
Implementation Of The Pancasila Student Profile Strengthening Project In Social Studies Learning

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Abstract. The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 5 Metro shows variations in teachers' levels of understanding and involvement, which affect the quality of the learning process. This study aims to examine the implementation of the P5 program in social studies learning and its impact on both the learning process and the development of students' character. The research adopts a descriptive qualitative approach, with data collected through observation, interviews, and documentation. The findings indicate that the implementation of P5 is conducted through systematic stages, namely planning, implementation, and reflection. The impact of P5 is reflected in students' improved understanding of social studies concepts through contextual project-based activities. In addition, the project fosters the development of cooperative character through group work, encourages a sense of responsibility in completing project tasks, and enhances students' critical thinking skills through discussion and reflective activities. Overall, P5 contributes positively to strengthening social studies learning and developing students' character in accordance with Pancasila values.

Keywords: Implementation, P5, Student Character

INTRODUCTION

The increasingly rapid global developments demand that the education system not only focus on academic achievement but also emphasize the formation of character and broad civic awareness. Education plays a strategic role in preparing students to understand and respond to various social issues, whether at the local, national, or global level. In this context, social studies learning is one of the subjects that significantly contributes to fostering social awareness, democratic attitudes, and civic responsibility among students. (Mutmainnah et al., 2024).

In response to the developments of the times, the Ministry of Education, Culture, Research, and Technology is implementing the Independent Curriculum, which positions students as the primary subjects and provides educators with the flexibility to design contextual and meaningful learning (Syafriani et al., 2025). One of its main policies is P5, namely co-curricular activities aimed at developing character and competence based on the values of Pancasila through project-based learning that encourages active participation, collaboration, and the internalization of values in daily life (Kemendikbud, 2022).

In its implementation, P5 is closely related to social studies learning because both emphasize the strengthening of social values, democracy, and citizenship. The integration of P5 in social studies learning allows students to understand social concepts in an applied manner while simultaneously developing character through real activities (Sapnanda, 2023). At SMPN 5 Metro, the implementation of P5 is carried out through a block system that is separate from regular learning activities, but still indirectly related to social studies subjects. One example is the application of the Democracy Voice

theme through the simulation of student council elections, which represents the democratic process and fosters values of participation, deliberation, tolerance, as well as social responsibility.

Various studies have examined the implementation of the Strengthening the Pancasila Student Profile Project (P5) in social studies learning from various perspectives. Research shows that the implementation of P5 in social studies learning plays a role in strengthening students' character, although there are still several challenges such as project planning, theme determination, facilitator readiness, as well as limitations in facilities and infrastructure (Sapnanda, 2023). Other research has found that the implementation of social studies learning with reinforcement of the Pancasila Student Profile in the Merdeka Curriculum has been running well through effective planning and execution, thereby being able to support the success of the learning process (Husain Ahmad Rizki, 2024). Meanwhile, other research indicates that the implementation of the Pancasila Student Profile in social studies learning is an important effort in shaping students' character and enhancing their understanding of the values of Pancasila as well as social, political, economic, and cultural (Tutik, 2022). Other research also reveals that the internalization of the Pancasila Student Profile in social studies learning can strengthen students' character, particularly the character of discipline, through habituation strategies, exemplification, and the provision of rewards in the learning process (Husain Ahmad Rizki, 2024). Based on these various studies, it can be concluded that the implementation of P5 in social studies learning plays an important role in strengthening character, developing Pancasila values, as well as shaping students' social attitudes in line with the objectives of social studies education.

Nonetheless, most previous studies have still focused on the general implementation of P5, character strengthening, as well as the constraints in its execution in schools. Studies that specifically examine the implementation of P5 in social studies learning and its impact on students' character education are still limited. Therefore, this study aims to examine the implementation of P5 in social studies learning at SMP Negeri 5 Metro and analyze its impact on students' character education.

The implementation of P5 in educational units shows differences in teachers' levels of understanding and involvement, evident in their execution of roles as learning facilitators. These differences affect the quality of activity planning, project implementation, and the learning evaluation process conducted (Fernando & Zumratun, 2025). This condition aligns with the policy implementation theory proposed by Van Meter and Van Horn, which asserts that the effectiveness of policy implementation is determined by the integration of clear planning, consistent execution, as well as continuous reflection and evaluation (Mills, 2021).

The policy implementation theory by Van Meter and Van Horn is used to understand how a policy is implemented to achieve the predetermined objectives. This theory emphasizes that the success of implementation is influenced by the planning, execution, and evaluation processes. In this study, the implementation of P5 in social studies learning is analyzed through these three aspects to examine the readiness of schools and teachers, the implementation process of the program, as well as the outcomes and follow-up actions in supporting students' character education (Wahyu & Mufti, 2025)

The dynamics of educational policy also indicate a shift in the direction of P5 implementation. The implementation of the P5 project, which previously existed as an independent activity, is now being directed to integrate with the Eight Dimensions of Graduate Profiles in the Independent Curriculum, marking a shift in approach from character strengthening conducted through special projects to the integration of character values throughout the entire learning process. This policy change raises questions about the extent to which the P5 implementation in the previous period has been carried out effectively, particularly in social studies learning, as well as the tangible impact it has had on the learning process and the formation of student character (Priyogo, 2025).

The novelty of this research lies in its focus, which not only describes the implementation of the Pancasila Student Profile Strengthening Project (P5), but also analyzes its impact on students' character education within the context of social studies learning. Unlike previous studies that generally examine P5 implementation at the school level, this study specifically situates social studies learning as the space for implementing the values of the Pancasila Student Profile. Thus, this research

contributes to a deeper understanding of the relationship between P5 implementation, social studies learning, and students' character education.

Based on the foregoing description, this study was conducted to obtain a deeper understanding of the implementation of the Pancasila Student Profile Strengthening Project (P5) in Social Studies learning at SMP Negeri 5 Metro as well as its impact on students' character education. Various studies have examined the implementation of P5, but research that specifically investigates the implementation of P5 in social studies learning and its impact on character education remains limited. Therefore, this study is important to examine the implementation of P5 in Social Studies learning at SMP Negeri 5 Metro, focusing on the implementation process, the role of teachers, and its contribution to learning and the development of students' character.

METHOD

This study uses a descriptive qualitative approach to provide an in-depth depiction of the implementation of the Strengthening Pancasila Student Profile (P5) Project in Social Studies (IPS) learning at SMP Negeri 5 Metro (Marwan, 2023). Research informants were selected using the snowball sampling technique, based on recommendations from previous informants who were considered knowledgeable and involved in the implementation of P5 as well as social studies learning (Raco, 2010). The research informants consisted of the school principal, P5 coordinator, social studies teachers, and students involved in P5 activities.

Data collection was conducted through observation, interviews, and documentation. Observations were carried out seven times during the implementation of P5 activities by observing planning, project implementation, teacher-student interactions, and evaluation or reflection activities. Interviews were conducted in a semi-structured manner based on the research focus to obtain in-depth information from informants. Documentation was used as supporting data, including project modules, activity photos, P5 implementation reports, and other relevant documents (Suryani & Utami, 2020)

Data obtained from observations, interviews, and documentation were analyzed using an interactive analysis model (Miles, Huberman, 2022). Which includes data reduction, data presentation, and drawing conclusions. At the data reduction stage, the researcher selects, focuses, and classifies the data according to the research focus. Next, the data is presented in the form of a descriptive narrative to facilitate the interpretation process. The final stage is carried out through continuous conclusion drawing and verification throughout the research process to obtain valid findings. The validity of the data is ensured through source triangulation and technique triangulation by comparing data from observations, interviews, and documentatio. This research was conducted after obtaining permission from SMP Negeri 5 Metro. All informants were provided with an explanation of the research objectives, and the informants' identities were kept confidential to maintain research ethics. (Sugiyono, 2020).

RESULTS AND DISCUSSION

RESULT

Based on the results of observations, interviews, and documentation, it was found that the implementation of the Pancasila Student Profile Strengthening Project (P5) in social studies learning at SMPN 5 Metro was carried out through the stages of planning, implementation, as well as evaluation and reflection in a structured manner. At the planning stage, the school coordinated to determine the theme, schedule, and distribution of teacher tasks. The implementation stage was carried out through project activities according to the predetermined theme, involving the active participation of students. Subsequently, evaluation and reflection were conducted to assess the achievement of the activity objectives and as a basis for improvements in subsequent implementations. The implementation of P5 in social studies learning has a positive impact on students' understanding of social studies concepts and the development of students' character, such as cooperation, responsibility, social concern, and critical thinking skills.

1. Planning Process

The planning stage is conducted to ensure that the entire series of P5 activities can proceed in a directed, effective manner and in accordance with the objectives that have been set. At this

stage, the school coordinates with various parties involved to determine the theme of the project to be carried out, prepare the activity schedule, and allocate tasks and responsibilities to teachers who act as facilitators. In addition, planning also includes the preparation of facilities and infrastructure needed to support the smooth implementation of project activities (Rori, 2025).

In this planning process, the social studies teacher plays a role in coordinating the connection between project activities and social studies learning materials to ensure that the implementation of P5 remains relevant to the learning objectives. Systematic planning serves as an important foundation in program execution because it can help guide activities according to the established goals and reduce various obstacles that may arise during the implementation process. The planning process is also supported by good coordination among the school, the P5 team, and teachers, allowing the determination of themes, task distribution, and preparation of activities to be carried out in an optimal and directed manner for students (Oksiana, 2025).

2. Project Implementation

The implementation stage is carried out after the entire planning process has been completed. At this stage, P5 activities are conducted in a block system every semester according to the themes determined by the school and the P5 team. The implementation of activities is adjusted to the needs of the students as well as the conditions of the school environment so that the learning objectives and character strengthening can be achieved optimally. Teachers act as coordinators, facilitators, and activity monitors, as well as collaborating with other subject teachers to support the success of each project undertaken (Pamgestu Barkah Ikbal, 2022).

The implementation of P5 is realized through various themes and diverse activities. In the Sustainable Lifestyle theme, students carry out activities utilizing waste through making compost and ecobricks as a form of environmental concern. The Local Wisdom theme is carried out through the introduction of Lampung culture, such as practicing the Bedana dance and traditional games. In the Build the Soul and Body theme, students create anti-bullying posters to foster social awareness and mutual respect. Meanwhile, the Voice of Democracy theme is realized through the election of the Student Council President, providing students with experience in understanding and applying democratic values. Through these various activities, students are actively involved in each stage of the project, thereby gaining more contextual learning experiences while simultaneously developing the character of cooperation, responsibility, social concern, and critical thinking skills.

3. Evaluation/Reflection

The evaluation and reflection stage is carried out after the entire series of P5 activities has been completed. This stage aims to assess the achievement of the objectives of each project theme as well as to review the implementation process that has taken place. Evaluation is not only focused on the final results of the activities, but also on student participation, project execution, and the character development that emerges during the activities. Through this stage, various successes, challenges, and areas needing improvement can be identified as considerations for the implementation of future activities (Prasetyowati et al., 2024)

The implementation of evaluation and reflection is carried out participatively by involving teachers and students. Students are given the opportunity to convey their experiences, responses, and the obstacles they faced while participating in the project activities, while teachers review the overall implementation of the activities. The reflection process is usually conducted after the project activities are completed so that students can review the learning experiences they have gained. Through these activities, the implementation of P5 in each theme can be continuously improved to be more relevant to the students' needs, more meaningful in the learning process, and able to support the gradual and sustainable strengthening of character (Maula et al., 2025).

4. Character Development

The implementation of P5 has had a positive impact on the social studies learning process at SMPN 5 Metro. The project activities carried out for each theme are related to the social studies material, so students not only learn the concepts theoretically but also apply them through real experiences. This integration is evident in the theme of the Voice of Democracy, which relates

to democracy and citizen participation, the Local Wisdom theme, which relates to regional culture, as well as the Sustainable Lifestyle theme, which is associated with the environment and community life. This relevance makes social studies learning more contextual, meaningful, and easier for students to understand (Iyan et al., 2024)

In addition to enhancing the understanding of social studies concepts, the implementation of P5 also has an impact on the development of students' character. Through active involvement in each project activity, students demonstrate improvements in teamwork, responsibility, discipline, self-confidence, as well as critical thinking skills in completing various assigned tasks. The interactions formed during project implementation also help develop social skills and the ability to collaborate with peers. Thus, the integration of P5 in social studies learning not only contributes to the cognitive aspects of students but also supports character development in accordance with the values of the Pancasila Student Profile, making the learning process more meaningful and holistic (Rindra et al., 2023).

Based on research findings, the implementation of P5 at SMPN 5 Metro has been carried out through the stages of planning, execution, as well as evaluation and reflection that are interconnected. Each stage supports the directed execution of project activities while also providing space for students to gain more meaningful learning experiences. Through the various themes implemented, P5 not only supports a more contextual social studies learning process but also contributes to developing students' character in accordance with the values of the Pancasila Student Profile.

DISCUSSION

The implementation of the Pancasila Student Profile Strengthening Project (P5) in social studies learning at SMPN 5 Metro shows that the execution of the Merdeka Curriculum policy does not merely stop at the program level but has been attempted to become part of a learning process oriented toward character strengthening. If analyzed using Van Meter and Van Horn's policy implementation theory, the success of policy implementation is greatly determined by the clarity of standards and objectives, communication among implementers, the characteristics of the implementing organization, and the availability of resources. In the context of this study, the implementation of P5 can proceed quite systematically due to the coordination between the school, the P5 team, and social studies teachers as coordinators, so that the objectives of the activities can be understood and carried out in a relatively directed manner (Mills, 2021).

The success of implementing P5 at SMPN 5 Metro can be seen from how the activity stages from planning and execution to evaluation and reflection have been carried out continuously. This shows that communication and coordination in policy implementation have been quite effective, so there isn't any significant misunderstanding among the implementers (Fernando & Zumratun, 2025). The Social Studies teacher, acting as coordinator, also plays an important role in linking project activities with Social Studies content, making learning more contextual and not disconnected from the social realities students experience. This situation shows that P5 implementation doesn't just function as an extra activity, but has become part of the learning strategy that strengthens concept understanding while also shaping students' character (Yunike Sulistyosari et al., 2024)

This success is also inseparable from supporting factors, such as school policy support that aligns with the Merdeka Curriculum, collaboration among teachers in project implementation, as well as active student involvement in project-based activities. In addition, the use of a block system in the implementation of P5 is an important factor because it provides dedicated time for students to delve into each project theme without being disrupted by the regular learning schedule. This condition allows students to be more actively engaged in the learning process, enabling the internalization of the values of the Pancasila Student Profile to occur more optimally through direct experience (Safitri et al., 2022).

However, the implementation of P5 at SMPN 5 Metro also reveals several obstacles that reflect that the policy execution in practice is not entirely ideal. One of the main challenges is the increased administrative burden on teachers, particularly for social studies teachers who also serve as P5

coordinators. This condition indicates an imbalance between the program demands and the teachers' time and energy capacity. In addition, there are still students who are not fully prepared to engage in project-based learning, mainly because they are accustomed to more structured and instructive conventional learning patterns. Limitations in supporting facilities and infrastructure also affect the smooth implementation of some project activities. These findings indicate a gap between the ideal design of the P5 policy and the reality of its implementation at the school level (Pratama & Febriani, 2024).

When related to the theory of Van Meter and Van Horn, these obstacles indicate that although the standards and policy goals are quite clear, the aspects of resources and executor conditions still remain the main challenges in implementation. In other words, the success of P5 is not only determined by good planning, but also by the readiness of human resources, infrastructure, as well as the ability of students and teachers to adapt to the project-based learning model (Sesriyenti, 2023).

From the impact perspective, the implementation of P5 provides a positive contribution to social studies learning as it is able to connect social concepts with students' real-life experiences. Learning becomes more contextual, active, and meaningful because students are directly involved in activities related to social, cultural, and democratic life (Rammayani, 2026). Nevertheless, observational results indicate that character strengthening through P5 has not yet been fully consistent across all students. This suggests that the process of internalizing values is still at a developing stage, rather than being fully mature, thus requiring further reinforcement of learning strategies so that each dimension of the Pancasila Student Profile can be optimally achieved (putri adima imelda, 2025)

Overall, the implementation of P5 at SMPN 5 Metro shows that this policy has been fairly effective in improving the quality of social studies learning and strengthening students' character. However, this success is still partial because there are various limitations, particularly in terms of resources, student readiness, and teachers' workload. Therefore, the implementation of P5 needs to be continuously adjusted and developed so that its execution becomes more effective, balanced, and sustainable in accordance with the objectives of the Merdeka Curriculum.

CONCLUSIONS

The implementation of the Pancasila Student Profile Strengthening (P5) Project in social studies learning at SMPN 5 Metro demonstrates that this program plays a role in creating more contextual learning through structured stages of planning, implementation, as well as evaluation and reflection. P5 not only strengthens the connection between social studies material and students' real-life experiences in social, cultural, and democratic aspects, but also encourages character development in accordance with the Pancasila Student Profile, such as cooperation, independence, responsibility, critical reasoning, creativity, and social care.

Implicitly, this study indicates that P5 can be an effective learning approach in supporting the improvement of social studies education quality, particularly in strengthening character and active student engagement. However, this study has limitations as it was conducted in only one location, so the results cannot yet be generalized widely, and the limited research time constrained in-depth data collection. Therefore, future research is recommended to expand the scope of the study to several schools and to examine the effectiveness of P5 on social studies learning outcomes in a more quantitative and comparative manner.

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