competencies through holistic, contextual, and student-centered learning (Kemendikbud, 2022). The holistic principle encourages comprehensive understanding of issues by integrating personal, social, and environmental aspects. Meanwhile, the contextual approach situates learning within real-life experiences, while the student-centered and

exploratory principles emphasize autonomy and creative exploration (Paramitha et al., 2023).

### **Implementation of P5 in the Merdeka Curriculum**

Under the Merdeka Curriculum, P5 functions as an interdisciplinary project focusing on authentic learning experiences. It is structured to help students engage with contemporary issues such as climate change, digital transformation, and social inclusion, allowing them to design tangible solutions aligned with their cognitive and emotional development levels (Nurfirda, 2023).

This model integrates values of Pancasila into daily learning practices, not only as moral guidance but as a framework for critical action and civic engagement. The projects are designed collaboratively between schools, communities, and industries to foster experiential learning beyond the classroom. Such collaboration enhances students' motivation and self-efficacy, contributing to the development of independent learners (Dela Rahmania, 2024).

### **Project-Based Learning (PBL) and Its Connection to P5**

Project-Based Learning (PBL) is a pedagogical model that complements P5 by emphasizing problem-solving, collaboration, and contextual learning. It consists of three main stages: planning, implementation, and evaluation (Thomas, 2000). In the planning stage, teachers design structured project activities with clear objectives. During implementation, students engage in hands-on exploration, teamwork, and creative expression. The final stage involves reflection and evaluation, where students assess their performance and learning outcomes (Bell, 2010).

Within the framework of P5, PBL serves as a medium through which students can translate abstract Pancasila values into real-life applications. For example, projects such as "Sustainable Lifestyle" or "Democratic Voice" enable students to internalize environmental awareness and civic responsibility (Nurfirda, 2023). Hence, PBL provides both structure and flexibility, allowing the integration of cognitive and affective domains in character education.

### **Relationship Between P5 and Pancasila Values**

The relationship between the *Project for Strengthening the Pancasila Student Profile (P5)* and the foundational philosophy of *Pancasila* can be understood through three interconnected dimensions: values, goals, and methods. P5 embodies the moral and philosophical essence of Pancasila by translating its five fundamental principles—faith in God, humanity, unity, democracy, and social justice—into educational practices that are relevant to the contemporary learning context (Rohman, 2023). Both P5 and Pancasila share the overarching goal of shaping holistic individuals who are intelligent, ethical, and socially responsible citizens, capable of contributing positively to their community and nation. Furthermore, P5 operationalizes the ideals of Pancasila through participatory, project-based, and experiential learning models, enabling students not only to understand but also to *live* and *practice* these core values in real-life contexts (Paramitha et al., 2023). This pedagogical approach ensures that the philosophical values of Pancasila are not merely taught as abstract concepts but are internalized through meaningful, hands-on experiences that promote personal growth, civic engagement, and character formation.

### **Independent Learning (Kemandirian Belajar)**

Independent learning is a critical factor in achieving successful learning outcomes. It refers to students' ability to take responsibility for their own learning through self-regulation, motivation, and critical reflection (Boekaerts, Zeidner, & Pintrich, 2019). According to Ningsih & Nurrahmah (2018), self-directed learning

enables learners to plan, monitor, and evaluate their progress effectively. Students with high learning independence tend to show initiative, self-confidence, and persistence in solving problems (Egok, 2018; Hakim, 2017).

Widuroyekti (2021) identifies key indicators of learning independence, including initiative, responsibility, time management, and problem-solving. Similarly, Wahyuningsih (2020) emphasizes two aspects initiative/creativity and responsibility as crucial to fostering autonomous learning behavior. These dimensions are essential for developing lifelong learners capable of adapting to rapid educational and social changes.

#### **Related Studies**

A number of previous studies have explored the implementation and impact of the *Project for Strengthening the Pancasila Student Profile (P5)* in primary education, offering valuable insights into its effectiveness and challenges. Nurfirda (2023) analyzed the implementation of P5 through Engeström's Activity Theory and found that projects such as "*Democratic Voice*" and "*Sustainable Lifestyle*" successfully fostered student collaboration, contextual learning, and critical engagement within SD Dwijendra Denpasar. Similarly, Paramitha et al. (2023) examined the role of P5 in cultural character formation among fourth-grade students at the same institution, revealing that cultural projects such as the *Damar Kurung Lantern Festival* effectively nurtured cooperation, artistic creativity, and pride in local identity. In another study, Amanabella (2019) investigated character education as a means to improve student behavior and emphasized that effective character formation depends heavily on systematic planning, implementation, evaluation, and teacher modeling. Complementing these findings, Dela Rahmania (2024) focused on P5's *Sustainable Lifestyle* theme, demonstrating that collaborative teaching strategies and efficient resource management enhance students' environmental awareness despite certain challenges, such as limited materials and time constraints. Building upon these previous works, the current study aligns with the general consensus that P5 plays a pivotal role in shaping students' personal and social competencies. However, it differs by specifically examining how P5 fosters *self-regulated learning behaviors* including responsibility, initiative, and decision-making among elementary school students at SD Dwijendra Denpasar, thereby expanding the scope of previous character-based research into the domain of independent learning development.

#### **Conceptual Framework**

The conceptual framework of this study connects P5 implementation with the development of students' learning independence. Through participation in P5 projects, students are encouraged to engage actively, make decisions, and reflect on their learning processes. This interaction promotes cognitive, affective, and behavioral dimensions of autonomy, aligning with the principles of the Merdeka Curriculum and the ideals of Pancasila-based education (Kemendikbud, 2022; Boekaerts et al., 2019).

## **4. RESULTS AND DISCUSSION**

### **Implementasi Kurikulum Merdeka di SD Dwijendra Denpasar**

Implementasi Kurikulum Merdeka di SD Dwijendra Denpasar dimulai pada tahun ajaran 2022/2024 dan masih tergolong baru bagi sekolah tersebut. Langkah ini menandai perubahan penting dalam paradigma pendidikan, terutama dalam membangun pembelajaran yang berpusat pada peserta didik. Berdasarkan hasil wawancara dengan Kepala Sekolah SD Dwijendra Denpasar, diperoleh informasi bahwa kurikulum ini baru diterapkan selama dua tahun dan mencakup kelas rendah hingga kelas tinggi, yaitu kelas I dan kelas VI. Kepala sekolah menegaskan

bahwa proses penerapan Kurikulum Merdeka masih berada pada tahap awal sehingga membutuhkan waktu dan adaptasi agar dapat berjalan optimal di masa mendatang (Wawancara, 21 Maret 2025). Secara konseptual, penerapan kurikulum ini berlandaskan pada penguatan karakter dan pengembangan profil pelajar Pancasila yang menjadi arah baru pendidikan nasional. Profil Pelajar Pancasila diyakini mampu membentuk peserta didik yang berkarakter, beriman, dan berakhlak mulia melalui pembiasaan nilai-nilai Pancasila dalam kehidupan sehari-hari di lingkungan sekolah.

Dalam konteks ini, Proyek Penguatan Profil Pelajar Pancasila (P5) berperan sebagai sarana implementatif dari nilai-nilai Pancasila dalam proses pembelajaran. Seperti yang dijelaskan oleh Ibu Trisna, wali kelas IV, dasar utama pelaksanaan P5 adalah penanaman karakter siswa. Ia menambahkan bahwa meskipun karakter dapat diajarkan melalui berbagai mata pelajaran, P5 memberikan ruang yang lebih luas bagi guru untuk mengelola pembelajaran secara kreatif dan kontekstual, sesuai karakteristik sekolah masing-masing. Pembelajaran P5 tidak terikat pada buku tertentu, melainkan disesuaikan dengan kebutuhan dan potensi lingkungan sekolah, sehingga guru dituntut untuk mengembangkan proyek yang menarik dan relevan bagi siswa. Menurutnya, tujuan utama dari P5 adalah membentuk karakter siswa yang mandiri dan bertanggung jawab melalui kegiatan proyek yang menanamkan nilai-nilai moral dan sosial (Wawancara, Ibu Trisna, 19 Maret 2025).

Pendapat tersebut diperkuat oleh Ibu Asrini yang menyatakan bahwa hubungan antara P5 dan pendidikan karakter sangat erat, karena setiap tema dalam P5 mengandung dimensi tertentu yang berkaitan langsung dengan pembentukan karakter peserta didik. Ia mencontohkan bahwa setiap kegiatan proyek mengandung nilai-nilai religius, nasionalis, integritas, kemandirian, gotong royong, dan bernalar kritis yang secara tidak langsung membentuk pribadi pelajar yang berkarakter (Wawancara, Ibu Asrini, 19 Maret 2025). Berdasarkan pandangan tersebut, dapat disimpulkan bahwa P5 bukan hanya sarana pembelajaran berbasis proyek, tetapi juga menjadi wadah pembinaan karakter yang integral dengan Kurikulum Merdeka.

#### **Tahap Pelaksanaan Pembelajaran P5 dalam Penanaman Karakter**

Hasil penelitian menunjukkan bahwa pelaksanaan P5 di SD Dwijendra Denpasar masih berlangsung secara bertahap sejak diberlakukannya Kurikulum Merdeka. Program ini melibatkan seluruh guru, meskipun pelaksanaannya difokuskan pada kelas I dan VI. Kepala sekolah menjelaskan bahwa jadwal pelaksanaan P5 tidak selalu bersamaan antarkelas dan sering kali dilakukan secara kolaboratif antar guru. Pelaksanaan proyek dilakukan secara tim agar setiap guru dapat berkontribusi sesuai keahliannya, mencerminkan prinsip gotong royong yang juga menjadi nilai inti Pancasila (Wawancara, Kepala Sekolah, 21 Maret 2025).

Dalam praktiknya, guru merancang kegiatan P5 yang menekankan keterlibatan aktif siswa dalam proses belajar dan penciptaan produk nyata. Siswa diajak untuk mengidentifikasi masalah di lingkungan sekitar, merancang solusi sederhana, serta merefleksikan nilai-nilai yang dipelajari. Dari hasil wawancara dan observasi, terlihat bahwa guru berperan sebagai fasilitator yang membimbing siswa untuk menemukan makna belajar dan mengembangkan kemandirian. Penerapan P5 di SD Dwijendra Denpasar dengan demikian tidak hanya mendukung implementasi Kurikulum Merdeka tetapi juga menjadi strategi utama dalam pembentukan karakter dan penguatan nilai-nilai kebangsaan pada peserta didik.

The process of implementing the *Projek Penguatan Profil Pelajar Pancasila* (P5) at SD Dwijendra Denpasar is carried out in Grades I and VI. However, the schedules for implementation are not always synchronized—some coincide, while others differ depending on the current academic plan.

### **P5 Project Results**

One of the projects completed by Grade IV students was a collage made from natural materials such as dried leaves. This project was part of a P5 theme emphasizing the values of *mutual cooperation* (*gotong royong*) and *love for the environment*. In this activity, students were asked to collect dried leaves from their surroundings either from home or school and then create collage artworks according to their imagination.

The artwork was created as part of the implementation of the P5 project under the theme *Love for the Environment*. Students independently collected natural materials (dried leaves) and arranged them into the shape of a bird. This activity not only fostered creativity but also cultivated responsibility and independence, as students were required to plan their ideas, manage their time, and complete the project without relying entirely on their teachers or parents.

Based on the statements of the principal, the homeroom teacher, and Mrs. Astrini, it can be concluded that:

*"In developing P5 projects, it is not only the responsibility of the assigned teacher but also of other teachers who should participate, particularly in fostering students' character development."* (Interview, March 19, 2025)

### **Stages of P5 Learning Implementation in Character Building**

#### **Planning Stage**

The planning stage is the initial and most crucial phase that teachers must carry out before implementing the P5 program. It aims to ensure that the *Projek Penguatan Profil Pelajar Pancasila* runs effectively and optimally.

As stated by **Mrs. Asrini**,

*"The Merdeka Curriculum continues the essence of the K13 Curriculum, emphasizing student-centered learning. It has a positive impact not only on students but also on teachers, making them more creative and motivated to prepare effective learning processes. The main goal is for teachers to act as facilitators, while students take the central role in learning."* (Interview, Mrs. Asrini, March 19, 2025)

Similarly, the Grade IV homeroom teacher added:

*"As a new teacher, I feel enthusiastic about the Merdeka Curriculum. Compared to K13, which was administratively heavy, this new curriculum is slightly simplified, even though some administrative tasks still exist."*

From these opinions, it can be understood that teachers at SD Dwijendra Denpasar enthusiastically welcomed the implementation of the *Merdeka Curriculum*, particularly the P5 program. They actively prepare and plan to ensure that the program is effectively executed.

#### **Preparation of P5 Learning**

Before conducting learning activities, teachers must prepare several important aspects to ensure optimal outcomes. One crucial element is determining an effective learning strategy. As Mrs. Trisna explained:

*"Our strategy for Grade IV focuses on one dimension per semester. We believe giving sufficient time to understand one dimension thoroughly is more effective than trying to handle multiple dimensions at once. During our teacher meetings (KKG), we decide on the topic for the semester and design a detailed learning plan to achieve it."*

According to Mrs. Ni Putu Mastrini, this approach ensures effective time management and allows teachers to focus on relevant developmental aspects for each grade level.

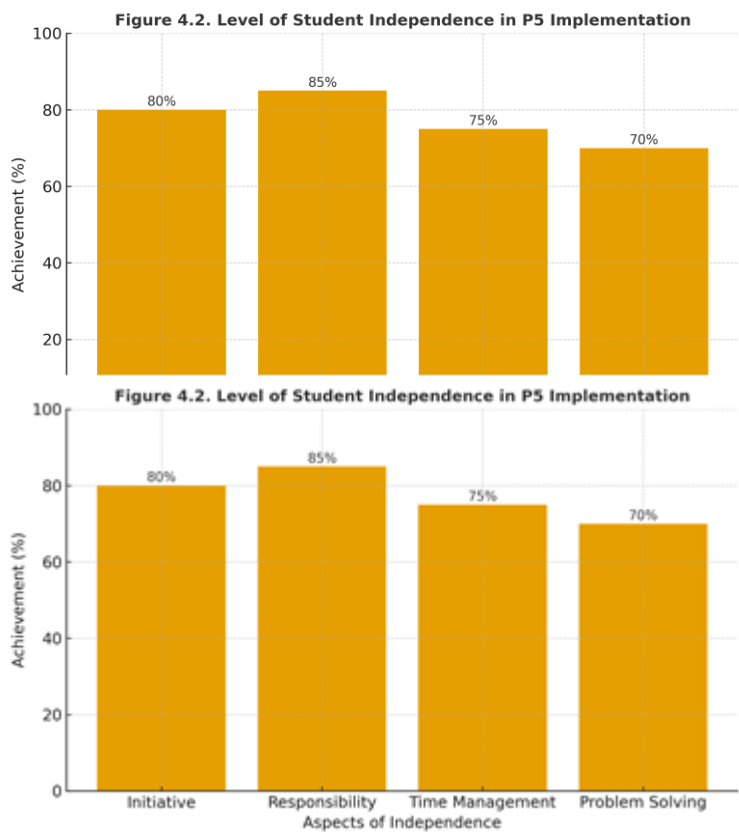
**Dimensions of the Pancasila Student Profile in Each Phase**

The implementation of P5 learning in the *Merdeka Curriculum* is closely linked to the dimensions of the *Pancasila Student Profile*. Mrs. Asrini explained:

*“In P5 learning, we always refer to the dimensions of the Pancasila Student Profile because P5 is inherently connected to it.” (Interview, March 19, 2025)*

Observations also confirmed that Grades I and VI adopted several key dimensions: *faith and devotion to God Almighty and noble character, independence, critical reasoning, and mutual cooperation*. Through these dimensions, the school aims to develop well-rounded students with strong character.

To support the analysis of the P5 implementation at SD Dwijendra Denpasar, the following diagram and tables present the results of observations and interviews conducted with teachers and students. The visual and tabular data aim to illustrate how the *Projek Penguatan Profil Pelajar Pancasila (P5)* contributes to developing students’ learning independence, as well as the supporting and inhibiting factors influencing its implementation.



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that students require further guidance in organizing learning schedules and responding to challenges independently. Overall, the average independence score of 77.5% indicates a *good* category of student self-regulated learning development through P5 activities.

**Table 1. Observation Results of Students' Learning Independence (Based on P5 Aspects)**

| No.            | Aspect of P5    | Indicators of Student Independence  | Observation Results | Category    |
|----------------|-----------------|---|---------------------|-------------|
| 1              | Initiative      | Students show willingness to start learning activities without teacher direction. | 80%                 | Very Good   |
| 2              | Responsibility  | Students complete assigned projects and tasks on time.                            | 85%                 | Excellent   |
| 3              | Time Management | Students are able to plan and manage time effectively during projects.            | 75%                 | Good        |
| 4              | Problem Solving | Students are able to find alternative solutions when facing challenges.           | 70%                 | Fairly Good |
| <b>Average</b> |                 |   | <b>77.5%</b>        | <b>Good</b> |

Source: Observation and interview results, processed by the researcher (2025)

Presents detailed observations of students' learning independence based on the main aspects of P5. The data align with the findings from Figure 1, reinforcing that P5 helps nurture students' initiative and sense of responsibility through experiential and contextual learning. These aspects are vital in shaping independent learners capable of managing their learning processes without heavy dependence on teacher direction. However, continuous mentoring is needed to strengthen time management and critical thinking as part of students' long-term learning autonomy.

**Table 2. Supporting and Inhibiting Factors of P5 Implementation at SD Dwijendra Denpasar**

| No. | Category           | Description  | Example  |
|-----|--------------------|--|--|
| 1   | Supporting Factors | Strong collaboration among teachers in project implementation. | Team-teaching between homeroom and subject teachers.       |
| 2   | Supporting Factors | High enthusiasm and participation from students.               | Students actively engage in discussions and presentations. |
| 3   | Supporting Factors | Support from school management and availability of resources.  | School provides facilities for project-based activities.   |
| 4   | Inhibiting Factors | Limited time allocation for project sessions.                  | Overlap with other subjects in the curriculum.             |
| 5   | Inhibiting Factors | Lack of specific P5 teaching materials or guidebooks.          | Teachers create materials independently based on context.  |
| 6   | Inhibiting Factors | Variation in student motivation and readiness.                 | Some students require more guidance and supervision.       |

Source: Observation and interview results, processed by the researcher (2025)

Highlights both the supporting and inhibiting factors that influence the success of P5 implementation at SD Dwijendra Denpasar. Supporting factors include strong teacher collaboration, enthusiastic student participation, and institutional support from the school management. These elements contribute significantly to the effective delivery of P5 projects. Conversely, inhibiting factors such as limited time allocation, lack of standardized P5 materials, and varying levels of student motivation present challenges to the program's consistency. Despite these limitations, teachers' adaptability and creativity in designing localized projects help ensure that P5 continues to foster character development and learning independence in line with the values of *Profil Pelajar Pancasila*.

## 5. CONCLUSION

Based on the findings presented in the previous chapter, it can be concluded that the implementation of the *Projek Penguatan Profil Pelajar Pancasila* (P5) at SD Dwijendra Denpasar, particularly in Grade IV, demonstrates significant progress in developing students' learning independence. P5 has become an effective educational platform that integrates academic learning with real-life experiences, encouraging students to become active, creative, and responsible learners. The research findings show that the school has successfully embedded the core dimensions of the *Profil Pelajar Pancasila*—faith and devotion to God Almighty, noble character, independence, critical thinking, and collaboration—into daily classroom practices. These dimensions serve as a foundation for teachers in designing meaningful P5 projects that strengthen students' character and align with the goals of the *Merdeka Curriculum*.

Furthermore, students have shown notable growth in initiative and creativity. Many actively seek information, propose innovative ideas, and make decisions independently throughout their project work. Their creativity is evident in how they design and present project outcomes that reflect both originality and problem-solving abilities. Alongside this, there has been a visible increase in students' sense of responsibility; they are more consistent in completing assignments on time and demonstrating commitment to achieving quality results, although a few still struggle with procrastination and lack of ownership. Time management remains an area for improvement, as some students can organize their schedules effectively while others face difficulties balancing multiple tasks and deadlines. Similarly, students' problem-solving skills vary—some are capable of identifying and addressing challenges independently, while others still rely on teacher guidance or peer assistance to complete their work.

The success of P5 implementation at SD Dwijendra Denpasar is supported by several positive factors, including strong leadership from the principal, a collaborative and conducive school environment, and adequate time allocation for planning and conducting project-based learning. However, several obstacles also hinder optimal implementation. These include teachers' limited understanding of P5 concepts, the need to adapt to the new *Merdeka Curriculum*, insufficient access to digital resources and teaching materials, and differences in students' levels of comprehension and engagement. Despite these challenges, the overall implementation of P5 has made a meaningful contribution to nurturing independent, responsible, and character-driven learners in the primary education context.

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