BRIDGING 21ST-CENTURY SKILLS AND PANCASILA VALUES: INSIGHTS FROM THE IMPLEMENTATION OF THE P5 PROJECT IN INDONESIAN EDUCATION

Amiruddin[1], Roni Sugianto[2], Jagad Muhammad[3], Zainur Rahman[4], Siti Seituni[5*]

[1,2,3,4,5] STKIP PGRI Situbondo, Indonesia

e-mail: acikspdi82@gmail.com

Abstract: This study aims to evaluate the implementation of the Pancasila Student Profile Strengthening Project (P5) as part of the Independent Curriculum in supporting the development of student creativity. The P5 program is designed to build character, critical thinking abilities, and 21st-century skills through a holistic, project-based approach. This study uses the Systematic Literature Review (SLR) method to identify, evaluate, and synthesize research relevant to related questions or phenomena. Data is collected through three main stages of SLR: planning, implementation, and completion. The study results show that the optimal implementation of P5 can increase students' innovation, creativity, and ability to solve problems independently. However, several obstacles are still found, such as the lack of teachers' understanding of the P5 concept, the limitations of supporting facilities, and the diversity of student backgrounds. To overcome this, additional steps are needed, such as teacher training and improving facilities to maximize the effectiveness of P5 in forming a creative generation that has character according to Pancasila values.

Keywords: Implementation, Pancasila Students, Creativity, Students

INTRODUCTION

Education has an important role in producing a generation that is not only intellectually intelligent but also strong and can contribute to nation-building. In Indonesia, Pancasila, as the basis of the state, is the foundation for forming the nation's character. Therefore, learning in schools is expected to focus on mastering knowledge and strengthening Pancasila values. One of the government's efforts to realize this goal is through the Pancasila Student Profile Strengthening Project (P5), which is part of the Independent Curriculum.

P5 is designed to provide contextual, interactive, and collaborative learning experiences to develop six dimensions of the Pancasila Student profile: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The implementation of P5 aims to form students who can think critically, creatively, and competitively at the global level but are still rooted in local cultural values and Pancasila.

However, implementing P5 in various educational units is not without challenges. Various factors, such as teacher readiness, limited facilities, and diverse cultural and social contexts, affect the effectiveness of this project's implementation. Teachers, as the main actors in the learning process, often face obstacles in integrating Pancasila values into concrete educational practices. In addition, the gap between central policies and reality on the ground is also a challenge in itself.

One of the prominent dimensions Yuniardi (2023) in implementing P5 is the development of student creativity. Creativity is one of the competencies of the 21st century that the younger generation must possess to face increasingly complex global challenges. In the context of P5, the development of creativity is not only limited to artistic or cultural activities but includes innovative abilities in various fields, such as technology, science, and entrepreneurship. However, many schools are not optimal in encouraging student creativity due to limitations in teaching methods or supporting facilities.

Activities such as artwork creation, science experiments, and social projects allow students to think deeply and develop innovative solutions. This aligns with the P5 approach, prioritizing project-based learning as the main method (Komala & Nurjannah, 2023).

Developing students' creativity in P5 also aligns with the government's grand vision to create superior human resources (HR). Creativity, as one of the dimensions of the Pancasila Student Profile, can be an important capital in supporting the birth of young innovators who can bring positive change in society. Therefore, the analysis of the implementation of P5 in the development of creativity is very relevant to be carried out (All Habsy et al., 2023).

The success of P5 in developing students' creativity is determined by learning activities and the support of the learning environment. Factors such as parental involvement, school culture, and community support also affect the effectiveness of this program. Schools that can create an environment that supports innovation tend to be more successful in developing students' creative potential (Beno et al., 2022).

Analyzing the implementation of P5 is also important to provide an overview of the extent to which this policy can answer the needs of education in the modern era. In addition, the analysis results can provide relevant recommendations to improve the program's quality, both in terms of planning, implementation, and evaluation. Thus, this research is expected to make a real contribution to the development of character education in Indonesia.

Through this research Sholikin & Prasetyo (2023), it is hoped that various innovations and strategies will be found to increase the effectiveness of P5 in developing students' creativity. The results can serve as a reference for education stakeholders, including teachers, principals, and policymakers, to refine the implementation of these programs. With the optimal implementation of P5, it is hoped that a generation of Pancasila Students will be born who are creative, have integrity, and can compete at the global level (Waruwu, 2024).

Therefore, Muktamar et al., (2024) research on analyzing the implementation of the Pancasila Student Profile Strengthening Project (P5) in developing student creativity is very important. This is not only to evaluate the program's success but also to explore the potential for improvement to achieve better national education goals.

The Independent Learning Curriculum is part of the latest policy issued by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). This curriculum aims to develop the competence of educators through the Pancasila Student Profile Strengthening Project (P5), which focuses on strengthening the competence and character of students based on graduate competency standards. The dimensions of the Pancasila Student Profile include: (1) faith, devotion to God Almighty, and noble morals; (2) global development; (3) cooperation; (4) independence; (5) critical thinking; and (6) creativity.

The Independent Curriculum introduces a new approach to Education In the revolutionary MA Cholily class X school, namely the concept of "Independent Learning." This approach provides greater flexibility for related parties, such as students, educators, and

schools, which brings significant changes compared to the previous curriculum, especially the Curriculum (A.D et al., 2022).

In its implementation, the Independent Curriculum provides the freedom to adjust learning at MA Cholily School class X to the abilities of students in more detail, allowing educators to design more efficient and innovative learning, as well as increasing student productivity through various learning activities (Fauziah & Holis, 2024). Based on Permendikbud Ristek No. 56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity that aims to strengthen the competence and character of students, following the Graduate Competency Standards and Pancasila Student Profile (Adelia & Rosyid, 2024).

The P5 program in Class X MA Cholily was carried out as part of an effort to strengthen the identity of the Indonesian nation based on Pancasila as the state ideology. Pancasila, as a fundamental ideology, is the main pillar of national development as well as the main identity of the Indonesian nation (Lilihata et al., 2023). This program has two main objectives: first, to increase the understanding and practice of Pancasila values among the younger generation; second, to strengthen the identity of the Indonesian nation to achieve national development goals (Yudianto, 2014). This program aims to help students develop good character and abilities and contribute to the country's development. Implementing the Pancasila Student Profile Strengthening Project (P5) involves students in project activities based on their experience and knowledge and improving understanding and skills in internalizing Pancasila values (Nur'aini, 2023).

The implementation of the Pancasila Student Profile Strengthening Project at MA Cholily School class X provides a new nuance in education in Indonesia, with a special time allocation that provides greater opportunities for educators to innovate in planning projects that are tailored to the aspects and characteristics of students (Alifah Andhianto et al., 2024). Challenges in P5 Implementation to Develop Creativity Azis & Lubis (2023), implementation often gets challenges. One of the main challenges is the lack of resource support in terms of facilities, teaching materials, and training for teachers to optimize the implementation of this approach (Yuliastuti et al., 2022). Teachers may have difficulty directing students to develop creativity and critical thinking without adequate training. Additionally, a rigid curriculum or too focused on academic aspects can limit the space for students to experiment and think freely (Tabuk & Banjar, 2023). Projects focusing on P5 require flexible learning approaches to allow students to express their ideas and creativity. To overcome these challenges, several steps can be taken:
  a. Training for teachers on implementing P5 and supporting students' creativity and critical thinking through relevant projects.
  b. Provision of sufficient resources, such as technology-based learning aids and materials that can stimulate creativity.
  c. The application of more problem-based learning that integrates various disciplines and allows students to develop creative and critical solutions.
  d. Creating an atmosphere that supports experimentation and exploration of new ideas.

However, there are various challenges in implementing the Independent Curriculum, such as a lack of understanding by educators about the P5 Project (Nur Fauziah et al., 2023). Limited time and resources, lack of motivation of students, lack of parental support, and

inadequate school infrastructure. Therefore, the implementation of this curriculum is not as easy as imagined. The main challenge faced is the readiness of human resources, especially educators, which is the main pillar in implementing the Independent Curriculum policy in terms of competence and ability to utilize technology (Zebua et al., 2024).

METHOD

This study uses the Systematic Literature Review (SLR) approach, which is a means to identify, evaluate, and synthesize all available research that is relevant to the research question, topic field, or phenomenon of interest (Ritterbusch & Teichmann, 2023). The purpose of SLR is a trustworthy method of obtaining clear, reasonable, and unbiased information about a research topic (van Dinter et al., 2021). In this study, the SLR method is applied through stages

Figure 1. Stages of the 2021 Systematic Literature Review (SLR) Method

The first step in preparing this article is planning, which includes determining the research topic on the Analysis of the Implementation of the Pancasila Student Profile Strengthening Project (P5). Furthermore, the search criteria for articles from various sources, such as Google Scholar, were set, with a search period between 2020 and 2024. The keywords used include Implementation, Pancasila Students, Creativity, and Students.

The second step in the preparation of this article is conducting. The articles are grouped based on predefined criteria and keywords at this stage, resulting in 25 suitable initial articles. The articles were then selected using inclusion and exclusion criteria so that 15 eligible articles were selected. The inclusion criteria include journals with a valid SINTA index, published in the last 5 years, and Research and Development (R&D) research in educational units (Tabuk & Banjar, 2023). Meanwhile, the exclusion criteria include articles with irrelevant or inappropriate titles for the topic and content of the research. After the selection is complete, the next step is data synthesis, where information from the selected articles is analyzed and evaluated, then the results are presented in narrative form.

The last step in the Systematic Literature Review (SLR) method is the reporting stage, where the results of analysis and evaluation from various journals are compiled in writing according to a predetermined format.

RESULT

The results of this study are an analysis and summary of data from several scientific articles that have been obtained by researchers from national and international journals, with the number of selected articles being 15 articles. Based on the search, articles related to the Implementation Analysis of the Pancasila Student Profile Strengthening Project (P5) in the Development of Student Creativity were obtained. The results of this study will be presented

following the inclusion criteria of the systematic literature review. For research article review data, will be displayed in the form of a table, while the discussion will be outlined based on the results of the review that has been carried out previously. The analysis data is presented in Table 1.

No	Writer	Journal	Results/Findings
1.	Syaharani & Fathoni (2023)	Elementary School Scientific Journal & https://doi.org/10.23887/jisd.v7i1.56422.	The implementation of P5 activities with the theme of local wisdom in elementary schools is effective in the independent curriculum, with students enthusiastic about learning about medicinal plants around the school. The project is flexible, does not interfere with learning, and encourages teacher creativity. Collaboration of all parties is the key to success, with recommendations to strengthen project-based learning through interesting materials to improve students' abilities and morale according to the profile of Pancasila.
2.	Gunawan & Suniasih (2022)	MIMBAR PGSD Undiksha & https://doi.org/10.23887/jjpgsd.v10i1.45372	This research emphasizes the importance of practicing Pancasila values by students through the Pancasila Student Profile Program from the Ministry of Education and Culture. The analysis showed variations in practice scores on the six aspects measured, with the majority of aspects scoring well, although some students gave negative answers to several statements. This study recommends further studies to complement the findings and serve as a reference for similar studies. In conclusion, there is still an opportunity to improve the understanding and application of Pancasila values among students, with more intensive support from teachers, school principals, parents, and the government.
3.	Pratikno et al (2022)	Iqra' Journal: A Study of Education & https://doi.org/10.25217/ji.v7i1.170 8.	The implementation of the independent curriculum designed to strengthen the character of students according to the profile of Pancasila still faces various obstacles. Although the curriculum is relatively simple, its implementation is often constrained by complex challenges. The success achieved is the result of the hard work of the government and stakeholders, but the gap in implementation remains a major challenge. Considering that the development of Indonesia's human resources is still ongoing, this research contributes significantly to providing a foundation for further research to overcome these obstacles.
4.	Widiana et al (2023)	International Journal of Elementary Education & https://doi.org/10.23887/ijee.v7i4.69642.	This study evaluates the impact of the use of project-based assessment with a phenomenon-based learning approach on the achievement of Pancasila student profiles in elementary schools. The results showed a significant difference in the achievement of Pancasila student profiles between the group that used the method and the control group. Thus, it can be concluded that this approach is effective in increasing the achievement of students' Pancasila Student

			Profile indicators, and project-based collaboration in P5 can improve student understanding.
5.	Nadrah (2023)	International Journal Of Humanities Education and Social Sciences (IJHESS) & https://doi.org/10.55227/ijhess.v3i3.634.	Research shows that the initial implementation of the independent curriculum in high school has a positive impact on learning restructuring, including time allocation and teacher assessment. However, challenges such as lack of government support, limited facilities, and lack of IT skills among teachers are still obstacles. Solutions such as periodic IT training, the formation of project teacher groups, and the use of the Independent Teaching Platform (PMM) can support the development of an independent curriculum, especially for new teachers. Teachers have been working hard to design learning, both projects and extracurricular activities, to raise the profile of Pancasila students, although they still feel that the learning design is not fully ready to be implemented in the classroom.
6.	Zein et al (2023)	International Journal of Evaluation and Research in Education & https://doi.org/10.11591/ijere.v12i4.25759.	This study identifies six indicators of the implementation of Pancasila student profiles in madrasas, with MTs showing significant success. The importance of deeper identification of Pancasila student profiles is in the spotlight, while the use of webtoon-based online comics shows great potential in meeting the character needs of students according to Indonesia's educational goals. Although it has not been widely implemented across MTs in Riau Province, the webtoon-based online comic framework can be a reference for a more comprehensive evaluation. This research contributes to the development of technology-based student character evaluation, utilizing an interactive approach through online comics that provides flexibility in access, learning, and assessment of student's character.
7.	Rusilowati et al (2024)	Indonesian Journal of Science Education & https://doi.org/10.15294/jpeg.v13i1.44482	SHS-X has successfully implemented a child-friendly school policy by meeting standards, including the development of student characteristics such as nationalism, religiosity, leadership, politeness, honesty, cooperation, and anti-corruption. However, strengthening the character of discipline is still a concern. Friendly and interactive teacher attitudes have been proven to improve student learning outcomes. However, improvements are needed in the complaint mechanism, support for people with disabilities, and the update of laboratory equipment. SHS-X best practices are expected to be an inspiration for other schools in building student character that is in line with the profile of Pancasila Students.
8.	Sabon et al (2022)	Journal of Educational Research and Evaluation & http://dx.doi.org/	The Pancasila student profile includes seven main components: work ethic, open-mindedness, initiative, values and culture, resilience, faith as well as peace and collaboration, and a sense of responsibility. The results of the study show that overall, the attitude of students has

		10.21831/pep.v2 6i1.45144.	reflected superior character according to the values of Pancasila. However, significant steps are needed to further strengthen the character of Pancasila to optimally meet the criteria for the Pancasila student profile.
9.	Sakti et al (2023)	Journal of Education & https://doi.org/10. 33394/jk.v9i4.91 78.	This research aims to develop and validate instruments to measure student character based on Pancasila values. Using the Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and RASCH models, the results of the study identified five main factors: Ethics, Nationalism, Independence and Criticality, Self-Efficacy, Empathy, Creativity and Global Knowledge, and Discipline. The CFA analysis confirmed the model fit and factor consistency, while the RASCH analysis ensured the validity and reliability of the instrument, making it an effective tool for measuring students' Pancasila character in an educational context.
10.	Rahayu et al (2023)	Journal of Islamic Education Management & https://doi.org/10. 33650/al-tanzim.v7i2.5464.	The implementation of the independent learning curriculum at Nurul Jadid High School, with a focus on local wisdom values, aims to develop positive character in students. The school pays attention to the internal and external environment and establishes partnerships with other educational institutions. The findings of the study show the implementation of the independent curriculum policy through environmental analysis and the development of an independent mindset. Obstacles include class rankings, internalization of learning, and technological sophistication, but the potential to improve this curriculum strategy remains open.
11.	Sulistiyaningru m, T., & Fathurrahman, M. (2023)	Journal of the Teacher Training Profession & https://journal.unnes. ac.id/nju/jpk/article/ download/42318/14 411	This study aims to find out the implementation of the Pancasila Student Profile Strengthening Project (P5) activities at SD Nasima Semarang and its impact on students. The qualitative method with a descriptive approach is the method used. Data was collected through interviews with 2 teachers of grades IV and V who had implemented the independent curriculum in learning and 5 students of grades IV and V as participants in P5 activities.
12.	Ramadhani, S. (2024)	Journal Of International Multidisciplinary Research & https://journal.banjar esepacific.com/inde x.php/jimr/article/do wnload/266/231	Research shows that the application of P5 in the Independent curriculum can shape the character and character of students in accordance with the expected competency standards. The project method with an observation and environmental problem-solving approach is an effective way to implement P5 in the Independent curriculum. Significant supporting factors in the implementation of P5 involve support from the surrounding environment, family, technological advancements, the role of teachers, interaction with peers, and involvement in the community.

13.	Nurkolis, N. (2024)	Journal of Social Sciences & Educational Innovation https://www.jurnalp4i.com/index.php/social/article/download/3504/2944	This research aims to determine the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP N 1 Weleri and its impact on students. The qualitative method with a descriptive approach is the method used. Data was collected through interviews with 10 teachers of grades IIV, VIII, and IX who have implemented the independent curriculum in learning and 25 students of classes IIV, VIII, and IX as participants in P5 activities. In the implementation of the independent curriculum, students create or implement projects.
14.	Kesumasari, E. M. (2023)	PROSPEK & https://ojs.mahadewa.ac.id/index.php/prospek/article/download/2583/1927	This research is about the analysis of the activities of the Pancasila Student Profile Strengthening Project or P5 starting from the preparation of the school ecosystem to carry out activities, designing and managing the implementation of activities, as well as processing assessments, project report results, evaluations and follow-up plans for P5 activities at SMA Negeri 2 Banjarmasin. In addition, this research is also related to the application of differentiated learning in the independent curriculum of the digital era by facilitator teachers to students who carry out P5 activities.
15.	Yuntawati, Y., & Suastra, I. W. (2023)	Empiricism Journal & https://journal-center.litpam.com/index.php/empiricism/article/download/1651/1103	This research is to provide an overview of the achievement of the implementation of the Pancasila student profile strengthening project through a review of the P5 implementation process in the field that has been carried out by schools at the elementary to high school levels. Analyzing the obstacles to the implementation of P5 as a reflection material to determine important points as the key to the successful implementation of the project.

DISCUSSION

From the results of the review of 15 articles, there are several significant findings related to the Analysis of the Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Development of Student Creativity. The first article shows that P5, with the theme of local wisdom, can be implemented effectively in elementary schools, improving students' character and their enthusiasm for learning. The second article revealed that Nurul Jadid High School implements an independent curriculum by paying attention to the values of local wisdom but still faces obstacles related to class ranking and the use of technology. The third article discusses the development of an instrument to measure student character based on Pancasila values. The fourth article concludes that the Pancasila student profile includes seven main traits, with the expansion of research to strengthen the character of Pancasila. The fifth article shows that SHS-X has successfully implemented a child-friendly school policy with student characters that follow the values of Pancasila. The sixth article highlights the use of webtoon-based online comics as an interactive method to measure the profile of Pancasila students. Articles seven and eight emphasize the importance of project-based assessments and IT training to support the implementation of the independent curriculum and P5. The ninth and tenth articles highlight the challenges in implementing the

independent curriculum and the need to improve the understanding and implementation of Pancasila values among students. The eleventh article aims to determine the implementation of the Pancasila Student Profile Strengthening Project (P5) activities. The twelfth article concludes that applying P5 in the independent curriculum can shape students' character following the expected competency standards. The thirteenth article explains how to implement P5 at the junior high school level. The fourteenth and fifteenth articles highlight the project of profiling Pancasila in the school ecosystem and provide an overview of the achievements in implementing the p5 project to students.

The entire article's analysis shows that the Implementation of the Pancasila Student Profile Strengthening Project (P5) is a key factor in the Development of Student Creativity. However, there are still obstacles and challenges to overcome. Collaboration between teachers, students, principals, and the government is needed to increase the program's effectiveness. In addition, the development of technology-based student character evaluation instruments and increased training and understanding of Pancasila values are also the focus to improve the quality of education in Indonesia.

The Pancasila Student Profile Strengthening Project (P5) is one of the important initiatives in the Independent Curriculum, which aims to form a balanced student character between academic aspects and Pancasila values. Implementing P5 is expected to strengthen the aspect of creativity, which is one of the key competencies in facing the challenges of the 21st century. This discussion will describe how P5 is implemented, the challenges faced, and its impact on the development of students' creativity.

There is a significant difference between implementing the 2013 Curriculum and the Independent Curriculum. For example, when looking at the complicated workload of students, many students feel more comfortable learning with the Independent Curriculum. One of the characteristics is that the material presented is student-focused, so the role of the teacher is more of a learning support to achieve learning goals. Ki Hadjar Dewantara's view also reflects the idea that learning should involve students in interacting with their environment to increase their sense of care, sensitivity, and ability to solve problems around them (Keguruan et al., 2023).

The problem-solving approach in the Independent Curriculum is carried out through group work as a project, which is based on a specific topic. Learning with a group or collaboration refers to the concept of learning together with several individuals to achieve a specific goal. In each group, the active participation of individuals is considered important to achieve learning goals. Individual success in a group is considered an indicator of overall group success (Setiyanti et al., 2024)

Conversely, conceptual learning is an approach that addresses the fundamental elements of a larger scientific structure to gain a deeper understanding and up-to-date information (Ika et al., 2020).

1. Application of Differentiated Learning in the Independent Curriculum

Based on previous research findings, the implementation of real-world activities and projects in the context of learning reveals that each student has unique potential when faced with such tasks. While there is variation in brain power and skill levels among students, the essence of the belief that each individual can overcome learning challenges is a major focus. An in-depth understanding of the stages of student learning

development is the key to success, allowing teachers to design appropriate learning strategies and provide appropriate support for each student.

Teacher responsibility involves a comprehensive understanding of student learning development in a holistic context. In situations where students show slower learning progress, teachers play a very important role in designing learning strategies that can be adapted according to student's individual needs and characteristics. An in-depth analysis of students' learning styles and interests is a must, allowing teachers to tailor teaching methods to engage, motivate, and support the student's learning process in understanding the subject matter.

This approach is in line with the views of Nafaridah et al., (2023), which underscores the urgency of differentiating approaches in the context of education. Through the implementation of learning strategies that are tailored to the needs and characteristics of each student, teachers can form an inclusive learning environment that supports each student to reach their potential optimally. As an application of differentiated learning following the independent curriculum, implementing the Pancasila student profile strengthening project is very useful. Students have the opportunity to learn about a certain environment and practice it to gain knowledge and apply it in daily life and form character, as well as being an inspiration in contributing to the environment and the nation (Al Falah & Sunniyah, 2024). This approach also changes the role of students from simply receiving information to being an active participant in their learning process. Thus, this approach encourages student empowerment to develop skills, knowledge, and positive attitudes on an ongoing basis

2. The Effect of P5 Activities as Differentiated Learning on the Independent Curriculum

The results of interviews with principals, who have responsibility for teaching, supervision, and student engagement, revealed a significant positive impact of P5 activities on the student learning experience. Especially, positive changes can be seen in the attitudes and behaviors of students who become more aware of environmental cleanliness. Although attitude evaluation requires a longer period, the hope is that this transformation will embody sustainable behavior.

Implementing P5 activities that focus on sustainable living seems to have a lower impact on students' level of concern for the surrounding environment. Previous research noted these differences, providing a deeper understanding of how certain themes can affect students' perception of their responsibility to the environment.

The importance of implementing P5 activities with the theme of local wisdom is also reflected in the research results, where students become more connected to their local culture. Through understanding and appreciation of local cultural heritage, students can develop a strong sense of identity (Fatah & Zumrotun, 2023).

In these different learning contexts, the most striking impact is the development of student's ability to be independent and make decisions. Direct observation of students shows that involvement in P5 activities not only increases their confidence but also stimulates their creativity in creating works that can be exhibited in the exhibition. It creates a learning atmosphere that encourages students to take an active role, helping them develop skills that are useful in an educational context and everyday life.

3. Implementation of P5 in Projects Based on Observation and Solutions to Environmental Problems

In the context of P5 learning, the application of the project method is a very relevant approach, especially with a focus on observation and solving environmental problems (Aisyah et al., 2024). The project method requires the active involvement of students in finding solutions to environmental challenges, as well as making a positive contribution to overcoming these problems. In P5, the implementation of the project method not only aims to teach students about the values of Pancasila but also to encourage them to apply these values in their daily lives. This approach aligns with the vision of P5, which focuses on forming a generation that can understand and apply Pancasila's values.

The theory that underpins this approach states that students learn through the construction of knowledge and understanding of meaning from their personal experiences. They are actively involved with the surrounding environment. Through the project method, students can build their knowledge from the results of observations and activities in the surrounding environment and interactions with others (Muktamar et al., 2024). With the application of the project method in the context of P5, students can directly engage in the learning process in the surrounding environment, allowing them to understand the values of Pancasila in a concrete way and closely related to the reality of their daily lives (Yuntawati & Suastra, 2023).

The importance of the project method in P5 learning lies not only in the transfer of knowledge but also in the development of students' skills, such as analytical skills, problem-solving, and teamwork. By allowing students to experience learning directly through the project, it is hoped that they will not only understand the concepts of Pancasila theoretically but also be able to apply these values in real action, creating a positive impact in their surrounding environment.

4. Supporting Factors for the Implementation of P5 in the Independent Curriculum

Implementing P5 in the Independent curriculum requires the support of certain factors that play an important role in ensuring the program's success in schools. Three main factors support and have a central role in the implementation of P5 in schools: support from teachers and parents, the use of information technology, and community involvement.

First, support from teachers and parents is recognized as a key factor in implementing P5 in school education. According to (Akhyar & Artikel, 2024), The role of parents is very significant in providing support and guidance for children's development in the learning process. Parents' support for P5 activities provides additional motivation for children to be more serious and focused in understanding the values of Pancasila. This is in line with attachment theory, which states that adequate support and attention from parents can form a strong emotional bond between parents and children.

Second, information technology is a crucial factor supporting the implementation of P5 in learning in the current digital era. The wise use of information technology can increase the effectiveness and efficiency of P5 learning in a home education environment. Through digital platforms and educational applications, P5 materials can be presented interactively and engagingly for children (Yolanda et al., 2023). This approach follows the theory of constructivism, which states that using information

technology in learning can facilitate interaction between students and learning materials, strengthening students' understanding and skills.

Third, community involvement is a very important factor in the successful implementation of P5 in schools. Community support, in the form of information, implementation suggestions, and active participation, positively impacts the P5 program. This concept can be associated with the theory of community power or community empowerment, which emphasizes the importance of community participation in developing and improving welfare. In the context of P5, community involvement helps strengthen the program as part of efforts to improve student character and national identity.

In addition, P5 encourages students to develop communication, cooperation, and problem-solving skills (Sim & Park, 2023). These skills are useful not only in the context of education but also in the future of work. By involving students in projects that require them to work in teams and solve complex problems, P5 teaches Pancasila values relevant to their lives, such as cooperation, social justice, and respect for diversity.

Overall, the implementation of the Pancasila Student Profile Strengthening Project (P5) shows great potential in the development of students' creativity. However, challenges still need to be overcome, such as limited resources and different understandings among teachers (Yunita, 2023). Through a project-based approach that involves aspects of collaboration and innovation, learners can develop essential skills that support creative and critical thinking skills. For more optimal success, support from various parties is needed, including teacher training, adequate facilities, and closer collaboration between schools, families, and the community.

Sihombing et al., (2024) stated that the lack of teaching and understanding of Pancasila lessons in educational institutions causes a decline in understanding of the concept of Pancasila among Indonesian students. In addition, the social context and technical factors also affect the understanding and application of the concept of Pancasila. To overcome this problem, the Pancasila Student Profile Strengthening Project (P5) is implemented to ensure that the younger generation understands and can apply the ideas of Pancasila in daily life. (Rozhana et al., 2023) stated that implementing P5 in the independent curriculum with a local wisdom approach is important to ensure a strong understanding of Pancasila. Farhana & Cholimah (2024) he added that implementing an Independent Curriculum in schools that considers the values of local wisdom and the development of students' positive character is the key. The emphasis on the role of the internal and external environment and partnerships with other institutions demonstrates the importance of liberating learners and considering their needs and potential.

Education should not only lead to a specific goal without paying attention to the needs and potential of students. In implementing the curriculum of the Pancasila Student Profile Strengthening Project (P5), students must be placed as the main subject. The following research Sabon et al., (2022) discusses the importance of paying attention to students in developing Pancasila's character. In the context of implementing the curriculum of the Pancasila Student Profile Strengthening Project (P5), this principle is very relevant. P5 is designed to ensure that education not only conveys knowledge but also shapes the character of students following the values of Pancasila. By placing students as the main subject, paying

attention to their needs and potential, and integrating character development based on Pancasila values, this curriculum can form a young generation with strong character and ready to face future challenges.

Research Al Habsy et al., (2023) stated that the success of the Pancasila student profile in strengthening character depends on the active role of schools, parents, and teachers. These three parties must work together for the best results. Education that supports students includes independence of soul, body, mind, and energy. The findings that have been analyzed confirm that cooperation between the three parties is needed to achieve optimal results in the formation of student character. Education that supports students in the aspects of soul, body, mind, and energy is also considered important. As the key to implementing P5, teachers strengthen the learning process and its results. The program to improve the profile of Pancasila students is included in the Independent Curriculum to highlight the values of Pancasila as the foundation of learning. The success of the Pancasila student profile in strengthening character is highly dependent on the close cooperation of all parties between schools, parents, and teachers. The program to improve the profile of Pancasila students in the Independent Curriculum is designed to highlight the values of Pancasila as the foundation of learning, ensuring that education in Indonesia not only teaches knowledge but also forms the character of students who are strong and have integrity.

Parental support and involvement are important in successfully implementing the P5 Curriculum. Parents can help strengthen students' understanding of Pancasila values and expand their application in various life contexts. Understanding the right of students to develop their potential, as well as the role of teachers and parents in supporting learning approaches that liberate students, is the main foundation for the effective and sustainable implementation of the P5 Curriculum. Research by Pratikno et al., (2022) discusses the importance of parental involvement in supporting learning at home, in line with the idea that education does not only occur in schools but also involves the environment outside of school. Challenges in the implementation of the P5 Curriculum include the availability of adequate resources, periodic supervision, and evaluation, as well as obstacles such as limited time and space, teacher understanding and preparation, and the readiness of other resources (Delima Kiska et al., 2023). To overcome these obstacles, integrated efforts are needed including investment in education, increased training, and teacher development. Difficulties in understanding and implementing Pancasila values can also be an obstacle to the effectiveness of the P5 Program (Gunawan & Suniasih, 2022). Therefore, comprehensive efforts are needed so that the P5 Program can function optimally and achieve the expected goals, represent a significant step towards achieving comprehensive education, and encourage the development of a strong Pancasila student profile.

Factually speaking, the implementation of P5 as part of differentiated learning in the Independent Curriculum shows a positive impact on the formation of student character, especially in terms of strengthening democratic values inherent in students following the Pancasila student profile. This shows that P5 not only provides an understanding of the values of Pancasila but also helps students to internalize and apply them in daily life, especially in the context of democracy and the life of the nation and state. Overall, implementing P5 is very important in strengthening character education in Indonesia. With the right support, P5 can be one of the strategic steps in improving the quality of character education and forming a young generation with noble character and high moral awareness.

CONCLUSION

This study highlights the significant role of the Pancasila Student Profile Strengthening Project (P5) within Indonesia's Independent Curriculum in fostering student creativity and character development. A systematic analysis of 15 studies shows that the project-based learning approach employed by P5 effectively enhances students' critical thinking, problem-solving abilities, and engagement with Pancasila values. Activities that integrate local wisdom and environmental sustainability have successfully nurtured students' creativity and strengthened their cultural and ethical foundations. However, challenges persist, including limited teacher training, inadequate resources, and student readiness and background variability. Addressing these obstacles requires collaborative efforts among educators, policymakers, families, and communities. Enhancing teacher capacity through continuous professional development, providing adequate infrastructure, and creating an inclusive learning environment are critical steps to maximize P5's effectiveness. The findings underscore the potential of P5 to serve as a transformative educational initiative, aligning with 21st-century learning goals while preserving Indonesia's cultural identity. With sustained support and strategic implementation, P5 can shape a generation that is both innovative and deeply rooted in the values of Pancasila, contributing positively to national development and global competitiveness.

REFERENCES

A.D., O. Y., Ariyanto, P., & Huda, C. (2022). Analysis of Strengthening the Creative Dimension of Pancasila Student Profile in Phase B at SD Negeri 02 Kebondalem. *Journal of Education and Counseling*, *4*(6), 12861–12866.

Adelia, N., & Rosyid, A. (2024). Implementation of the Pancasila Student Profile Strengthening Project in Elementary School Students. *Pedagogy: Scientific Journal of Education*, *16*(1), 43–46. https://doi.org/10.55215/pedagogia.v16i1.9884

Aisyah, S., Yuliyaningsih, P., & Bisri, H. (2024). *Implementation of the Project to Strengthen the Profile of Pancasila Students at Al-Muttaqien Integrated Islamic Junior High School Bogor* (Vol. 3).

Akhyar, M., & Artikel, R. (n.d.). Strategi Pembinaan Guru ….361 362. *Instructional Development Journal*. http://ejournal.uin-suska.ac.id/index.php/IDJ

Akhyar, M., & Artikel, R. (n.d.). Strategi Pembinaan Guru ….361 362. *Instructional Development Journal*. http://ejournal.uin-suska.ac.id/index.php/IDJ

Al Falah, U., & Sunniyah, A. (n.d.). *Implementation Of The Pancasila Student Profile Strengthening Project (P5) In The Independent Curriculum At Umbulsari Senior High School, JEMBER REGENCY Zainut tofa* (Vol. 1).

Alifah Andhianto, P., Fitriani, Y., & Nuroniah, P. (2024). Implementation of STEAM Learning Based on the Pancasila Student Profile Strengthening Project (P5) in PAUD Units. *Murhum : Journal of Early Childhood Education*, *5*(1), 314–326. https://doi.org/10.37985/murhum.v5i1.547

All Habsy, B., Pratiwi Mujiono, A., Dhamara Sofyati Halmahera, A., Indah Sari Rohmawati, L., Ainun Nikmah, L., Hilman, L., & Guidance and Counseling, D. (n.d.). *Examining the Student Profile of Pancasila and Its Manifestation in Education Favoring Students*.

All Habsy, B., Pratiwi Mujiono, A., Dhamara Sofyati Halmahera, A., Rohmawati, I. S. L., Ainun Nikmah, L., & Hilman, L. (2023). Examining the Student Profile of Pancasila and Its Manifestation in Education Favoring Students. *Journal of Tambusai Education*, *7*(3), 32079–32093.

Azis, A. C. K., & Lubis, S. K. (2023). Fine Arts Learning Based on the Perspective of the Independent Curriculum in Elementary Schools. *Your Pen: Journal of Elementary School Education*, *1*(1), 10–19. https://doi.org/10.33830/penaanda.v1i1.4948

Beno, J., Silen, A. P., & Yanti, M. (2022). No Covariance Structure Analysis on Health-Related Indices in Elderly People Living at Home with a Focus on Subjective Health PerceptionsTitle. *Braz Dent J.*, *33*(1), 1–12.

Delima Kiska, N., Rizani Putri, C., Joydiana, M., Annisa Oktarizka, D., Maharani, S., Jambi Jl Muaro Bulian mendelo Barat, U., & Muaro Jambi district, Jambi. (2023). The Role of Pancasila Student Profiles to Shape the Character of Elementary School Students. *Journal on Education*, *05*(02), 4179–4188.

Farhana, G., & Cholimah, N. (2024). Pancasila Student Profile Strengthening Project as an Effort to Improve Early Childhood Character. *Journal of Obsession : Journal of Early Childhood Education*, *8*(1), 137–148. https://doi.org/10.31004/obsesi.v8i1.5370

Fatah, M. A., & Zumrotun, E. (2023). *Attadrib: Journal of Madrasah Ibtidaiyah Teacher Education Implementation of the P5 Project Entrepreneurship Theme on Learning Independence in Elementary Schools*. *6*, 365–377.

Fauziah, I., & Holis, A. (2024). *Implementation Of The Project For Strengthening The Pancasila Student Profile (P5) In Forming Students'*. 1–10.

Gunawan, D. M. R., & Suniasih, N. W. (2022). Profile of Pancasila Students in Efforts to Defend the Country in Class V of Elementary School. *Undiksha PGSD Pulpit*, *10*(1), 133–141. https://doi.org/10.23887/jjpgsd.v10i1.45372

Ika, O. :, Simangunsong, T., Dede,), Damanik, P., & Panjaitan, J. (2020). *Improvement Of Students' Conceptual Knowledge By Using The Problem Based Learning Model* (Vol. 28, Issue 1).

Keguruan, J. P., Sulistiyaningrum, T., & Fathurrahman, D. M. (2023). *Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum at SD Nasima, Semarang City*. https://journal.unnes.ac.id/nju/index.php/jpk

Komala, C., & Nurjannah, N. (2023). Implementation of the Pancasila student profile theme "sustainable lifestyle" class X SMAN 2 Sumbawa Besar. *Indonesian Journal of Literacy and Learning*, *3*(1), 42–49.

Lilihata, S., Rutumalessy, S., Burnama, N., Palopo, S. I., & Onaola, A. (2023). Strengthening the Profile of Pancasila Students in the Creative and Critical Dimension in the Digital Era. *Journal of Education DIDAXEI*, *4*(1), 511–523.

Muktamar, A., Yusri, H., Reski Amalia, B., Esse, I., & Ramadhani, S. (2024). Educational Transformation: Diving into the Implementation of the P5 Project to Shape Student Character. *Journal of International Multidisciplinary Research*, *2*(2), 5.

Muktamar, A., Yusri, H., Reski Amalia, B., Esse, I., Ramadhani, S., & Article, I. (n.d.). Educational Transformation: Diving into the Implementation of the P5 Project to Shape Student Character. In *Journal of International Multidisciplinary Research*. https://journal.banjaresepacific.com/index.php/jimr

Nafaridah, T., Maulidia, L., Fraick Nicky Gillian Ratumbuysang, M., Maya Kesumasari, E., Lambung Mangkurat Jl Brig Jend Hasan Basri, U., & Banjarmasin, K. (n.d.). *Analysis of P5 Activities as the Application of Differentiated Learning in the Free Curriculum of the Digital Era at SMA Negeri 2 Banjarmasin*.

Nur Fauziah, N., Ningsi, Nazilatul Husna, L., & Hidayat, R. (2023). Analysis of the Implementation of the Project to Strengthen the Pancasila Student Profile and the Rahmatan Lil'Alamin Student Profile in KMA No. 347 of 2022. *ACCELERATION: Journal of Teacher Education MI*, *4*(1), 1–10.

Nur'aini, S. (2023). Implementation of the Pancasila Student Profile Strengthening Project (P5) Rahmatan Lil Alamin Student Profile (P2RA) in the Prototype Curriculum in Schools / Madrasas. *Scientific Journal of Pedagogy*, *2*(1), 84–97.

Pratikno, Y., Hermawan, E., & Arifin, A. L. (2022). Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *7*(1), 326–343. https://doi.org/10.25217/ji.v7i1.1708

Ritterbusch, G. D., & Teichmann, M. R. (2023). Defining the Metaverse: A Systematic Literature Review. *IEEE Access*, *11*, 12368–12377. https://doi.org/10.1109/ACCESS.2023.3241809

Rozhana, K. M., Bagus, S. F., Emqy, M. F., & Wicaksono, A. A. (2023). Project implementation of strengthening "Profil Pelajar Pancasila" (P5) as a value of life in elementary schools. *Jurnal Bidang Pendidikan Dasar*, *7*(2), 170–180. https://doi.org/10.21067/jbpd.v7i2.8709

Sabon, Y. O. S., Istiyono, E., & Widihastuti, W. (2022). Developing "Pancasila Student Profile" instrument for self-assessment. *Jurnal Penelitian Dan Evaluasi Pendidikan*, *26*(1), 37–46. https://doi.org/10.21831/pep.v26i1.45144

Setiyanti, W., Herfiyanti, N., & PGRI Semarang, U. (n.d.). Implementation Of The Pancasila Student Profile Strengthening Project (P5) at SMP N 1 Weleri. *Journal of Social Sciences Educational Innovation*, *4*(3).

Sholikin, S., & Prasetyo, A. (2023). Strengthening the Character of Students Through the Pancasila Student Profile at Madrasah Ibtidaiyah. *Al-Madrasah: Journal of Madrasah Education Ibtidaiyah*, *7*(4), 1941. https://doi.org/10.35931/am.v7i4.2752

Sihombing, A. N., Larasati, A., Wulandari, D., Hutabarat, D. F., Yunita, S., Pancasila, J. P., & Citizenship, D. (2024). *IJEDR: Indonesian Journal of Education and Development Research P5 as an Effort to Realize Civic Competence for High School Students in the Era of Globalization. 2*(2).

Sim, S. I., & Park, E. (2023). P5-ATPases: Structure, substrate specificities, and transport mechanisms. In *Current Opinion in Structural Biology* (Vol. 79). Elsevier Ltd. https://doi.org/10.1016/j.sbi.2023.102531

Tabuk, S., & Banjar, K. (2023). *3 1,2,3. 2*(September), 349–365.

van Dinter, R., Tekinerdogan, B., & Catal, C. (2021). Automation of systematic literature reviews: A systematic literature review. In *Information and Software Technology* (Vol. 136). Elsevier B.V. https://doi.org/10.1016/j.infsof.2021.106589

Waruwu, M. (2024). Research and Development (R&D) Methods: Concept, Types, Stages and Advantages. Scientific *Journal of the Educational Profession*, *9*(2), 1220–1230. https://doi.org/10.29303/jipp.v9i2.2141

Yolanda, Y., Nisai, N., key, K., Strengthening the Pancasila Student Profile, P., & Merdeka, K. (2023). *Kapas: A Collection of Community Service Articles Workshop on Improving Teacher Competence in the Preparation of the Module of the Pancasila Student Profile Strengthening Project (P5) as an Independent Curriculum* Implementation (Vol. 2, Issue 1).

Yudianto, M. J. N. (2014). Computer Networks and Their Definition. *Ilmukomputer.Com*, *Vol.1*, 1–10.

Yuliastuti, S., Ansori, I., & FAthurrahman, Moh. (2022). Implementation of the Pancasila Student Profile Strengthening Project (P5) Entrepreneurship Theme Grade 4 SD Labschool UNNES Semarang City. *Sheets of Educational Sciences Http://Journal.Unnes.Ac.Id/Nju/Index.Php/LIK*, *51*(2), 76–87.

Yuniardi, A. (2023). Implementation of P5 with the application of character education through student discipline activities at PKBM. *Proceedings of Umsurabaya*, *2023*, 41–45.

Yunita, A. R. (2023). Literacy Rivetalization As Strengthening The Profile Of Pancasila And P5 Students In Independent Learning. *Armada: Journal of Multidisciplinary Research*, *1*(10), 1289–1295. https://doi.org/10.55681/armada.v1i10.965

Yuntawati, Y., & Suastra, I. W. (2023). P5 Project as the Application of Learning Differentiation in the Independent Curriculum: Literature Review Case Study of P5 Implementation in Schools. *Empiricism Journal*, *4*(2), 515–525. https://doi.org/10.36312/ej.v4i2.1651

Zebua, G. P., Lase, B. P., Bawamenewi, A., & Harefa, A. T. (2024). Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum. *JIIP - Scientific Journal of Educational Sciences*, *7*(9), 10762–10770. https://doi.org/10.54371/jiip.v7i9.5872