



Implementation of the Pancasila Student Profile Strengthening Project (P5): Supporting and Inhibiting Factors at SMK Negeri 3 Salatiga

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Abstract

This study aims to describe the implementation of the Project for Strengthening the Pancasila Student Profile (P5), including its planning, implementation, and evaluation, as well as to identify the supporting and inhibiting factors at SMK Negeri 3 Salatiga. This study employed a qualitative descriptive approach, with data collected through in-depth interviews, observations, and document analysis involving 73 tenth-grade students, 15 teachers, and school staff. Data were analyzed using descriptive qualitative techniques, including data reduction, data display, and conclusion drawing, and were validated through source and methodological triangulation. The results indicate that the implementation of P5 has been carried out effectively and in accordance with the principles of the Merdeka Curriculum through project-based learning and relevant themes. Supporting factors include school support, teacher involvement, students' enthusiasm, relevant themes, and engaging activities, while inhibiting factors include limited facilities, time constraints, incomplete module planning, and limited funding. Overall, P5 contributes positively to students' character development

Keyword: *Project for Strengthening the Pancasila Student Profile (P5), Merdeka Curriculum, Character Education.*

Abstrak

Penelitian ini bertujuan mendeskripsikan pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5) yang meliputi perencanaan, pelaksanaan, dan evaluasi, serta mengidentifikasi faktor pendukung dan penghambat di SMK Negeri 3 Salatiga. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan analisis dokumen yang melibatkan 73 siswa kelas X, 15 guru dan tenaga kependidikan. Analisis data dilakukan secara kualitatif melalui reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji dengan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa pelaksanaan P5 berjalan baik dan sesuai dengan prinsip Kurikulum Merdeka melalui pembelajaran berbasis proyek dan tema yang relevan. Faktor pendukung meliputi dukungan sekolah, keterlibatan guru, antusiasme siswa, tema yang relevan, kegiatan variatif dan menarik sedangkan faktor penghambat meliputi keterbatasan sarana, waktu, perencanaan modul, pendanaan yang terbatas. Secara keseluruhan, P5 berkontribusi positif terhadap pengembangan karakter siswa.

Kata Kunci: *Proyek Penguatan Profil Pelajar Pancasila (P5), Kurikulum Merdeka, Pendidikan Karakter*



INTRODUCTION

Education plays a strategic role in shaping human resources who are not only academically competent but also possess strong character, morality, and personality. In the context of education in Indonesia, character development has become one of the primary focuses along with the implementation of the Merdeka Curriculum. This curriculum is designed to provide broader learning autonomy for students, enabling them to develop their potential according to their individual interests, talents, and needs. One of the main implementations of the Merdeka Curriculum is the Project for Strengthening the Pancasila Student Profile (Projek Penguatan Profil Pelajar Pancasila / P5), which aims to instill Pancasila values comprehensively and sustainably in students' lives (Angga et al., 2023).

The Pancasila Student Profile represents an ideal description of the character and competencies expected of Indonesian education graduates. This profile consists of six key dimensions: faith in and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These dimensions are designed to develop young generations who are not only intellectually capable but also possess balanced emotional, social, and spiritual intelligence. Therefore, strengthening the Pancasila Student Profile is crucial as an effort to build national character amid the challenges of globalization and the rapid development of technology (Ayub et al., 2023).

The Project for Strengthening the Pancasila Student Profile focuses on enhancing students' understanding, internalization, and application of Pancasila values in daily life. Through a project-based learning approach, students are encouraged to learn actively and contextually, allowing Pancasila values to be not only theoretically understood but also practically implemented. P5 activities can be carried out through various forms, including intracurricular, cocurricular, and extracurricular programs, which are designed according to the characteristics of each educational institution and the needs of students (Damayanti & Al Ghozali, 2023).

In intracurricular activities, Pancasila values can be integrated into every subject. Ulandari and Rapita (2023) emphasize that teachers play an important role in linking learning materials with Pancasila values so that students can understand the relevance of lessons to real-life situations. Furthermore, through projects or assignments based on Pancasila values, students are trained to think critically, collaborate, and take responsibility for the learning outcomes they achieve. Meanwhile, cocurricular activities provide opportunities for students to develop cross-subject learning experiences, such as social programs and community service, which foster mutual cooperation, social awareness, and a sense of togetherness (Gusti et al., 2022).

Extracurricular activities also play a strategic role in strengthening the Pancasila Student Profile. Through student organizations, clubs, or competitions related to Pancasila values, students can develop leadership skills, communication abilities, and the courage to express opinions politely and responsibly. With effective management, the integration of intracurricular, cocurricular, and extracurricular activities is expected to shape students' character in a holistic and sustainable manner (Junirianto et al., 2023).

The success of implementing the Project for Strengthening the Pancasila Student Profile cannot be separated from the involvement of various stakeholders. Teachers act as facilitators who guide and direct students throughout the project-based learning process. Parents play an essential role in providing support and positive examples within the family environment, while the community can serve as a partner for schools by offering real-world contexts for the implementation of P5. Synergy between schools, families, and communities becomes a key factor in achieving the optimal strengthening of the Pancasila Student Profile (Hariawan & Tsamara, 2023).

Evaluation of P5 implementation is also an important aspect that cannot be overlooked. Through systematic and continuous evaluation, schools can measure the achievement of P5 objectives while identifying obstacles encountered during implementation. This evaluation includes planning, implementation, and assessment processes, as well as the impact on students' character development. The evaluation results are expected to serve as a basis for improvement and further development of P5 implementation in the future (Algooth Putranto et al., 2023).

SMK Negeri 3 Salatiga is one of the schools that has consistently implemented the Project for Strengthening the Pancasila Student Profile in every semester. The implementation of P5 in this school is applied across all grade levels, using methods and themes that are adjusted to the school environment and students' characteristics. However, the implementation of P5 in each school presents different challenges, particularly in terms of planning, implementation, and evaluation.

Therefore, it is necessary to conduct a study to explore in depth how the Project for Strengthening the Pancasila Student Profile (P5) is implemented at SMK Negeri 3 Salatiga, particularly among tenth-grade students during the odd semester of the 2025/2026 academic year in Civics Education (PPKn). This research focuses on the planning, implementation, and evaluation aspects of P5, as well as the supporting and inhibiting factors affecting its implementation. The findings of this study are expected to contribute to the improvement of P5 implementation at the school and to serve as an evaluation reference for other educational institutions in implementing the Merdeka Curriculum more effectively.

Despite the growing body of research on P5 implementation, previous studies have predominantly focused on general descriptions of activities or limited aspects of character development, with less attention given to a comprehensive analysis that integrates planning, implementation, evaluation, and contextual factors within a specific vocational school setting. This indicates a clear research gap in understanding how these components interact holistically in real educational practice. Moreover, compared to earlier studies, which tend to emphasize outcomes, this study critically examines both supporting and inhibiting factors to provide a more balanced and in-depth perspective on the effectiveness of P5 implementation. The urgency of this research lies in the need to evaluate the practical challenges and sustainability of P5 within the framework of the Merdeka Curriculum, particularly in vocational education, which has distinct characteristics and demands. Therefore, the novelty of this study is reflected in its comprehensive approach that not only analyzes the implementation process of P5 but also integrates multi-stakeholder perspectives and contextual realities, thereby offering a more holistic and applicable contribution to the development of character education in Indonesia.

METHOD

This study employed a qualitative approach with a descriptive research design, aiming to obtain an in-depth understanding of the implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga. The research focus included the planning, implementation, and evaluation stages of P5, as well as the supporting and inhibiting factors influencing its implementation. The study was conducted at SMK Negeri 3 Salatiga from June to November 2025.

The research participants were selected purposively and included 73 tenth-grade students, 15 teachers and educational staff, who were directly involved in the implementation of P5, as well as other relevant stakeholders such as the principal, students' parents, and school administrative staff. The selection of participants was based on their involvement and relevance to the implementation of P5, enabling them to provide comprehensive and accurate information (Junirianto, Dwikurnaningsih, & Sanoto, 2025).

Data were collected through in-depth interviews, observations, and document analysis. Interviews were conducted to explore information regarding the planning, implementation, and evaluation of P5, as well as participants' perceptions of the effectiveness and challenges of the project implementation. Observations were carried out to directly examine P5 activities, teacher-student interactions, and the level of students' engagement during the project. Document analysis involved reviewing project modules, implementation plans, meeting minutes, and assessment instruments used in P5.

Data analysis was conducted using descriptive qualitative analysis through the stages of data reduction, data display, and conclusion drawing. To ensure data validity, this study applied source triangulation and methodological triangulation. Therefore, the findings are expected to have a high level of validity and reliability (Utami et al., 2022).

RESULTS AND DISCUSSION

As part of the implementation of the Merdeka Curriculum, the Project for Strengthening the Pancasila Student Profile (P5) plays an important role in shaping students' character based on the six dimensions of the Pancasila Student Profile, namely: faith in and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Therefore, this study emphasizes that the P5 program at SMK Negeri 3 Salatiga is not merely an additional activity, but rather an integral part of the student character education process.

In terms of project planning, the implementation involved the formation of a committee and the systematic distribution of responsibilities. This was followed by a description of the project implementation in the field, including the selected themes, strategies, and the level of student participation. Furthermore, the evaluation section outlines the assessment mechanisms used by teachers to measure the success of the project. Equally important, supporting and inhibiting factors were analyzed to identify both the strengths and challenges in the implementation of P5. Lastly, the effectiveness of P5 in shaping students' character is discussed to determine the extent to which this program contributes positively in accordance with the objectives established by the Indonesia Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).

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

The planning of the Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga was conducted systematically and in a structured manner as the initial stage of the program implementation. The planning process began with the establishment of a special committee involving subject teachers, homeroom teachers, and the curriculum team. The Civics Education (PPKn) teacher served as the project coordinator, while other subject teachers acted as facilitators according to their respective areas of expertise. Homeroom teachers functioned as liaisons between students and the committee.

Subsequently, coordination meetings were held to discuss the division of responsibilities, scheduling, required facilities and infrastructure, as well as the assessment methods to be applied. This coordination aimed to ensure that all parties clearly understood their roles and responsibilities, so that the implementation of P5 could run effectively and align with the objectives of the Merdeka Curriculum.

The planning stage also included determining project themes in accordance with the Merdeka Curriculum guidelines and the students' needs, developing project modules as a reference for activities, and arranging the implementation schedule so that it would not interfere with intracurricular learning. In addition, the committee identified supporting facilities and infrastructure and sought solutions to overcome existing limitations. Overall, the planning of P5 at SMK Negeri 3 Salatiga involved collaboration among various stakeholders and was carefully designed, ensuring that P5 was not merely a complementary activity but an integral part of the educational process in shaping students' character and internalizing the values of the Pancasila Student Profile.

Implementation of the Project for Strengthening the Pancasila Student Profile (P5)

The implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga was carried out in a structured manner, in accordance with the plans that had been developed by the committee in collaboration with the curriculum team. Based on interviews with the Civics Education (PPKn) teacher and field observations, P5 activities are routinely conducted twice within one academic year, namely during the odd and even semesters, with a primary focus on tenth-grade students.

The selection of tenth-grade students as the main target was intentional. At the initial level of vocational high school education, students are considered more prepared to be introduced to project-based learning models, so that from the beginning they become accustomed to internalizing Pancasila values through meaningful and authentic learning experiences (Sutisnawati et al., 2023).

In the even semester of the 2024/2025 academic year, the selected theme was "Build Your Body and Soul: From Healthy Living Toward a Great Future." The choice of this theme was considered relevant to the current condition of young generations who are increasingly vulnerable to both physical and mental health issues due to changes in lifestyle. Therefore, this project not only emphasized academic skills but also fostered attitudes of health awareness, independence, and discipline, which are in line with Pancasila values.

In practice, the P5 project at SMK Negeri 3 Salatiga was implemented through various engaging and diverse activities, including:

Table 1. Implementation of P5 Activities

No	Type of Implementation	Description
1	Anti-Bullying Poster Design Competition	This activity aimed to instill attitudes of care, mutual respect, and rejection of all forms of violence within the school environment. Students were encouraged to express their ideas and perspectives through posters promoting positive messages against bullying.
2	Healthy Food Menu Poster	Through this activity, students were guided to recognize the importance of healthy eating habits and balanced nutrition. By

			creating healthy menu posters, students were trained to think critically and creatively in presenting information in a manner that is easily understood by the public.
3	Healthy Creativity Competition	Exercise	The healthy exercise activity was designed to enhance students' awareness of the importance of maintaining physical fitness. In this competition, students were given opportunities to innovate by creating exercise routines that are engaging, energetic, and beneficial for health.
4	Healthy Cooking Competition	Food	The cooking competition aimed to develop students' practical skills while fostering awareness of the importance of consuming nutritious food. Students learned to select appropriate ingredients, process them properly, and present the dishes in an appealing manner.

The project implementation was conducted in groups. Each group consisted of several students with different responsibilities, ranging from planning and task distribution to presenting the final outcomes. This group work approach was expected to teach students to complement one another's weaknesses, build cooperation, and respect differing opinions. P5 activities were scheduled after regular class hours so as not to interfere with the main intracurricular learning activities. Nevertheless, teachers continued to closely monitor the implementation of the activities. Teachers acted as facilitators by assisting students, providing technical guidance, and motivating them to remain enthusiastic. Through this approach, students were able to experience creative freedom while still operating within a structured and guided learning framework.

Evaluation / Assessment of the Project for Strengthening the Pancasila Student Profile (P5)

Evaluation or assessment is an essential aspect of the implementation of the Project for Strengthening the Pancasila Student Profile (P5), as it enables educators to determine the extent to which project objectives have been achieved and to identify its impact on students (Maruti et al., 2023). Based on interviews with Civics Education (PPKn) teachers and Indonesian language teachers, as well as direct field observations, the assessment of P5 at SMK Negeri 3 Salatiga was conducted in a comprehensive and holistic manner, encompassing both process and product evaluation. Teachers employed several assessment instruments, including assessment rubrics, direct observation, portfolios, and students' self-reflection. Each instrument focused on different aspects, yet they complemented one another in providing an overall evaluation of the project outcomes.

Table 2. Evaluation of P5 Activities

No	Evaluation Aspect	Description
1	Assessment Rubric	The assessment rubric was developed by the project committee in collaboration with supervising teachers. The assessment indicators included creativity, teamwork, responsibility, independence, and the quality of the products produced by students. For instance, in the healthy

		cooking competition, the assessment covered not only the taste and presentation of the food, but also group collaboration during the cooking process, the ability to distribute roles effectively, as well as cleanliness and work organization. In the poster competition, the assessed aspects included originality of ideas, design aesthetics, and the moral message conveyed.
2	Direct Observation	During the activities, teachers conducted observations of students' attitudes, participation, and engagement. These observations were used to assess affective aspects that are difficult to measure solely through the final product. Based on the observation results, most students demonstrated active involvement, although a small number remained passive. Teachers noted that active students generally adapted more quickly to group work, whereas passive students tended to require additional guidance.
3	Portfolio	Portfolios were used as documentation of students' progress throughout the project. The portfolio contained records of the working process, group reports, activity photographs, and the final products produced. Portfolios enabled teachers to assess students' consistency in the learning process, rather than focusing solely on the final outcomes. Based on the portfolio analysis, most students demonstrated significant improvement in terms of creativity and collaborative skills.
4	Student Self-Reflection	After the project was completed, students were asked to write reflections on their experiences. These reflections revealed how students evaluated their personal achievements, the difficulties they encountered, and the skills they acquired. Based on the reflections, the majority of students stated that P5 activities provided valuable experiences, particularly in terms of teamwork, responsibility, and confidence in speaking in public. Some students also acknowledged difficulties in time management; however, they considered these challenges to be important learning experiences for the future.

Overall, the evaluation results indicate that the objectives of P5 at SMK Negeri 3 Salatiga have been achieved effectively. Students demonstrated improvement in various aspects, including cognitive, affective, and psychomotor domains. In the cognitive domain, students gained a deeper understanding of the importance of physical and mental health. In the affective domain, they showed positive attitude changes, such as being more caring toward peers, more disciplined, and more responsible. In the psychomotor domain, they developed practical skills such as cooking, designing posters, and creating exercise movements. This finding is consistent with the statement of Maudyna and Roesminingsih (2023), who emphasize that activities that can be directly expressed represent a form of students' tangible work.

The implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga has generally proceeded well; however, it has not been free from supporting and inhibiting factors. Based on interviews with Civics Education (PPKn) teachers, Indonesian language teachers, students, and field observations, these factors significantly influenced the smoothness and success of the P5 implementation.

Table 3. Supporting and Inhibiting Factors of P5 Implementation

No	Supporting Factors	Inhibiting Factors
1	Full Support from the School	Limited Facilities and Infrastructure

2	Teacher Involvement	Time Constraints
3	Students' Enthusiasm and Participation	Challenges in Project Module Planning
4	Relevant Project Themes	Limited Funding
5	Varied and Engaging Activities	

The supporting factors for the implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga include full support from the school through policies, the allocation of specific time for project activities, and the establishment of a well-structured implementation committee. Teacher involvement as facilitators, mentors, and motivators also plays an important role in guiding students throughout all stages of the project, enabling students to feel more confident and directed. Nahdiyah et al. (2022) state that the enthusiasm and participation of most students serve as the main strength in implementing P5, particularly because the activities are carried out in groups with clear role distribution. The selection of themes relevant to students' daily lives, as well as the variety of engaging activities such as poster competitions, healthy exercise routines, and healthy cooking contests, also enhances learning motivation, creativity, and the development of collaborative and problem-solving skills (Nur'aini, 2023).

Meanwhile, the inhibiting factors in P5 implementation include limited supporting facilities and infrastructure, such as teaching aids, practice rooms, and learning media, which caused several activities to be conducted less optimally. Time constraints, as the project is generally carried out outside regular class hours, made some students feel fatigued and less focused. In addition, variations in students' participation levels in group work were observed, as some students tended to be passive and contributed less. Other challenges also emerged in the preparation of project modules that were not yet fully developed, particularly regarding assessment indicators, as well as limited funding to support activity needs. These factors represent challenges that must be evaluated and improved to ensure that the implementation of P5 can be more effective and sustainable.

However, this study has several limitations that should be acknowledged. First, the research was conducted in a single school setting, which may limit the generalizability of the findings to other educational contexts. Second, the study focused primarily on tenth-grade students, so the results may not fully represent the experiences of students at different grade levels. Third, the qualitative approach relied heavily on interviews, observations, and document analysis, which may be subject to researcher interpretation and potential bias. Additionally, time constraints during the data collection process may have limited the depth of exploration regarding certain aspects of P5 implementation. Therefore, future research is recommended to

involve a wider range of schools, participants, and research methods to obtain more comprehensive and generalizable findings regarding the implementation of P5.

Effectiveness of P5 in Students' Character Development

The Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga has been proven to make a positive contribution to students' character development. Based on the results of interviews, observations, and students' reflections, P5 encourages the improvement of discipline and responsibility through group-based activities that require active involvement from each member. In addition, P5 serves as an effective medium for fostering mutual cooperation and collaborative skills, in which students learn to respect others' opinions, work together, and solve problems collectively. Increased creativity and independence were also evident in students' courage to express ideas, take initiative, and manage group tasks with greater confidence and autonomy.

The effectiveness of P5 is also reflected in the enhancement of students' social and environmental awareness through contextual project themes, such as health and anti-bullying. Although differences in participation and enthusiasm among students were still observed, overall P5 was able to shape students' character in accordance with the six dimensions of the Pancasila Student Profile. The values of faith and devotion are reflected in students' honesty and discipline; global diversity is demonstrated through tolerance and respect for differences; mutual cooperation is shown through teamwork; independence is developed through initiative; critical reasoning is strengthened through problem-solving activities; and creativity is manifested through innovative products and ideas produced by students. Therefore, P5 can be considered effective as a means of strengthening character in the implementation of the *Merdeka Curriculum*.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMK Negeri 3 Salatiga has been carried out effectively and in accordance with the principles of the Merdeka Curriculum through the application of relevant themes and project-based learning. The success of P5 implementation was supported by the school's strong commitment, the active role of teachers as facilitators, students' enthusiasm, and the cooperation established among students. However, the implementation of P5 still faced several challenges, including limited facilities and infrastructure, time constraints, project module planning that was not yet fully developed, and differences in students' readiness and participation levels. Despite these obstacles, P5 has had a positive impact on students' character development, as reflected in improved communication

skills, collaboration abilities, creativity, independence, and positive attitude changes aligned with Pancasila values.

From a practical perspective, the findings of this study provide important implications for schools and educators in designing and implementing P5 more effectively, particularly by strengthening collaborative planning, improving resource management, and developing more structured project modules. From a theoretical perspective, this study contributes to the development of knowledge in character education and project-based learning by offering a comprehensive understanding of how P5 is implemented within the Merdeka Curriculum, including the interaction between supporting and inhibiting factors in shaping students' character outcomes.

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