

Implementation of the Pancasila Student Profile (P5) Strengthening Project to Develop Students' Attitude of Responsibility at State Elementary School 4 Karangrau

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ABSTRACT

The purpose of this study was to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) in fostering students' attitudes of responsibility at Elementary School 4 Karangrau. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation of the implementation of P5 activities integrated into learning and school activities. The results showed that P5 activities provide opportunities for students to learn to be responsible through real activities, such as dividing tasks, managing joint activities, and reflecting on Pancasila values. The role of teachers as facilitators is very important in directing students to internalize the values of responsibility. The obstacles faced include limited time and resources, but can be overcome through collaboration between teachers and students. In conclusion, the implementation of the P5 Project contributes positively to the formation of students' responsible character gradually and sustainably.

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1. INTRODUCTION

Rapid developments bring their own challenges to the world of education in Indonesia, especially in building the character of the younger generation. One of the main problems faced is the decline in the character of responsibility among students, which is often seen from undisciplined behavior, low concern for tasks, and lack of active participation in the school environment. This phenomenon is influenced by various factors, such as shifts in social values, technological advances, and the lack of instilling character values in the learning process.

The independent curriculum is a curriculum that aims to develop character through the concept of the Pancasila Student Profile. The character of the Pancasila Student Profile is formulated from the goals of Indonesian national education. The Pancasila Student Profile has 6 dimensions of character, namely faith, devotion to God Almighty and noble character, mutual cooperation, global diversity, critical thinking, creativity and independence. The formation of student character is one of the main focuses in the education system in Indonesia. Profile¹.

¹ Sukma Ulandari and Desinta Dwi Rapita, "Implementasi Proyek Penguatan Profil Pelajar Pancasila Sebagai Upaya Memperkuat Karakter Peserta Didik," *Jurnal Moral Kemasyarakatan* 8, no. 2 (2023): 116–32, <https://doi.org/10.21067/jmk.v8i2.8309>.

There are 6 themes that can be chosen in the p5 project at the elementary school level. After conducting a school analysis with various considerations, and adjusting environmental conditions, the theme "Sustainable Lifestyle" was obtained as the theme applied in Elementary School 4 Karangrau. One of the main values that need to be instilled early on in students is an attitude of responsibility, it is hoped that the theme of Sustainable Lifestyle can increase students' sense of responsibility, because this attitude is an important foundation in character formation that will affect students' development in the future. An attitude of responsibility not only supports academic success through task management and self-discipline, but also develops social skills such as empathy, honesty, and commitment to the surrounding environment².

However, in reality in the field, there are still various problems related to the low level of responsibility of elementary school students. Some students are less disciplined, do not complete assignments on time, and are less active in participating in the learning process³. This indicates the need for educational strategies and innovations that can foster and strengthen the character of responsibility in students.

As an effort to answer these challenges, the government through the Independent Curriculum presents the Pancasila Student Profile Strengthening Project (P5). The P5 project aims to build independent character and improve understanding and application of Pancasila values among students, including instilling an attitude of responsibility as one of the main dimensions of the Pancasila student profile⁴.

Elementary School 4 Karangrau as one of the implementers of the Merdeka Curriculum, has integrated the Pancasila Student Profile Strengthening Project into daily learning activities. Through the implementation of P5 with the theme of Sustainable Lifestyle, with the chosen activity being vegetable gardening, it is expected to foster and strengthen students' sense of responsibility both in academic and social aspects. Therefore, this paper will describe the implementation of the Pancasila Student Profile Strengthening Project (P5) in fostering students' sense of responsibility at Elementary School 4 Karangrau.

2. RESEARCH METHODS

This study uses a qualitative approach with a field research method to gain an in-depth understanding of the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle in developing students' attitudes of responsibility at Elementary School 4 Karangrau. The qualitative approach was chosen because it is appropriate for examining social phenomena that occur naturally and allows researchers to interact directly with research subjects to explore the meaning and processes that occur⁵.

The research was conducted at State Elementary School 4 Karangrau as the research location. The research subjects consisted of teachers, students, and principals who were directly involved in the implementation of the P5 project. The selection of subjects was carried out purposively to obtain rich and relevant information regarding the implementation of the project and its impact on students' attitudes of responsibility.

Data were collected through several techniques, namely participant observation to observe the project implementation process in the classroom and school environment, in-depth interviews with teachers and students to explore their experiences and perceptions, and documentation in the form of activity notes, project reports, and evaluation results. Triangulation techniques were used to increase data validity by comparing the results of observations, interviews, and documentation⁶.

The collected data were analyzed inductively with a qualitative descriptive approach. The analysis process includes data reduction, data presentation, and drawing conclusions or verification. The researcher interpreted the meaning of the data based on the context of the P5 project implementation and how it contributed to developing students' attitudes of responsibility. This analysis aims to reveal patterns, themes, and relationships between variables in the context of Pancasila character education⁷.

3. RESULTS AND DISCUSSIONS

The implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle at Elementary School 4 Karangrau was carried out for one semester. Based on the results of observations and interviews with teachers and students, the Pancasila Student Profile Strengthening Project (P5) activities have shown a positive influence on the development of students' attitudes of responsibility, this is evident

² Menik Anggun Cinyani, Khofifatul Azma, and Muhammad Alif Syairudin, "Strategi Pendidikan Karakter Untuk Membentuk Sikap Tanggung Jawab Pada Siswa Sekolah Dasar," 2025.

³ Ulya Zainus Syifa, Sekar Dwi Ardianti, and Siti Masfuah, "Analisis Nilai Karakter Tanggung Jawab Anak Dalam Pembelajaran Daring," *Jurnal Educatio FKIP UNMA* 8, no. 2 (2022): 568–77, <https://doi.org/10.31949/educatio.v8i2.2071>.

⁴ Purtina Arna Syarif Ahmad, Zannah Fathul, "Inovasi Pendidikan Melalui P5 : Menguatkan Karakter Siswa Dalam Kurikulum Merdeka," 2024.

⁵ P N Afif, "Implementasi Pendidikan Pancasila Dalam Perspektif Kurikulum Merdeka Di MI YMI Wonopringgo 02 Kabupaten Pekalongan," 2023, <http://theses.uingusdur.ac.id/6272/>.

⁶ Nurgiansyah Heru, "Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Religius," 2022.

⁷ Shidiq, & Choiri. (2019). *Model Analisis Data Kualitatif Interaktif*. Buku Metodologi Penelitian Pendidikan.

in the activities of preparing agricultural land, planting seeds to caring for plants and making natural pesticides, carried out seriously, they also seem to be starting to care about the environment, this is evident in the activities of students maintaining the cleanliness of the garden environment and caring for plant health.

Based on the results of observations from 3 phases, namely phase A (Class 1,2) phase B (Class 3,4) Phase C (Class 5,6) there are several differences where for Phase A students are still not optimal in implementing the project, teachers must be more extra in providing assistance to students, this happens because phase A students do not really understand the meaning of responsibility. For Phase B and C students, they can carry out and apply responsibility for the tasks given without having to wait for commands from the teacher, for example, fertilizing, watering, cleaning the land from weeds and eradicating pests, they do it according to the schedule agreed upon at the beginning of the program.

Based on the results of observations and interviews with teachers and students, it is known that the implementation of the project provides ample space for students to actively participate in real activities that are relevant to their lives. Students are not only invited to think and discuss, but are also asked to plan, implement, and reflect on projects independently or in groups ⁸.

In-depth interviews were conducted with student representatives from each class, the interview activities were conducted in a comfortable place for students so that the answers given by students could be more accurate, most of the students' answers revealed that this vegetable gardening project made them feel happy because they could plant and care for vegetables directly, there were also students who expressed that with the project activities, they could learn to work together and share tasks in caring for vegetables and agricultural land.

The results of interviews with teachers also conveyed that the students had grown a sense of responsibility, this was indicated by the children having begun to be independent in caring for both land and plants, this showed that responsibility was not only for themselves, but also for their peers and the environment. In the implementation process, the teacher acted as a facilitator who guided students without being too directive. This strategy gives students space to be responsible for their respective roles in the group, prepare work plans, and complete project assignments on time. Data from the interview results showed that students felt appreciated because they were trusted to manage the course of the project themselves, which ultimately encouraged them to be more responsible for the results of their own work ⁹.

They realize that the attitude of responsibility is part of the Pancasila character that must be upheld. This is in line with the findings of Fitriani (2015) which states that the implementation of character education through an active learning approach can significantly increase students' attitudes of responsibility. In addition, documentation data shows an increase in student participation in the project, which is an indicator of the success of the implementation of P5 ¹⁰.

In addition, documentation in the form of activity photos, student daily journals and project reports as supporting evidence for observation and interview results, each stage of the activity is documented in the form of videos or photos, so that supporting evidence is collected completely. shows an increase in the quality of student self-reflection on the attitude of responsibility. Students begin to realize the importance of completing assignments on time, working together with friends, and considering the impact of their actions on the environment and others. Reflections written in the project journal show that many students are proud of being able to complete the project without full assistance from the teacher ¹¹.

Overall, the results of the study indicate that the implementation of the Pancasila Student Profile Strengthening Project at Elementary School 4 Karangrau has made a real contribution to developing students' attitudes of responsibility. Through active involvement in project planning and implementation, students gain meaningful learning experiences that encourage the growth of character values internally ¹².

Furthermore, the implementation of the Pancasila Student Profile through this project supports the formation of student character that is oriented towards social and personal responsibility. Activities such as classroom cleanliness management, group work, and participation in social activities at school are effective media to train students to be responsible for their roles and obligations. Other studies also show that Pancasila character

⁸ Rosidah, E., & Hasanah, L. (2023). *Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dalam Menumbuhkan Karakter Siswa Sekolah Dasar*. Jurnal Pendidikan Karakter

⁹ Dewi, T. P., & Ardiansyah, M. (2022). *Peran Proyek P5 dalam Membentuk Tanggung Jawab dan Kolaborasi Siswa*. Jurnal Ilmu Pendidikan Dasar

¹⁰ Fitriani, L. (2015). *Peningkatan Motivasi Belajar Melalui Pembelajaran Pendidikan Pancasila dan Kewarganegaraan*. Universitas Pendidikan Indonesia.

¹¹ Fatimah, S., & Suwandi. (2023). *Studi Kualitatif Pelaksanaan P5 pada Kurikulum Merdeka di Sekolah Dasar*. Jurnal Inovasi Pendidikan Indonesia

¹² Nadhira Tita An Ni'mah dkk., *Upaya Penerapan Pendidikan Karakter Pancasila pada Siswa Sekolah Dasar*, Jurnal Pendidikan Guru Sekolah Dasar, 1(3), 2024

education implemented through routine activities such as flag ceremonies, memorizing national songs, and mutual cooperation can strengthen attitudes of responsibility and togetherness in elementary school environments¹³.

However, in its implementation, it also revealed several obstacles faced during the implementation of the project, such as limited lesson time and adequate supporting resources. Teachers revealed that tight schedules and lack of infrastructure sometimes hindered the optimization of P5 activities. This obstacle is in accordance with the results of Rahmawati's research (2019)¹⁴. Which shows that the success of character education is greatly influenced by the support of the school environment and the readiness of human resources. Therefore, to increase the effectiveness of the implementation of P5, more mature planning is needed, increasing teacher capacity through special training, and adequate facility support so that the values of responsibility can be embedded more strongly and sustainably.

Furthermore, the results of this study also emphasize the importance of the involvement of all stakeholders, including parents and the surrounding community, in supporting the implementation of the P5 project. This involvement broadens the scope of character learning outside of school so that the attitude of responsibility developed by students can be applied in everyday life consistently. This is in line with the concept of holistic character education proposed by Lickona and Davidson (2005)¹⁵. Where character building is effective when done in an integrated manner between schools, families, and communities. Thus, the implementation of P5 at Elementary School 4 Karangrao is not only a school program, but also a joint movement in building a young generation with Pancasila character.

Overall, this discussion underlines that the Pancasila Student Profile Strengthening Project (P5) is an effective and relevant strategy in developing students' attitudes of responsibility at Elementary School 4 Karangrao. The successful implementation of this project is supported by a contextual and participatory learning approach, the active role of teachers, and the involvement of the school community. However, to achieve optimal results, it is necessary to increase resource support and strengthen synergy between schools, families, and communities. This finding strengthens the research results of Prayogo Nun Afif (2021)¹⁶. Which emphasizes the importance of integrating Pancasila values in character education as a foundation for forming a sense of responsibility and a holistic character in students.

4. CONCLUSIONS

Based on the results of qualitative research that has been conducted, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project (P5) at Elementary School 4 Karangrao with the theme of Sustainable Lifestyle is effective in developing students' attitudes of responsibility. Through various activities integrated into the vegetable gardening project, students not only understand the values of Pancasila theoretically, but are also able to apply them in everyday life, especially in terms of being responsible for tasks, the environment, and others. The active role of teachers as facilitators and motivators is very important in ensuring the sustainability and success of this project.

Although there are several obstacles such as limited time and resources, overall the implementation of P5 has a significant positive impact on the formation of student character. Therefore, the strengthening of this program needs to be continuously supported by increasing teacher capacity, supporting facilities, and the involvement of parents and the community so that the value of responsibility in the Pancasila student profile can be embedded comprehensively and sustainably.

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¹³ Implementasi Pendidikan Karakter Pancasila di Lingkungan Sekolah Dasar, *Jurnal Pendidikan Kewarganegaraan*, Universitas PGRI Yogyakarta, 2023

¹⁴ Rahmawati, F. (2019). Peran Pendidikan Pancasila dalam Membentuk Sikap Tanggung Jawab Siswa. *Jurnal Ilmiah Pendidikan*, 8(1), 45-53.

¹⁵ Lickona, T., & Davidson, M. (2005). *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond*. Character Education Partnership.

¹⁶ Prayogo Nun Afif. (2021). *Implementasi Pendidikan Karakter Pancasila di Sekolah Dasar*. e-thesis UIN Walisongo

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