

Implementation of the Project for Strengthening the Profile of Pancasila Students (P5) in Increasing the Independent Attitude Ability of Grade IV Students at SDN 1 Kemawi

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ABSTRACT

The problem raised in this study lies in the fact that many students still lack independent attitude skills. This problem was clearly seen during the implementation of the Pancasila student profile strengthening project at SDN 1 Kemawi. Based on the results of pre-research interviews, SDN 1 Kemawi implemented three Pancasila student profile strengthening project themes, each of which targeted the independence dimension as one of the main focuses. Independence is one of the most important characteristics that an individual can have. For students, independence plays an important role in their academic journey, because those who learn independently are able to achieve their educational goals without relying on help from peers. At SDN 1 Kemawi, one of the main efforts to foster independent character is through the implementation of the Pancasila student profile strengthening project. This study was conducted to support the project's goal of improving students' independent attitudes. This study uses a descriptive method through a qualitative approach, which was conducted at SDN 1 Kemawi Somagede. The subjects of the study included the Principal, Grade IV teachers, and Grade IV students. Data were collected through observation, interviews, and documentation. Analysis involved data reduction, presentation, and drawing conclusions. The findings showed that the project was successful in improving the independence of Grade IV students. Challenges that emerged during the implementation were handled effectively by the teachers.

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1. INTRODUCTION

Characteristics from curriculum independent namely existence project strengthening profile Pancasila students. The project to strengthen the profile of Pancasila students was held to strengthen efforts to achieve it profile student Pancasila (Ayub et al, 2023)¹. Results end from activity project Strengthening the profile of Pancasila students is not only in the form of products, but can also produce character student Which in accordance with profile student Pancasila. Project strengthening Pancasila student profile There are six dimensions of the Pancasila student profile that are

¹Ayub, S., Rokhmat, J., Busyairi, A., & Tsuraya, D. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Sebagai Upaya Menumbuhkan Jiwa Kewirausahaan. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 1001-1006. <https://doi.org/10.29303/jipp.v8i1b.1373>

targeted, namely being faithful, devoted to God Almighty, and having noble character, global diversity, mutual cooperation, independence, creativity, and critical thinking (Hidayanto et al, 2023)². The important Pancasila student profile that must be instilled in students is independence. Students' independent attitudes have an important role in the education process. As students, student Which independent that is student Which capable reach objective learn without help person others.

Students Which own ability attitude independent that is student who are aware of and able to carry out their duties and responsibilities without the help of others. Students' independent attitudes can improve their abilities without help. other people (Irsyad) et al, 2023)³. The problem encountered is that in reality, many students still do not have an independent attitude. The ability of an independent attitude that students do not yet have is seen in the implementation of the Pancasila student profile strengthening project activities carried out at SDN 1 Kemawi . Based on pre-research interviews, SD N 1 Kemawi implemented three project themes for strengthening the Pancasila student profile. student Pancasila with each theme make dimensions independent as one of the dimensions that become the target of the implementation of the Pancasila student profile strengthening project. Implementation theme style life sustainable, there is activity bring places to eat and drink. Some students do not bring place Eat And drink for reasons not prepared by person old.

Matter This shows that the student does not yet have the ability to be independent, because students who have the ability to be independent independent they will commitment For prepare it Alone so that they will bring a place to eat and drinking without orders from parents (Makrifah et al, 2023)⁴. Students are assigned to bring traditional Banyumas food independently in the application of local wisdom themes, which of course students No let go from help person old. Matter the show student do not yet have the ability to be independent. Although the activity is included in the category of activities that complicated And need help from person old, However in process election food and the presentation of information about the selected traditional foods is carried out by students independently, of course this has shown the students' independent attitude. While in the implementation of the entrepreneurship theme, students are asked to conduct interviews with traders in the surrounding area. Based on In the interview activities carried out, there were students who only watched and listened to their friends conducting interviews, so it can be said that these students depended on their friends to get information.

Whereas every student naturally own thinking Which different, so that each student has a different curiosity about the information . dug. Matter the show that a number of student Not yet own independent attitude Because student Not yet capable do a activity without involving others. Based on a series activity project strengthening profile student Pancasila Which already implemented in SDN 1 Kemawi , problem student Not yet independent namely student which tends to depends to person other. Teacher sued think critical so that able to create activity Which innovative And capable increase attitude independent students , with so objective implementation project strengthening profile student Pancasila This achieved (Purnamasari et al, 2023)⁵. Character independent considered weak Because Lots individual dependent to person other about problem Which happen like in study (Santoso) et al, 2023)⁶. Habits it becomes obstacles yet the emergence of attitudes independent student .

Although For own ability attitude independent process very difficult, However with trained start from Now so in the future will produce results. students are able to form attitudes independent. For that reason, SDN 1 Kemawi took dimensions independent as Wrong One target in implementing Pancasila student profile strengthening project. Based on the background above, the researcher wants to conduct further research on "Implementation of Strengthening Project Profile Student Pancasila (P5) in Improving Ability Attitude Independent in Class IV "SDN 1 Kemawi ".

2. RESULTS AND DISCUSSION

Based on the research findings obtained through the results observation, interviews and documentation regarding implementation strengthening project Pancasila student profile (P5) in improving ability attitude independent student in class I V SDN 1 Kemawi through the implementation of the independent curriculum which is carried out in stages and in class I V in particular has just implemented the independent curriculum this year, namely the 2024-2025 academic year.

2.1 Implementation Project Strengthening Profile Student Pancasila (P5)

Profile student Pancasila there is in curriculum independent And made into objective in order to improve quality education. Profile student Pancasila namely character And ability which is formed through activity daily And implanted at each individual student one of which is through the Pancasila student profile strengthening project (Sutisnawati et al,

² Hidayanto, N. E., Hariyanto, H., & Jayawardana, H. B. A. (2023). Strategi implementasi proyek penguatan profil pelajar Pancasila di PAUD. *JECIE (Journal of Early Childhood and Inclusive Education)*, 6(2), 246-253. <https://doi.org/10.31537/jecie.v6i2.1226>.

³ Irsyad, I., & Fitri, Y. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Dalam Kurikulum Merdeka di SMKN 1 Batusangkar. *Innovative: Journal of Social Science Research*, 3(4), 5149-5157. <https://doi.org/10.31004/innovative.v3i4.3192>.

⁴ Makrifah, A. N., Harsiatib, T., & Mashfufahb, A. (2023). Penerapan assessment for learning dalam proyek penguatan profil pelajar pancasila (p5) tema gaya hidup berkelanjutan di kelas 1 sd. *SENTRI: Jurnal Riset Ilmiah*, 2(2), 369-378. <https://doi.org/10.55681/sentri.v2i2.380>.

⁵ Purnamasari, A., Fitri, A., & Simbolon, P. (2023). Pelatihan penyusunan modul ajar p5 (proyek penguatan profil pelajar Pancasila). *Jurnal Penelitian dan Pengabdian Masyarakat Jotika*, 2(2), 42-45. <https://doi.org/10.56445/jppmj.v2i2.85>.

⁶ Santoso, G., Damayanti, A., Imawati, S., & Asbari, M. (2023). Implementasi Kurikulum Merdeka melalui Literasi Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Transformatif*, 2(1), 84-90. <https://doi.org/10.9000/jupetra.v2i1.127>.

2023)⁷. Based on this, in order to realize the Pancasila student profile in the independent curriculum program, namely one of them with strengthening project implemented profile Pancasila students or Which normal called with P5. Based on the findings researcher, design P5 planning in SDN 1 Kemawi was carried out before the implementation of the activity. Planning was carried out by starting by forming a facilitator team consisting of from director namely supervisor And committee school, guarantor answer namely principal , one coordinator and 16 teacher facilitators. The P5 facilitator team was formed at the beginning of the year meeting. teachings Which attended by Teacher And head school.

Formation team facilitator This was formed with the aim of encouraging the successful implementation of the Pancasila student profile strengthening project. All homeroom teachers and subject teachers were made P5 facilitators. Different from facilitator, coordinator chosen only One Teacher Which own criteria Which able to support implementation P5. In SDN 1 Kemawi , coordinator chosen based on activity Teacher in participating in programs at school such as extracurricular activities and others, being able to collaborate with teachers others, following development of SMEs, And Which most importantly able to utilize information technology. The P5 facilitator team that has been formed certainly has its own roles and duties. The coordinator is responsible for managing everything needed by students in implementing P5 (Wahidah et al, 2023)⁸. The facilitator is responsible for carrying out the planned P5 activities.

After to form team facilitator, planning made with customized with the stages of readiness of educational units through identification of stages of readiness of educational units in implementing P5. Identification of stages of readiness of educational units in implementing P5 consists of from three stages namely stage beginning, development stage And stage advanced (Sari et al, 2023)⁹. Before planning P5 activities, SDN 1 Kemawi identified the stages of readiness of educational units in implementing P5. Researchers found that SDN 1 Kemawi was in the developing stage of running P5 because implementation of the independent curriculum and implementation P5 Already step on year second. SDN 1 Kemawi Already own implementation system P5 namely Wrong the only one system implementation use system weekly. Next all over Teacher in SDN 1 Kemawi Already understand draft learning project and in carry out P5 SDN 1 Kemawi Already involving party outside like visit places related to the project topic.

Determination of dimensions and themes at elementary school level with the provision of two to three different theme profile projects in one academic year. Based on the researcher's findings in this study, from the six dimensions of the Pancasila student profile, namely having faith, being devoted to God Almighty and having noble morals, working together, being independent, having global diversity, having critical thinking, And creative. Researcher get findings that SDN 1 Kemawi choose three The dimensions of the Pancasila student profile are faith, devotion to God Almighty and noble character, mutual cooperation work together And independent Which there is on three theme P5 Which chosen namely sustainable lifestyle, local wisdom and entrepreneurship. The determination of the theme is determined by based on need student , background behind school, support And school assets. Implementation project strengthening profile student Pancasila done school by specifying one day a week, so that all the teaching hours for the implementation of the Pancasila student profile strengthening project are allocated on that day.

The implementation of P5 is carried out every day Friday with 4 until 6 O'clock Lesson adapt activity Which implemented. The development of the Pancasila student profile strengthening project flow consists of an introduction flow, contextualization flow, action flow, reflection flow and follow-up flow (Ulandari et al, 2023)¹⁰. Implementation channel P5 in SDN 1 Kemawi developed with its implementation based on stages. Stages project implementation reinforcement carried out SDN 1 Kemawi is the initial stage, advanced stage and stage end. These stages are carried out in every theme selected in implementation P5. Planning furthermore namely compile module P5. Educator SDN 1 Kemawi , especially the facilitators in the first year of the Merdeka curriculum, are still modifying the project modules from the Merdeka Teaching platform. Each facilitator has created their own project module, starting with the P5 coordinator who created a general framework through a meeting at the beginning. year teachings. SDN 1 Kemawi's preparation in compiling project modules, namely determining the theme, dimensions and... element And sub-elements, as well as objective learning project.

Dimensions And learning objectives have been determined, then create activity stages and also develop activity. Step final making module project namely make an assessment And reflection. Steps preparation compilation

⁷ Sutisnawati, A., Maksum, A., & Marini, A. (2023). Implementasi Pendidikan Multikultural Berbasis Projek Penguatan Profil Pelajar Pancasila P5 di Sekolah Dasar. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 7(3). <https://doi.org/10.20961/jdc.v7i3.79769>.

⁸ Wahidah, N., Zubair, M., Fauzan, A., & Alqodri, B. (2023). Implementasi Profil Pelajar Pancasila di SMP Negeri 1 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 696-703. <https://doi.org/10.29303/jipp.v8i1b.1287>.

⁹ Sari, A. P., Zumrotun, E., & Sofiana, N. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar. *Qalam: Jurnal Ilmu Kependidikan*, 12(2), 65-75. <https://doi.org/10.33506/jq.v12i2.2898>

¹⁰ Ulandari, S., & Rapita, D. D. (2023). Implementasi proyek penguatan profil pelajar pancasila sebagai upaya menguatkan karakter peserta didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116-132. <https://doi.org/10.21067/jmk.v8i2.8309>

module project profile which is conducted SDN 1 Kemawi Already including into the stage advanced, Because preparation steps module project profile Which in set by Body Standard, Curriculum, And The Ministry of Education, Culture, Research, and Technology's Education Assessment has been carried out. Development activity P5 done with focus dimensions, Wrong one dimension independent there is element Which made into target activity P5. Based on Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, on dimensions independent there is two element project strengthening profile student Pancasila , namely 1) understanding self And situation Which faced, And 2) regulation self.

Based on In this regard , researchers found that at SDN 1 Kemawi , especially in class IV , in understanding themselves and the situation that faced done by giving students the problems that exist or happen in the environment around so that student can finish it. SDN 1 Kemawi , especially in class IV, student self-regulation is carried out with positive discipline, one of which is by making class rules and their consequences. Results research on implementation strengthening project profile Pancasila students in improving students' independent attitude abilities in core activities, namely students proceed to front For presenting results his work. Presentation results show students Already capable explain results Work Which made by him in a way independent and show flavor believe self. Believe self is subelemen from dimensions independent. students Which own attitude believe self will Keep going play a role active so that In learning, students are able to carry out their tasks incorrectly one presents the results his work, Project strengthening profile Study Pancasila in increase attitude ability independent on activity core namely student Which submit question related to the process implementation.

Process implementation in progress naturally student have his own thoughts alone Which bring up flavor curiosity as well as ensure confusion that arises from his thoughts, so that from these thoughts students ask questions. Matter the show that student Already capable asking questions. Asking questions is one of the sub-elements of the independent dimension (Damayanti et al, 2023)¹¹. Based on the results of observations related to the implementation of the Pancasila profile content project in improving students' independent attitude skills in the closing activities, namely students submit question And give answer. Submission question And answering questions is done in the question and answer session. students have self-confidence so that students initiative For answer question.

Submit question, initiative And self- confidence is a sub-element of the independent dimension. Furthermore, the results of observations regarding implementation P5 in increase ability attitude independent on closing activities namely students who tidy up the tools he wrote. The activity of tidying up stationery after learning activities is the responsibility of students . This shows that student Already capable discipline. Discipline is Wrong one sub element from dimension independent.

2.2 Challenge Implementation Project Strengthening Profile Student Pancasila (P5)

Challenge Which faced on implementation project strengthening profile student Pancasila in increase ability attitude independent student Class I V SDN 1 Kemawi namely limitations P5 implementation time because of Lots activity Which scheduled by the school so that the implementation does not match the scheduled time. The obstacle to project implementation is that the implementation time is not yet effective so that there is often a discrepancy between time Which Already planned with process its implementation. Challenge next is ability student Which different. Every student own potential and different abilities between one and another. Each student has different concentration, motivation, memory and understanding so that it becomes a challenge in implementing the Pancasila student profile strengthening project. The teacher's P5 activities must adjust to the abilities of the students . Teachers must be able to recognize the level of ability student Which different. Role means And infrastructure own role Which important in support achievement of the desired learning objectives together.

The availability of facilities and infrastructure greatly influences the implementation of the Panasila student profile strengthening project. This is certainly a challenge for teachers to carry out P5 activities based on facilities and infrastructure Which available. The existence of challenge Which faced on implementation P5 In improving the ability to be independent, there are efforts made by teachers to deal with challenge Which There is. Effort Which done Teacher namely Teacher must capable Implementation project strengthening profile student Pancasila implemented unit education with choose Wrong One day in One Sunday, so that on day the whole hour lesson allocated to implement the Pancasila student profile project. Based on the research results, the researcher found that SDN 1 Kemawi implemented P5 using system weekly namely implemented in day Friday. P5 implemented divided into three activities, namely opening activities, core activities and closing activities.

The opening activities are carried out with various activities carried out by students and teachers so that in the opening activities P5 there are activities which is made One of the targets of the Pancasila student profile is independence. The opening activity of P5 is carried out by starting with greetings and praying together. There are class rules made by the teacher to improve attitude skills independent student namely leader prayer Which Already scheduled

¹¹ Damayanti, I., & Al Ghazali, M. I. (2023). *Projek Penguatan Profil Pelajar Pancasila Sebagai Program Kokurikuler Di Jenjang Sekolah Dasar. Jurnal Elementaria Edukasia*, 6(2), 789-799. <https://doi.org/10.31949/jee.v6i2.5563>.

so that in the implementation of students lead the prayer without pointed out. Thing This shows that students already have an awareness of their responsibilities so that students show an attitude of initiative. This is in line with the project guidebook for strengthening the profile of Pancasila students issued by the Ministry of Education's Standards, Curriculum, and Assessment Agency. Education, Culture, Research, And Technology to expose subelemen from dimension independent namely Wrong the only one show initiative. Lead prayer done alternately by students and carried out every day so that this activity is an activity habituation in activity Opener implementation P5.

Method habituation namely habituation character Which done in a way routine every day to student through providing lessons by guiding (Ngurah et al, 2022)¹². Pancasila contains activities carried out by students to improve their ability to be independent, namely after the game is carried out there is a rule that for... student Which win will submit question And for Which lost will answer question Which submitted by his friend (Lathif et al, 2023)¹³. Activity it enables students submit question in accordance Topic Which in give Teacher. Training students to be independent can be done by requiring them to ask interesting questions. Whereas in answer question student show his initiative so that student believe self for ask. Show initiative And believe self included subelemen from dimensions independent. Ability attitude Independent student class IV SDN 1 Kemawi in activity P5 opener is seen when students answer the trigger questions given by the teacher. This shows that students show initiative to answer questions.

Teacher And matter the show that student Already capable self- confident so that Want to For answer question. Furthermore, ability attitude independent seen when some students were able to work on the pretest independently. serious students and focus do without asking to friends or teacher seen while working question pretest. Matter the show that student Already able to work in a way independent. In the core activity, namely the process of implementing P5 activities based on the P5 stages carried out in SDN 1 Kemawi like do observation And take notes results observation, doing planting seed, to punch holes used paint, gather And fill in land to the container, move plant, look for information through Internet, And make presentation slides . Activities the show that student can Work independently . Independent namely behavior as well as attitude For No with easy depends to others in completing tasks. manage time implementation P5. Implementation project strengthening profile student Pancasila is carried out flexibly in terms of content, activities, and implementation time (Maryani et al, 2023)¹⁴.

Improving students' independent attitude abilities through P5 activities, teachers must think about efforts that can be made in facing challenges. Efforts which is conducted Teacher in face challenge Which found on implementation P5 namely to increase quality implementation P5, maintain attitude dimensions, increase patience, always invite goodness and provide understanding, communicate with students' parents , motivate students to grow and maintain the dimensions profile student Pancasila, And student given reward about achievement that students have done. The efforts made certainly require abilities Teacher Which support implementation P5. Teacher class sued have the ability adequate so that capable carry out activity project (Sulistiyaningrum et al, 2023)¹⁵.

Improving attitude skills student independence through the implementation of P5, namely by do activities Which capable make students Work independently . Work in a way independent is subelemen from dimensions independent And independent dimension is Wrong One character Which made into objective in implementation strengthening project profile student Pancasila.

3. CONCLUSIONS

Based on results study activity project strengthening profile student Pancasila planned And done SDN 1 Kemawi Already capable increase ability independent attitudes of students in grades I and V. Planning a project to strengthen the profile of Pancasila students that was carried out SDN 1 Kemawi namely to form team facilitator project strengthening profile Pancasila students , identify level readiness unit education in operate strengthening project profile student Pancasila, to design dimensions, theme And allocation time project to strengthen the profile of Pancasila students, development of the activity flow of the project to strengthen the learning process Pancasila, compile module project And plan activity project Which can improve ability attitude independent.

The project activities to strengthen the Pancasila learning profile that can improve an independent attitude, namely by carrying out habits such as when activity prayer before And after Study, do session ask answer, do activities learning Which make student capable Work in a way independent, and activities habituation habituation

¹² Ngurah, S. I. G., Made, A. N., & Luh, S. N. (2022). Proyek Penguatan Profil Pelajar Pancasila (P5) Melalui Penciptaan Karya Seni Tari Gulma Penida Pada Kurikulum Merdeka. *Geter: Jurnal Seni Drama, Tari dan Musik*, 5(2), 25-38. <https://doi.org/10.26740/geter.v5n2.p25-38>.

¹³ Lathif, M. A., & Suprpto, N. (2023). Analisis Persiapan Guru dalam Mempersiapkan Kegiatan P5 (Proyek Penguatan Profil Pelajar Pancasila) pada Implementasi Kurikulum Merdeka. *Jurnal Pendidikan & Pengajaran (JUPE2)*, 1(2), 271-279. <https://doi.org/10.54832/jupe2.v1i2.169>.

¹⁴ Maryani, K., & Sayekti, T. (2023). Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila pada Lembaga Pendidikan Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 609-619. <https://doi.org/10.37985/murhum.v4i2.348>.

¹⁵ Sulistiyaningrum, T., & Fathurrahman, M. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Kurikulum Merdeka di SD Nasima Kota Semarang. *Jurnal Profesi Keguruan*, 9(2), 121-128.

other Which often student done namely presenting results project. Challenge Which faced in implementation project strengthening profile student Pancasila in improving independent attitude ability, namely time constraints, student abilities, teacher attitudes in responding to characteristics students , availability of facilities and infrastructure, and abilities Which support. The challenges that faced by students in implementing the project strengthening profile student Pancasila in increase ability attitude independent namely the availability of facilities, concentration, lack of self-motivation, doing activities that have not been done, forget method And not enough understanding.

Effort For face challenge which was found in the implementation of the Pancasila student profile strengthening project activities in improving independent attitude skills, namely teachers improving the quality of P5 implementation, maintain a dimensional attitude, increase patience, always invite goodness and be given understanding, do communication to person old student , Motivate students to develop and maintain the dimensions of the Pancasila student profile, and students are given rewards regarding the achievements they have made.

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