Policy of Pancasila Student Profile Strengthening Project in Improving Student Character at SMP IT Aqidah Bekasi

Fadjar Rizky Wahyu Ramadhan[1], Her Pirngadi[2], Marsad[3], Nurhidayah[4*], Supyan Sauri[5]

[1,2,3,4,5]Universitas Islam Nusantara, Indonesia

Corresponding email: nurhidayahuninus@gmail.com

Abstract - *This study explores the formulation and implementation of the Pancasila Student Profile (P5) Project as an educational policy to enhance student character at SMP IT Aqidah Bekasi. Through a qualitative case study approach, the research investigates policy development, planning, execution, and evaluation processes in aligning national character education goals with local school contexts. Data were collected via in-depth interviews, participatory observations, and document analysis involving school leaders, teachers, and students. The results reveal a contextualized and collaborative formulation of P5 policies, thematic project planning rooted in developmental appropriateness, and student-centered implementation strategies. Evaluations indicate improvements in students' critical thinking, independence, and collaboration skills. This study emphasizes the need for sustained institutional support and offers policy implications for character education practices aligned with Indonesia's Merdeka Curriculum.*

Keywords: *Character Education, Pancasila Student Profile, Educational Policy, Merdeka Curriculum, Case Study, SMP IT Aqidah Bekasi*

I. INTRODUCTION

Character education is an essential foundation in Indonesia's national education system, which aims not only to form intellectually intelligent people, but also morally and socially integrity. Amidst the challenges of globalization, technological disruption, and value crises, the urgency of strengthening student character increasingly demands serious attention (Saripah et al., 2025). The noble values of Pancasila as the foundation of the Indonesian state become the main foothold in shaping the character of students who are resilient, faithful, and socially responsible. Efforts to systematically realize these values in the world of education are realized through national policies, including through the Merdeka Curriculum (Kemendikbudristek, 2024).

The Merdeka Curriculum launched by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia provides wider space for schools to organize contextual and learner-centered learning. One of its most strategic components in character education is the Pancasila Student Profile Strengthening Project (P5). The project is a policy innovation that aims to integrate Pancasila values into learning practices through a project-based approach that is cross-disciplinary and relevant to students' lives (Waruwu et al., 2024).

The Pancasila Learner Profile covers six main dimensions which include: (1) faith and devotion to God and noble character; (2) global diversity; (3) mutual cooperation; (4) independence; (5) critical reasoning; and (6) creativity (Kemendikbudristek, 2021). These dimensions not only reflect the ideal character of today's Indonesian students, but also serve as guidelines in designing and evaluating the learning process. In its implementation, P5 encourages students' active involvement in designing, implementing, and reflecting on thematic projects relevant to social and cultural issues around them (Septiany et al., 2024).

Aqidah Bekasi IT Junior High School as an integrated Islamic education institution views the implementation of P5 projects not only as a curriculum obligation, but as a strategic opportunity to foster student character within the framework of Islamic values and Pancasila. The school adopts a contextual approach in formulating the P5 policy, taking into account the characteristics of the learners, the school culture, as well as support from the external environment such as parents and the community (Fitriyanti & Irawati, 2025).

In practice, the implementation of P5 at Aqidah Bekasi IT Junior High School involves collaborative policy formulation between the principal, curriculum team and facilitating teachers (Fitriyani et al., 2022; Ghojaji et al., 2022; Santoso et al., 2023). Project planning is tailored to relevant themes such as entrepreneurship, local wisdom,

and sustainable lifestyles. Teachers not only act as teachers, but also as facilitators who guide students to think critically, work together, and produce real work that reflects positive character (Riyanto, 2025).

This research stems from the need to evaluate the extent to which the P5 project policy is effectively implemented in the school context and how it contributes to strengthening students' character. Specifically, this study focuses on the dimensions of policy formulation, project planning, activity implementation, and monitoring and evaluation of changes in student character as a result of the P5 project.

Theoretically, this study is based on several important foundations, including the theory of character education by Lickona (1991), which emphasizes the importance of internalizing values in educational activities (Lickona, 1991; Susanti, 2022), as well as the theory of policy implementation by George C. Edward III, which states that policy effectiveness is determined by communication, resources, executor disposition, and bureaucratic structure (Edward III, 1980; Mubarok et al., 2020). In addition, the school-based management (SBM) theory and the CIPP (Context, Input, Process, Product) model of educational evaluation were used to analyze the process and results of project implementation (Stufflebeam, 2003; Teachers Institute, 2023).

In the conceptual review, the P5 project can be viewed as a concrete form of project-based learning that allows students to engage in a meaningful and reflective learning process. Through active engagement in the project, students are expected to not only understand the material, but also develop positive values and attitudes that are aligned with the dimensions of the Pancasila Student Profile (Herianingtyas et al., 2023). Therefore, P5 is not just an extracurricular activity, but an integral part of transformative learning.

The local context of the school plays a crucial role in the successful implementation of the P5 project (Fajri et al., 2022; Febriani et al., 2022; Ulpa et al., 2022). Schools need to translate national policies into implementation strategies that suit their culture, capacity and learners' needs. In this case, Aqidah Bekasi IT Junior High School has shown initiative and innovation in developing a P5 model that is adaptive and rooted in the socio-religious environment in which the school operates (Purwanti & Indriani, 2024).

Based on this background, this study aims to provide a comprehensive picture of how the P5 project policy is formulated and implemented at SMP IT Aqidah Bekasi and how it impacts on strengthening student character. By using a qualitative case study approach, this research is expected to make scientific and practical contributions to the development of character education policies in Indonesia, especially in the context of implementing Merdeka Curriculum.

II. RESEARCH METHOD

This research uses a qualitative approach with a case study type to deeply understand the implementation of the Pancasila Student Profile Strengthening Project (P5) policy in improving student character at SMP IT Aqidah Bekasi. The qualitative approach was chosen because it allows researchers to capture the meaning, dynamics, and context of project implementation holistically (Creswell & Poth, 2018; Hasan et al., 2025). A single case study of one school was chosen to intensively explore the policy processes taking place in the field, including educational actors' interpretations of national regulations and local responses to the policy (Yin, 2018; Utami et al., 2025).

The subjects in this study consisted of the school principal as the main policy maker at the school level, P5 project facilitator teachers as program implementers, and students who were directly involved in project activities. The research location is SMP IT Aqidah Bekasi, an integrated Islamic-based secondary school that has been actively implementing the P5 project according to Merdeka Curriculum guidelines. Subject selection was purposive based on their direct involvement in the process of formulating, planning, implementing, and evaluating the P5 project (Sugiyono, 2022; Fitriyanti & Irawati, 2025).

Data collection was carried out through three main techniques, namely participatory observation, in-depth interviews, and documentation studies. Observations were made of ongoing project activities in schools, from the planning stage to the evaluation of results. In-depth interviews were conducted with principals, teachers and students to explore their understanding, experiences and perceptions of the P5 project implementation. Documentation studies included analysis of project planning documents, student portfolios, evaluation reports, and internal school policies related to the implementation of character projects (Lincoln & Guba, 1985; Hidayah & Wadiyo, 2024).

To maintain the validity and reliability of the data, triangulation techniques of sources, techniques, and time were used (Creswell & Poth, 2018; Rashid, 2025). All data collected were analyzed using Miles and Huberman's interactive analysis technique which includes three stages: data reduction, data presentation, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014; Maryatun et al., 2025). The research instruments were arranged in the form of interview guidelines, observation sheets, and document analysis formats, all of which were developed based on indicators of the dimensions of the Pancasila Student Profile (Kemendikbudristek, 2021; Septiany et al., 2024). Thus, the research results are expected to be able to fully

represent the reality of the implementation of the P5 project within the framework of character education in schools.

III.   RESULTS AND DISCUSSION

The implementation of the Pancasila Learner Profile (P5) Strengthening Project at Aqidah Bekasi IT Junior High School began with the formulation of internal policies that were responsive to the direction of national regulations, specifically *Permendikbudristek No. 56/M/2022* and *Permendikbudristek No. 53/2023* (Kemendikbudristek, 2022, 2023). The school interprets this central policy through curriculum coordination forums and teachers' council meetings to be outlined in the guidelines for implementing character projects at the school level. Policy formulation is done in a participatory manner by involving the school principal, curriculum development team, and teacher representatives as the first step to adjust the national policy to the local reality of the school (Purwanti & Indriani, 2024).

Contextualizing national policies into local policies at Aqidah Bekasi IT Junior High School emphasizes the importance of integrating Islamic values and Pancasila values in the form of thematic projects that are close to students' lives. Project themes such as "Sustainable Lifestyle," "Local Wisdom," "Entrepreneurship," and "Voice of Democracy" are chosen through collective deliberation and take into account social conditions, students' developmental age, as well as relevant issues around the school environment. This strategy allows the values of the Pancasila Learner Profile to be embedded in a contextual and meaningful way (Herianingtyas et al., 2023; Rachmadanti et al., 2025).

Project planning is carried out in detail, including the determination of the annual theme, division of tasks between teachers, implementation schedule, and character evaluation methods that will be used. Teachers act as facilitators in the planning process by providing space for students to propose ideas for activities. The involvement of students since the planning stage provides a sense of ownership of the project and increases their motivation to participate actively (Riyanto, 2025; Rokani & Zamroni, 2024).

At the implementation stage, project activities are designed based on collaborative and exploratory learning. Students work in small groups to complete project tasks, which are often interdisciplinary in nature. For example, in an entrepreneurship-themed project, students not only learn basic economic concepts, but also develop communication skills, creativity, and teamwork. Teachers position themselves as mentors who assist and provide feedback when needed, without dominating the learning process (Salsabila et al., 2024; Rodiyah et al., 2024).

The projects resulted in a variety of tangible products, such as presentations, exhibitions, educational videos, business simulations, and social campaigns. Documentation of the project implementation is made into student portfolios that reflect the development of 21st-century character and skills (Kemendikbudristek, 2021). In addition, some projects even involve the participation of parents and local communities, strengthening the dimension of mutual cooperation and global diversity (Fitriyanti & Irawati, 2025; Nurfalida et al., 2025).

Evaluation of students' character development is done qualitatively through teacher observation, students' reflective notes, and group discussion forums. Teachers recorded changes in students' attitudes, initiative, responsibility, and social care during the project. Students' reflections in their daily journals and experience sharing sessions are important instruments in assessing the impact of internalizing character values (Hidayah & Wadiyo, 2024; Septiany et al., 2024).

The evaluation results show that character dimensions such as independence, mutual cooperation, and creativity have increased significantly. Many students who were initially passive in class activities became more confident in conveying ideas and cooperating with friends. Critical reasoning skills also developed through thematic debate activities and project presentations, although they still need to be improved, especially in the aspect of logical argumentation (Syam et al., 2025; Waruwu et al., 2024).

The character dimension of "global diversity" is a challenge in itself, given the local context of the school which tends to be homogeneous. The school tries to overcome this by presenting resource persons from different cultural backgrounds and organizing global literacy-based projects. However, the results have not shown significant progress compared to other character dimensions (Khairunnisa et al., 2024).

From the teachers' perspective, the implementation of the P5 project strengthened their understanding of the importance of character education and encouraged innovation in learning. However, teachers also faced barriers such as administrative burdens, limited time for implementation outside of class hours, and a lack of further training to explore the implementation of project-based curriculum (Mubarok et al., 2020; Sulastri & Nurfadillah, 2025).

The involvement of parents and the external environment was helpful in strengthening the project outcomes. The school established a communication team between homeroom teachers and parents to ensure that the values developed at school are also supported at home. This becomes one of the important factors in the continuity of strengthening students' character (Widodo & Nurohman, 2025).

The discussion of the results of this study shows a close relationship with George C. Edward III's theory of policy implementation, in which effective communication between actors, the availability of sufficient resources, and a supportive bureaucratic structure are the determining factors for successful policy implementation (Edward III, 1980; Mubarok et al., 2020). In addition, Stufflebeam's CIPP model of educational evaluation theory proved relevant to analyze the effectiveness of the P5 project in terms of context, input, process, and product (Stufflebeam, 2003; Suri & Hariyati, 2024).

Thus, the implementation of the P5 project at Aqidah Bekasi IT Junior High School showed that the character education policy implemented collaboratively, contextually, and based on student participation was able to have a positive impact on students' character development. Despite some challenges in its implementation, this project has become an important motor in realizing the Pancasila Student Profile as a strategic goal of national education.

IV.　CONCLUSIONS

The results of this study conclude that the implementation of the Pancasila Learner Profile (P5) Strengthening Project at SMP IT Aqidah Bekasi was designed and executed through a contextual, participatory, and collaborative approach. The school succeeded in translating national policies into local strategies that are in accordance with the characteristics of students and the school environment. The formulation of the P5 policy is not top-down, but the result of active dialogue between school leaders, teachers, and the education community, which is then realized in thematic project activities that support students' overall character building.

The P5 project in this school is proven to encourage students' active involvement in the learning process, not only in cognitive aspects but also affective and social aspects. The project activities are able to facilitate students' character development in accordance with the six dimensions of the Pancasila Student Profile, with noticeable improvements in the aspects of independence, mutual cooperation, and creativity. Reflection and observation-based evaluation showed that students became more confident, responsible, and had higher social awareness after engaging in the project.

Although the implementation of this project yielded positive results, this study also found a number of challenges such as time constraints, teachers' capacity in project-based learning design, and the need for further training for facilitators. Therefore, it is recommended that schools continue to develop a sustainable character monitoring system, increase parental and community involvement in the project, and expand collaboration networks to enrich students' learning experiences. Local governments and school operating foundations are also expected to provide support in the form of affirmative policies and ongoing assistance.

More broadly, the implications of this research touch on aspects of policy, learning practices and the direction of curriculum development. The P5 project policy shows that character education cannot be imposed uniformly, but must be approached through a vibrant and meaningful local context. This research can serve as a reference for other schools in developing an adaptive implementation of the P5 project, as well as opening up wider opportunities for further research on the relationship between character projects and student academic achievement within the framework of the Merdeka Curriculum.

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