

# Strengthening Independent Character Through P5 at State Senior High School

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**Abstract:** This study aims to analyze the impact of the implementation of the Pancasila Student Profile Strengthening Project (P5) on the development of independent character among students at SMA Negeri 1 Tanjung Palas Utara. Employing a qualitative case study design, data were collected through observation, interviews, and document analysis. Thematic analysis was used to interpret the data. The findings indicate that P5 enhances students' independence, as shown by their increased initiative in completing tasks, improved time management, and willingness to take on leadership roles in school projects. Teachers observed that students became more proactive and less dependent on instructions. However, challenges emerged, such as students' initial reluctance to act independently due to past teacher-centered habits and limited access to learning materials. Strategies to overcome these issues included structured mentoring, peer collaboration, and the integration of digital tools. The study concludes that P5 provides an effective framework for fostering self-reliance and resilience, contributing to the holistic development of students in alignment with Pancasila values.

**Keywords:** Character education; Independent character; Pancasila student profile strengthening project (P5); Resilience; Self-reliance

## Introduction

Pancasila education has become a fundamental moral and ideological foundation in Indonesia's educational system. The values of Pancasila not only serve as the ideological basis of the state but also play a crucial role in shaping the nation's identity (Adi et al., 2021). Since Indonesia's independence, aligning the education system with Pancasila values has been a primary focus to develop a resilient, patriotic, and nationalistic generation. The implementation of the Merdeka Curriculum, introduced in 2022, emphasizes the reinforcement of Pancasila ideology in education through the Pancasila Student Profile Strengthening Project (Proyek Penguatan Profil Pelajar Pancasila or P5). Various schools at different levels have adopted this

initiative to instill Pancasila-based national character (Afipah et al., 2023). The execution of this project involves multiple strategies and activities designed to develop students' character and skills in alignment with Pancasila values (Siswanto et al., 2023). The key components of P5 implementation include differentiated learning, which tailors educational processes to meet individual student needs; project-based learning, engaging students in contextual and interactive learning experiences; habitual reinforcement, which strengthens desired behaviors through continuous reminders and practice; and thematic learning on entrepreneurship and sustainable living, which equips students with relevant skills and values (Rosayanti, 2021). According to Widarini et al. (2023), the Pancasila Student Profile Strengthening Project serves as a tangible step in

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realizing an educational vision that prioritizes the development of resilient character deeply rooted in Pancasila values. This initiative encourages students to comprehend, internalize, and practice Pancasila principles in their daily lives, aiming not only to enhance ideological awareness but also to foster appropriate attitudes, values, and behaviors aligned with Pancasila (Anwar et al., 2021).

The character of students rooted in Pancasila values forms the primary foundation for developing responsible and resilient individuals. Pancasila education seeks to go beyond ideological concepts by cultivating attitudes and behaviors that reflect Pancasila principles (Z. Arifin et al., 2022). The key character values emphasized in education through the Pancasila Student Profile Strengthening Project include: Nationalism: Encouraging love for the homeland and the nation. Humanism: Respecting human dignity and human rights. Democracy: Promoting active participation in democratic life. Justice: Ensuring fairness and equality for all. Belief in One Supreme God: Fostering respect for religious diversity and beliefs (Nofrita et al., 2023). The application of these Pancasila-based character values is conducted through project-based learning activities. This approach aims to help students internalize Pancasila values and develop character in accordance with Pancasila principles (Nofrita et al., 2023).

Pancasila serves as the foundation and guide for national and state life in Indonesia, ensuring that future generations uphold its values in everyday life (Setyarini et al., 2023). The implementation of Pancasila principles in education emphasizes their significance in students' contributions to society, the nation, and governance (Azizah, 2021). The positive impact of Pancasila education aims to foster a society that prioritizes justice, respects diversity, and remains devoted to God Almighty (Astomo, 2021). The five fundamental principles of Pancasila are closely related to character development, reflecting Indonesia's unique national identity. According to Hayuningtyas et al. (2023), integrating Pancasila into schools plays an essential role in character building and national awareness among students. Strengthening the role of Pancasila in education responds to global changes and the Indonesian government's need to maintain national identity and ideology, including through curriculum adjustments. As emphasized by Arifin et al. (2023), Pancasila education is crucial for fostering responsible citizenship and deepening patriotic values.

In the modern era of globalization, various factors contribute to the decline of Pancasila-based student characteristics (Chotimah et al., 2020). The challenges in strengthening Pancasila ideology in students can be

categorized into internal and external obstacles (Dasmana et al., 2022).

Internal barriers often stem from the family environment, where a lack of supervision and control can lead to cultural erosion influenced by foreign ideologies. External barriers include unsupportive environments that fail to promote Pancasila-based development in students (Dasmana et al., 2022). The rapid advancement of technology and globalization has contributed to the weakening of Pancasila values in modern society. One of the primary causes of declining student character is the lack of strong character education in schools (Hayes, 2019). Some educational curricula prioritize academic subjects over character development, leaving students unprepared to navigate moral dilemmas and build a solid character (Bollich-Ziegler et al., 2021). Strengthening Pancasila values in modern society can be achieved through religious education, civic education, and socialization efforts that reinforce Indonesia's national identity (Kurniawan et al., 2023).

Pancasila education plays a crucial role in shaping students' social and political awareness for the future. As social and political dynamics evolve, Pancasila education at the high school level becomes increasingly vital in fostering students' understanding of national values and preparing them for democratic participation (Fatimah et al., 2024). Establishing a strong foundation in political and legal awareness through Pancasila-based education can help students navigate contemporary challenges while upholding the 45 fundamental principles of Pancasila (Adi et al., 2021). Furthermore, as Zaelani et al. (2020) highlights, the moral foundation of Pancasila can serve as a guiding principle in political discretion and the enforcement of justice within the Indonesian legal system (Faturrahman et al., 2022).

Pancasila is a fundamental state philosophy influencing various aspects of national life, including the economy, society, culture, law, and education (Nida et al., 2023). Therefore, reinforcing the implementation of Pancasila education in high schools is a strategic step in addressing the demands of an ever-changing world while ensuring the continuity of national values. Collaboration between education, social, and political sectors at the high school level is essential in preparing students to become active, intelligent, and engaged citizens contributing to Indonesia's development (Gupta, 2019).

Focusing this study on high schools in the context of Pancasila education offers valuable insights into how national values are implemented in general education (Hayuningtyas et al., 2023). This research aims to explore how the Pancasila Student Profile Strengthening Project in high schools contributes to character formation rooted in Pancasila principles. Additionally, this study will

bridge existing gaps in educational literature and policy, providing new perspectives on the role of Pancasila education in shaping students' character and political readiness (Hidayah et al., 2020).

Based on the background outlined above, this research will focus on the implementation of the Pancasila Student Profile Strengthening Project in high schools, its relevance in educational and political contexts, and its contribution to a deeper understanding of character development among students, particularly at SMA Negeri 1 Tanjung Palas Utara. In theory, the Pancasila Student Profile Strengthening Project is expected to provide a solid foundation for shaping students' character in accordance with Pancasila values. However, when implemented in practice, challenges and inconsistencies often arise. These differences offer a compelling perspective on how the project's ideals intersect with real-world application in schools. Research conducted by Ulandari et al. (2023) indicates that implementing the Pancasila Student Profile Strengthening.

The novelty of this research lies in its localized focus on a remote high school setting where student exposure to national educational reforms may differ from urban counterparts. It investigates how each element of the P5 model—especially leadership tasks, student-driven projects, and reflective learning—contributes to the formation of independence in everyday school life. In particular, it assesses whether the pedagogical shifts initiated by P5, such as moving from teacher-centered to student-centered learning, effectively cultivate autonomy, decision-making, and resilience among students.

This research is important because independence is a crucial competency for students in facing academic challenges and future socio-economic demands. Moreover, in regions like Bulungan Regency, where access to educational resources may be limited, fostering independent learners becomes essential for sustaining educational outcomes. By understanding how P5 influences student independence in this context, the study can offer insights for policy adjustments, teacher support, and program refinement at the regional and national levels.

Therefore, this study aims to examine the implementation of the Pancasila Student Profile Strengthening Project at SMA Negeri 1 Tanjung Palas Utara and its impact on the development of independent character among students. The research will also identify the challenges and enabling factors influencing this process, contributing to a better understanding of character education in diverse educational settings.

Project in high schools, particularly through the Sustainable Lifestyle initiative, has successfully instilled Pancasila values in dimensions such as religious

devotion, mutual cooperation, independence, and diversity (Imroni, 2024). Similarly, at the junior high school level, Kharisma et al. (2023) found that the project successfully enhanced the spirit of mutual cooperation—a fundamental Pancasila-based value. However, despite its success, Pancasila character development often appears only during the project's implementation. Junaidin et al. (2024) found that in a study involving tenth-grade students in Mataram, character development did not reach its full potential due to time constraints and teachers' limited ability to translate Pancasila values effectively (Junaidin et al., 2024). Kalfin et al. (2023) given that the Pancasila Student Profile Strengthening Project aims to cultivate superior human resources, it is crucial to ensure that students internalize Pancasila values throughout their lives, not just temporarily during the program (Widya et al., 2023).

Based on these considerations, this study seeks to examine "Strengthening Independent and Cooperative Character Among Students Through the Pancasila Student Profile Strengthening Project at SMA Negeri 1 Tanjung Palas Utara." This research presents a novel contribution by focusing on a new geographical and thematic aspect. While numerous studies have explored the Pancasila Student Profile Strengthening Project, no research has specifically examined its implementation in Bulungan Regency, particularly in fostering independent and cooperative character among students.

## Method

This study employs a qualitative research approach using a case study method. The primary objective of this research is to explore the dynamics within the *Proyek Penguatan Profil Pelajar Pancasila (P5)* at SMA Negeri 1 Tanjung Palas Utara. The qualitative approach allows for an in-depth examination of various aspects involved in the project, as well as a deeper understanding of the values and norms that underpin the development of students' independence and collaborative character at SMA Negeri 1 Tanjung Palas Utara.

The research will be conducted at SMA Negeri 1 Tanjung Palas Utara over one academic semester (six months), starting in August 2024 and concluding in January 2025. This school was selected as the research site based on several key criteria. Firstly, it is directly related to the study's topic, which focuses on the *Proyek Penguatan Profil Pelajar Pancasila*. Secondly, the availability of relevant data sources, including school documents, character development programs, and educational policies, supports the research objectives. Thirdly, the accessibility of the school allows the researcher to conduct observations, interviews, and direct interactions with students and school staff. Lastly,

the school may represent the student population in the region, making the findings more generalizable.

The subjects of this study are students at SMA Negeri 1 Tanjung Palas Utara who are actively involved in the Proyek Penguatan Profil Pelajar Pancasila. This population includes students from various grade levels within the school. Due to time and resource constraints, the sampling technique will follow a purposive sampling approach, selecting participants who best represent the dynamics within the project. The selected sample will include students from different grades and diverse backgrounds to provide a comprehensive understanding of the project's implementation.

Several data collection techniques will be utilized in this study:

#### *Observation*

Direct observation of the implementation of the Proyek Penguatan Profil Pelajar Pancasila at SMA Negeri 1 Tanjung Palas Utara. Observations will be conducted both participatively, by engaging directly in school activities, and non-participatively, by reviewing relevant documents related to the project.

#### *Interviews*

Structured and semi-structured interviews will be conducted with various stakeholders involved in the project, including teachers, students, and school staff, to gain insights into their experiences and perspectives.

#### *Focus Group Discussion (FGD)*

FGDs will be held with groups of students or school staff to obtain a deeper understanding of the project's impact on character development and its overall effectiveness.

#### *Descriptive Analysis*

This technique will be employed to describe and analyze the phenomena occurring within the Proyek Penguatan Profil Pelajar Pancasila. It will help identify characteristics, patterns, and relationships between variables involved in the study.

#### *Axiological Analysis*

This method will be used to analyze the values and norms underlying the Proyek Penguatan Profil Pelajar Pancasila in shaping students' independence and sense of collaboration. Through axiological analysis, the researcher aims to understand how Pancasila values are implemented and perceived by students at SMA Negeri 1 Tanjung Palas Utara.

#### *Data Validity*

To ensure the validity of the collected data, several measures will be taken, including credibility,

transferability, dependability, and confirmability. Credibility pertains to the reliability and accuracy of the data obtained, ensuring that the findings are trustworthy. Transferability focuses on the applicability of the data in different contexts, allowing for broader interpretations and implications. Dependability emphasizes the stability and consistency of the data over time, ensuring that the findings remain relevant. Confirmability refers to the ability to verify and substantiate the research findings based on existing evidence, ensuring that the conclusions drawn are supported by factual data. These validation techniques will enhance the reliability and rigor of this qualitative study.

## **Result and Discussion**

The implementation of the Proyek Penguatan Profil Pelajar Pancasila (P5) at SMA Negeri 1 Tanjung Palas Utara has shown significant contributions to fostering independent character among students. The study's findings reveal that the integration of Pancasila values into the school's character education programs plays a crucial role in shaping students' sense of responsibility, discipline, and self-reliance. Through various activities and structured programs within P5, students have developed the ability to make decisions independently, manage their responsibilities effectively, and demonstrate resilience in facing challenges.

#### *Development of Independent Character Through P5*

The study highlights that P5 serves as a platform for students to engage in experiential learning, where they actively participate in projects that encourage problem-solving, creativity, and innovation. Observations and interviews with students and teachers indicate that participation in P5 has led to an improvement in self-discipline and time management. Students reported feeling more confident in taking initiative, completing tasks without external pressure, and collaborating with peers to achieve common goals. Teachers also observed that students displayed a greater sense of ownership over their learning process, reinforcing their ability to work independently (Kharisma et al., 2023).

Furthermore, P5 activities are designed to integrate real-life applications of independence. For instance, students are assigned leadership roles in various school projects, requiring them to plan, execute, and evaluate tasks with minimal supervision. The structured yet flexible nature of the program allows students to navigate challenges autonomously while still being guided by the fundamental principles of Pancasila (Khoiri, 2021). This approach enhances their decision-making skills, critical thinking, and ability to take responsibility for their actions.



### *The Role of Teachers and School Policies in Strengthening Independence*

Teachers play a vital role in guiding students towards developing independence within the P5 framework. The study finds that educators act as facilitators rather than direct instructors, encouraging students to explore solutions and take ownership of their learning journey (Le et al., 2021). This shift from teacher-centered to student-centered learning has contributed to a more engaged and self-motivated student body. Additionally, the school's policies have been instrumental in reinforcing independent character development. The integration of P5 within the school curriculum ensures that students are continuously exposed to activities that promote self-reliance (Luaylik, et al., 2022). Policies that encourage student-led initiatives, peer mentoring, and community service projects have further reinforced the values of independence and responsibility.

### *The Impact of P5 on Student Behavior and Mindset*

The study found that students who participated actively in P5 demonstrated noticeable changes in their mindset and behavior. They exhibited a greater willingness to take responsibility for their actions and showed perseverance in overcoming difficulties. Interviews with students revealed that they became more adaptable to challenges, open to constructive criticism, and capable of managing their emotions in stressful situations (Marasabessy et al., 2022). The program helped them build resilience, which is a crucial trait for independent character development.

Moreover, the integration of P5 has had a positive influence on students' academic performance. As they learned to manage their time more effectively and take charge of their learning, their ability to concentrate and solve academic problems improved. Teachers noted that students became more proactive in seeking knowledge and less dependent on instructions. This transformation is essential in preparing them for future academic and professional endeavors where self-motivation and independent thinking are key success factors.

### *Challenges and Strategies in Implementing P5 for Independent Character Development*

Despite its successes, the study also identifies several challenges in implementing P5 effectively. One of the primary obstacles is students' initial reluctance to take initiative due to years of dependency on teacher-led instruction (Mulyaningsih et al., 2022). Many students struggle with time management and decision-making when first introduced to autonomous learning structures. However, through consistent exposure and structured support, students gradually adapt to the new learning approach.

Another challenge lies in the availability of resources and institutional support. Limited access to materials, technology, and funding sometimes hinders the full realization of independent learning projects. To address this, the school has employed various strategies such as fostering collaborations with local communities, utilizing available school facilities efficiently, and integrating digital tools to enhance student engagement. Furthermore, some teachers initially faced difficulties in shifting their teaching approach from directive to facilitative. The study suggests that ongoing professional development programs and collaborative discussions among educators can help teachers transition more effectively into their roles as facilitators of independent learning. School leadership also plays a key role in ensuring that all stakeholders, including teachers, students, and parents, understand and support the objectives of P5.

## **Conclusion**

The findings of this study underscore the effectiveness of P5 in strengthening independent character among students at SMA Negeri 1 Tanjung Palas Utara. By integrating Pancasila values into real-life learning experiences, students have developed essential life skills, including self-discipline, resilience, and leadership. Teachers and school policies play a crucial role in facilitating this transformation by providing a supportive environment that encourages autonomy and responsibility. While challenges exist, strategic interventions and continuous improvements ensure that P5 remains a robust mechanism for character development. Overall, the study concludes that P5 is an essential initiative for shaping students into independent, responsible, and self-motivated individuals, aligning with the broader goal of cultivating future leaders who embody the core principles of Pancasila.

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## **Author Contributions**

Author contributions include J and M: collecting data, analyzing data, writing original drafts, methodology and review writing, and so on.

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## Conflicts of Interest

The authors declare no conflict of interest.

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