

Project for Strengthening the Profile of Pancasila Students in Schools in Realizing the Sustainable Development Goal

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ABSTRACT

The rapid advancement of information and technology has influenced Indonesian students' culture, mindset, and goal-setting strategies. The Pancasila Student Profile (PSP) is essential in 21st-century education, aligning with the Sustainable Development Goals (SDGs). This study aims to explore the implementation of the PSP in schools and identify the challenges in achieving SDGs. This research employs a quasi-qualitative approach, utilizing interviews, observations, and documentation for data collection. Data analysis follows the Miles and Huberman model, involving data reduction, data presentation, and conclusion drawing. The PSP Strengthening Project in schools contributes to SDGs through various activities: (1) producing anti-thirst fruit juice, fostering diversity, patriotism, cooperation, independence, creativity, and tolerance; (2) utilizing school land to cultivate sweet potatoes, promoting devotion to the creator, critical thinking, and creativity; and (3) creating pottery, enhancing diversity, patriotism, cooperation, and creativity. Obstacles in implementation include limited collaboration among educators, lack of teacher motivation, and time constraints. These challenges are addressed through socialization, collaboration, teacher motivation, Pancasila values reinforcement, ice-breaking activities, and coordinated scheduling with other subjects. The continuous reinforcement of the PSP through the P5 program significantly contributes to the realization of SDGs. Overcoming implementation challenges requires a systematic approach involving educators, students, and institutional support. The PSP plays a crucial role in fostering students' character development and achieving SDGs. Strengthening collaboration and optimizing instructional strategies are essential for overcoming challenges in implementing the P5 program.

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1. INTRODUCTION

Education serves as a fundamental driver of national progress, shaping human resources to support sustainable development. Quality education is crucial in fostering intellectual and character development, empowering individuals to contribute meaningfully to society (Hidayah & Yuliawati, 2021). It plays a pivotal role in advancing a nation's human capital, equipping individuals with the knowledge, skills, and values necessary for continuous growth. As humans are inherently educable beings, education becomes the foundation for nurturing a generation that is not only competent but also capable of leading societal transformation.

A well-educated generation contributes significantly to sustainable development, aligning with the global agenda of the Sustainable Development Goals (SDGs). These goals emphasize the role of education in shaping a progressive, environmentally conscious, and socially responsible society (Hapsoro & Bangun, 2020; Hale, Wadu, & Gultom, 2021). However, many challenges to achieving sustainability stem from limited educational quality, particularly in fostering awareness and responsibility toward environmental and societal issues. The lack of comprehensive education on sustainability hinders efforts to build a progressive society that prioritizes long-term development goals.

To address these challenges, UNESCO has introduced Education for Sustainable Development (ESD), a strategic approach that integrates sustainability principles into learning processes (Suryani, 2024; Ismail et al., 2022). ESD seeks to equip learners with the necessary competencies to contribute to sustainable solutions, promoting critical thinking, environmental awareness, and social responsibility. By embedding sustainability education into curricula, societies can minimize existing challenges and pave the way for a more sustainable and equitable future.

Sustainable Development Goals (SDGs) are a new picture to create a more prosperous, prosperous world and can protect the environment (Natalia, A., & Maulidya, E. N., 2023; Hakim, A., Rahmani, N. A. B., & Harahap, R. D., 2024). These SDGs continue the Development Goals (MDGs) which were developed from 2000 to 2015, where the countries that initiated these MDGs were very concerned about their conditions, such as cases of hunger, gender equality, social development activities with an emphasis on poverty alleviation, and reducing infant mortality, so that this is expected to also increase global cooperation.

Collaborative efforts from various sectors, especially in the education sector, need to be carried out to maximize the SDGs. The development of the Merdeka Belajar Curriculum can also be an effective step in realizing sustainable development in the education environment (Fadil, K., Amran, A., & Alfaien, N. I., 2023; Sa'diyah, M., & Yunizul, I. N., 2024). This will be able to maximize improvements in the SDGs, Leadership, Ownership, and Capacities for the 2030 Agenda Local Implementation and Stakeholders Empowerment or Sustainable Development Goals (SDGs) which are one of the superior images of the SDGs that have been in process since 2018 by the government and also groups and members of the House of Representatives to improve quality resources and development of more efficient sustainable development and are expected to realize advanced and sustainable regional development through the achievement of SDGs.

The development of superior human resources through the development of the Pancasila student profile is one of the steps to realizing the Sustainable Development Goal. The profile includes 1) faith, devotion to God Almighty, and noble character, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical thinking, and 6) creativity (Leonardy, J., 2023; Ahdiyati, M., & Barat, B. K. B., 2021). This profile can be realized in the Pancasila Student Profile Strengthening Project (P5). P5 in schools can be implemented through a project-based learning (PjBL) model (Jumini et al., 2021; Gua et al., 2020). In project-based learning, educators can accompany students and assess them from the planning, implementation of product creation, and the finished product. Creative profiles and critical thinking can be trained from the emergence of ideas. The attitude of mutual cooperation can be trained when students start processing products, and so on. The development of the Pancasila student profile will be very easy to realize if it has been instilled since elementary school because it will be strongly attached. Based on this,

the research is specifically focused on the project of strengthening the Pancasila student profile in elementary schools. Each school has different variations of activities.

The development of P5 in Jekerto State Elementary School, Kalirejo State Elementary School, and Tuksari 1 State Elementary School, Kledung District, has different variations of activities. The activities carried out in Jekerto State Elementary School include making anti-thirst juice in this P5 activity carried out by grade V students with the activity of making anti-thirst guava juice, it is hoped that the school can facilitate students to have opportunities and chances for students to learn to make food with ingredients available in nature. Kalirejo State Elementary School is creating a project activity for utilizing school land to plant sweet potatoes Kalirejo State Elementary School aims to change the mindset and behavior of students as a whole to be more responsible for the surrounding environment and encourage the creation of a sustainable system for future generations. While in Tuksari 1 State Elementary School is by carried out P5 activities by making pottery. The purpose of holding this activity is to increase the sense of mutual cooperation and creativity. Students are also highly expected to be able to develop the Pancasila student profile activity through activities to preserve local wisdom by making pottery and decorating pottery according to the creativity of each child.

Kledung District Elementary School is a school that has implemented contemporary learning activities, namely, using technology as a new innovation. Independent learning can be applied with meaningful learning activities such as learning in the form of intracurricular activities that can be carried out in groups so that students can maximize their time to learn a concept and strengthen their competencies (Fadilasanti, N., Botifar, M., & Iskandar, Z., 2023; Anggraena, Y., Felicia, N., Eprijum, D., Pratiwi, I., Utama, B., Alhapip, L., & Widiaswati, D., 2022). This can also make it easier for educators to design teaching materials that can be made according to the needs and characteristics of their students. Meanwhile, in co-curricular learning, one of the activities is the Pancasila Student Profile Development Project or P5, which has the characteristics of directed learning and character development, general competencies, and extracurricular learning that can be implemented according to student's abilities, interests, talents and resources to advance the quality of education. The Pancasila Student Profile is a form of developing the Independent Learning concept which is implemented to realize the quality of education in implementing character building.

Development in Independent Learning is an obligation for schools to carry out P5 activities, often referred to as project-based development, which is applied to Pancasila values. Development that has been implemented For elementary schools, around 20% of the total teaching hours must be applied to project assignment activities. For junior high schools, it has started to increase again to 25%, and for high schools, 30%. In fact, this project activity obligation, if carried out with proper planning and stages, will be one of the best steps to train independence, critical thinking skills, and the ability to collaborate with students. However, there is still a problem, but teachers have started to prepare solutions. Maybe a small number of teachers, have started to get used to project assignment activities, but for other educators, this is still something very new, so they still have to learn a lot.

P5 activities in elementary schools are expected to be able to explore and describe thoughts and provide an appreciation for the work produced so that it can realize Sustainable Development Goals. Researchers are interested in conducting research in Three Elementary Schools in Kledung District because it can add insight and new knowledge for researchers. In addition, researchers can also compare P5 activities carried out in Elementary Schools in Kledung District. In P5 activities, the problems in the field that can be taken are that the facilities and infrastructure at the Kledung District State Elementary School are inadequate, not only in the facilities and infrastructure but also the enthusiasm of students greatly influence the success of P5 development. With this P5 activity, it is hoped that education in Indonesia can advance sustainable development.

The results of this study are expected to provide an overview of the Pancasila Student Profile Strengthening Project in schools in realizing sustainable development goals, how to overcome obstacles, and describe how to maximize supporting factors in the Pancasila Student Profile Strengthening Project in schools in realizing sustainable development goals. The findings in this study contribute to realizing

quality education through the Pancasila student profile, which has an important role in realizing sustainable development. Graduates who have a Pancasila student profile are graduates with strong characters, so they are able to compete. Creative and critical provide problem-solving skills, mutual cooperation provides a social life, and caring and independence provide a life that is not dependent on others. Faith and piety fortify oneself from doing bad things. Thus, P5 in realizing Sustainable Development Goals can be a good pattern for achieving educational goals.

2. METHODS

This study uses a descriptive qualitative approach with a phenomenological method (Sugiono, 2018; Creswell, 2017). This method is used because this study wants to express and present data that is in accordance with what happens in the field. Looking for the significance of experience in the implementation program of the Pancasila Student Profile Strengthening Project (P5) in Schools in Realizing Sustainable Development Goals. Collecting data related to concepts, opinions, positions, attitudes, and assessments and giving meaning to situations in the implementation of the P5 program. The sample in this study were educators and students at Elementary Schools in Kledung District, Temanggung, namely Jekerto Elementary School, Kalirejo Elementary School, and Tuksari 1 Elementary School. The selection of these three public elementary schools as samples is because they are educational centers located at Kalirejo Elementary School, Kledung District, Temanggung Regency, Central Java.

The main instrument in this study is the researcher, who is the main tool, as the researcher goes directly to the field and tries to collect information in the field as supporting data in the study. The research technique is carried out with a literature review, observation, and interviews. The literature review aims to explore the P5 program from previous theories and research so that it can provide an initial understanding of how the P5 program should be implemented. Observations were carried out to obtain direct data related to the implementation program of the Pancasila Student Profile Strengthening Project in Schools in Realizing Sustainable Development Goals. Interviews were conducted with the principal, class teachers, and several other subject teachers to explore policies and the implementation process of the P5 program. To ensure the validity of the data and avoid subjectivity, researchers carried out triangulation (Bungin, 2021). The triangulation carried out includes 1) method triangulation, namely the research method is not only observation but also interviews and literature studies; 2) Source triangulation, namely the sources interviewed were not only one teacher, not only one student but several teachers and several students. To validate the results of the interview with the principal, interviews were also conducted with class teachers and students.

Technical data analysis is carried out by following the steps presented by Miles and Huberman, namely data reduction, data presentation, and conclusions. Data reduction is the initial step in selecting, focusing on simplification, summarizing, and transforming existing data from written notes in the field. After the research data is complete, it can be collected so that it is not messy, which makes it easier to find the data and draw conclusions. The data presentation stage is carried out in the form of documentation of a collection of information that has been compiled by the researcher to fully express all the data obtained so that it is easy to read. The conclusion stage is carried out to provide an overall and detailed picture of the results of data reduction and presentation briefly.

3. FINDINGS AND DISCUSSION

Sustainable development, Sustainable Development Goals (SDGs) in education means that education must have quality in order to create a superior and advanced generation. SDGs have several main principles, namely respecting living things, prosperity, peace, and humanity in order to realize Sustainable Development in 2030 in the form of eradicating disability, achieving prosperity, and overcoming changes to bad conditions (Alfajri, 2020). SDGs are divided into three strengths, namely

economic, social, and environmental growth. To realize these three strengths, an education system is needed that trains independence for economic growth, trains attitudes for society, and trains concern for the environment. One of the programs that supports this system is the Pancasila Student Profile Strengthening Project in Schools.

The profile of Pancasila students is a picture of Indonesian students as end-of-life students who have global competence and behave in accordance with Pancasila norms (Nursalam & Suardi, 2022). This profile includes Faith in God Almighty and noble character, Global Diversity, mutual cooperation, independence, critical, and creativity (Yulianti, T., and Sulistyawati, A., 2021). The Pancasila Student Profile Strengthening Project is designed in such a way that students can make observations in solving problems, and can process efficient and appropriate decisions. The Pancasila Student Profile Strengthening Project can provide opportunities for students to want to continue learning in any situation. Students are expected to be able to provide real activities and be proven by work in the form of products or real actions (Surya, D., & Pebrian A., 2022).

The Pancasila Student Profile Strengthening Project has been carried out since the implementation of the Merdeka curriculum in both elementary and secondary schools. The learning process through the Pancasila Student Profile Strengthening Project in realizing sustainable development can produce graduates who have high competitiveness (Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., & Abidin, M. Z., 2022; Dewi, S., & Nursiwi, N., 2024). P5 development can be carried out periodically with certain subjects and themes that have been determined by the school. Educators can design modules and themes that will be applied to the development of P5 activities that are based on materials found in the surrounding environment, then students are expected to be able to apply them in the field of Education as a result of student creativity in producing a product that has a selling value.

The implementation of P5 in this study is specifically for elementary schools, namely Jekerto State Elementary School, Kalirejo State Elementary School, and Tuksari 1 State Elementary School. These three state elementary schools are education centers located in Kalirejo Elementary School, Kledung District, Temanggung Regency, Central Java. The implementation of P5 is realized in the theme of local wisdom. Local wisdom and regional identification play an important role in the success and uniqueness of Indonesian education (Alifah, S., 2022; Nugraha, R. A., Abdillah, H., Untoro, S. T., & Makruf, A., 2022). In this case, Indonesia is expected to be able to implement the role of the population based on global thinking towards values based on local wisdom, because the local wisdom of each location is very different. Learning can be complete if implemented using local content because this will make it easier for students to absorb the core of learning through their environment.

3.1. Development of Pancasila Student Profiles in Elementary Schools in Kledung District in Realizing Sustainable Development Goals

The implementation of the Pancasila Student Profile Strengthening Project (P5) in schools aims to integrate character development and sustainable practices into students' daily learning experiences. Observations conducted in three elementary schools—SD Negeri Jekerto, SD Negeri Kalirejo, and SD Negeri Tuksari 1—highlighted different thematic activities that align with the principles of the Pancasila Student Profile (PSP). Each school adopted unique projects that emphasize environmental awareness, creativity, and collaboration among students. These activities are designed to foster essential values such as diversity, mutual cooperation, patriotism, critical thinking, and creativity, which contribute to the realization of Sustainable Development Goals (SDGs). The themes and objectives of these activities reflect how schools are incorporating local resources and traditions to instill both practical skills and moral values in students. The details of the P5 implementation in each school are summarized in Table 1 below.

Table 1. Implementation of P5 Implementation in Schools

No.	Activity	SD Negeri Jekerto	SD Negeri Kalirejo	SD Negeri Tuksari 1
1.	Theme	Making Anti-Thirst Fruit Juice	Sustainable lifestyle	Making pottery
2.	Output	Fruit juice products	utilization of school land to plant sweet potatoes	Pottery products
3.	Objective	Getting to know natural products	To train students' sensitivity to the importance of utilizing agricultural land in schools and in the surrounding environment	increase students' knowledge and sense of mutual cooperation and creativity in preserving local pottery potential
4.	Developed profile	Diversity, love of the homeland, mutual cooperation, independence, creativity, tolerance	Have faith in the Creator, think critically, become a creative person	Diversity, love of the homeland, mutual cooperation, creativity

This P5 activity gives students the freedom to determine their talents and interests. In addition, students also have the convenience of learning important themes and news such as culture, entrepreneurial talent, and technology so that students can do real things in identifying a problem according to their learning stages and needs. This strengthening project can also provide enthusiasm and inspiration for all students to take action and have a positive impact on the surrounding environment (Nihayah, 2023; Tyas, P. S., & Kustiarini, K., 2023). The development of the Pancasila student profile in activities at Jekerto Elementary School is one manifestation of the habituation of instilling noble attitudes. Instilling the character of diversity, love of the country, mutual cooperation, independence, creativity, and tolerance that are practiced when carrying out P5 activities can realize Sustainable Development (SDGs). P5 Helps remind students to preserve local wisdom by loving the surrounding environment by practising "making anti-thirst fruit juice". The fruit is taken from the surrounding area so that students know the potential of what fruits can be utilized from the environment.

In addition to instilling a love for the homeland by getting to know local fruits around the students' homes, juicing activities can also train students' creativity and independence. Creativity is trained when students are required to look for local fruits, find ways to make juice that tastes good. While independence is trained since they collect local fruits that must be brought, prepare the equipment that is needed, peel and cut the fruit, the juicing process, and serve and clean the equipment. This activity is very helpful in training students' independence, so that they can make their own juice with the correct procedure at home. Getting to know various local fruits with various flavors can foster a sense of love for the homeland, that the homeland is rich in local potential. So, making this juice can help grow and develop the profile of Pancasila students so that they can realize sustainable development (SDGs).

P5 Activities at Kalirejo State Elementary School By utilizing school land to plant sweet potatoes, students can process anything into crafts, art, or food ingredients that can produce innovative works that are useful and have economic value. Food-making activities are produced from processed sweet potatoes. In addition to having a selling value, students can consume them because the taste created comes from natural ingredients that can provide good nutritional value for health. The activity begins by providing an understanding of the use of school land to plant sweet potatoes. Students are directed to analyze the conditions that will be used as a P5 activity project. Next, students carry out sweet potato planting activities. Students cultivate the land with direction from the teacher and then plant it themselves. The next stage is to process sweet potatoes into unique works that are useful and have

economic value. The last stage is the stage of expressing opinions and follow-up, namely looking at what is good and what is not good in the implementation of the land utilization project to plant sweet potatoes. The sweet potato planting activity at Kalirejo State Elementary School encourages students to collaborate in developing communication skills, creating new enthusiasm, working together in group activities, both in class and with other community members, and conducting group discussions, presentations, or creative activities that can involve students in developing new ideas, as well as finding solutions, and designing sustainable initiatives.

P5 activities at SD Negeri Tuksari 1 utilize one of the local wisdom in Indonesia, especially in Temanggung Regency, namely pottery, which is precisely located in Kundisari Village, Kedu District, Temanggung Regency. Pottery is usually made of clay that can be shaped and then after being shaped into a work of art, it is then fired so that it can dry. P5 activities at SDN 1 Tuksari are carried out by visiting the village to learn to make pottery, which is then sent to the school to be decorated. The local wisdom of pottery is introduced to students to train their love of culture, as well as the knowledge provided so that pottery is well known by students that the knowledge gained is strongly attached because it is not far from the surrounding environment. Pottery decorating activities to develop imagination and creativity. Thus, the characters trained in P5 activities at SD Negeri Tuksari 1 contribute greatly to the realization of Sustainable Development (SDGs).

Preserving local wisdom culture through P5 activities can also have a rapid influence on the growth and development of students who have the courage and independence to take all good actions and can be implemented in activities to help parents at home (Tahir, A., & Cahayanti, E., 2023; Punggeti, et al., 2024). This can also be done as an effort to foster love and enthusiasm for the value of products in the nation's culture and can provide progress in understanding a positive image of the nation's culture which is the main basis for thinking, behaving, and making a design, and being able to create a superior product that has high value and can even have the expected selling value. Independence, creativity, love of the homeland, mutual cooperation, and faith and piety will form a strong personality so that they can compete in a world that continues to develop.

The results of the interviews conducted to validate the observation results are shown in Tables 2, 3, and 4 as follows.

Table 2. Interview Results at Jekerto Public Elementary School

No.	Respondents	Interview Results
1.	Teacher 1	<i>"In developing the Pancasila student profile, educators carry out activities in the form of P5, namely Making Anti-Thirst Fruit Juice. Planning to support the development of this P5 by compiling a project module. The implementation stage of P5 in the Merdeka curriculum consists of an introduction, context, action, and reflection in terms of teachers assessing P5 activities based on Pancasila values, and for evaluation, teachers usually use various forms of assessment types. With this P5 activity, it can shape the character of students from indifferent students to be able to become students who are willing to tolerate. The P5 activity of making Anti-Thirst Fruit Juice aims to develop the creativity and talents of students so that they are able to recognize natural products obtained through the surrounding environment from an early age, and can use them to be applied in the future and are expected to be able to grow into innovative individuals. With the development of this P5, teachers are able to develop the potential possessed by teachers. and in this P5 activity, students become individuals who develop because students are able to foster attitudes of mutual cooperation, tolerance, care, and independence."</i>
2.	Teacher 2	<i>"Development of P5 with the existence of anti-thirst juice making activities can give a positive impression on the impact of student character in activities involving these facilities and infrastructure, making students enthusiastic and willing to work together and willing to tolerate in preparing the tools needed to make anti-thirst juice such as blenders, beautiful glasses, knives, telogen, plastic cups and so on. However, teachers also still have difficulty in designing P5 activities, lack of facilities and infrastructure, and time allocation to carry out P5 activities at school. To overcome the difficulties in developing P5, teachers must communicate with educators"</i>

		<i>and heads of educational units and work together with the parents of students. The follow-up to this P5 development activity is by providing motivation and learning guidance."</i>
3.	Student	<i>"With the development of P5, I can develop my talent and interest in making anti-thirst juice, so with this P5 activity I feel very happy, ma'am, because I was given the opportunity to make processed natural products into a product that can generate sales value and also my friends are united in carrying out these five activities, they can learn while working."</i>
4.	Headmaster	<i>"P5 development is very good to be applied in this elementary school because it can increase student creativity. The development of Pancasila student profiles in P5 activities at Jekerto Elementary School is one of the habituation activities to foster student creativity and character building from an early age through P5 development activities."</i>

P5 activities at Jekerto State Elementary School play a very important role in fostering student creativity through product making. P5 activities to make anti-thirst juice make students enthusiastic and enthusiastic in carrying out P5 activities, there is still a lack of adequate facilities and infrastructure so teachers still have difficulty in developing P5. P5 activities can develop and foster student creativity in appreciating a result obtained through hard work by obtaining results by utilizing natural resources around them (Jayanti, C. D., Yurni, F., Andriyani, R., Marlistina, V., & Asvio, N., 2024; Agusta, E. S., 2023). Soft skills trained in P5 activities are outputs that have long-term impacts, so that education through P5 activities at Jekerto Elementary School can realize sustainable development (SDGs).

Table 3. Interview Results at Kalirejo State Elementary School

No.	Respondents	Interview Results
1.	Teacher 1	<i>"The development of P5 aims to develop creative and interesting learning, therefore through the experience of managing a project with the theme "Sustainable Lifestyle", it has a positive impact on everyday life, in this case, it is hoped that this positive activity can be developed by implementing Sustainable Development in the development of the Pancasila student profile. The form of P5 activity is the management of the use of school land at Kalirejo State Elementary School to plant sweet potatoes at this action stage, students are expected to be able to develop and be sustainable in terms of processing the use of school land to plant sweet potatoes into unique works that can be used to increase economic value. the last step is a step to express opinions and assessments continuously in the form of analyzing what has been maximized and what has not been maximized in implementing the project. P5 activities at Kalirejo State Elementary School are mandatory activities for students in grades 1-6. "</i>
2.	Teacher 2	<i>"At Kalirejo State Elementary School, this is related to the development of P5, namely holding activities in the form of utilizing the land available at the school in the theme of a sustainable lifestyle. Teachers can develop P5 activities in the form of utilizing school land to plant sweet potatoes which will later be made into a product that can be consumed as food and can be used as a high selling value."</i>
3.	Student	<i>"In my opinion, ma'am, the P5 activity in utilizing school land to plant sweet potatoes is a very enjoyable activity for me because my father and mother are not farmers but factory workers who only have experience in the production sector, but with the presence of P5 at Kalirejo State Elementary School, I get the benefit of enjoyable learning and I can practice it at home by utilizing the remaining land next to the house to plant various natural products such as vegetables, sweet potatoes and so on."</i>
4.	Headmaster	<i>"The theme of a sustainable lifestyle is one of the P5 development tasks carried out at Jekerto State Elementary School with sweet potato planting activities at school carried out to foster student creativity and is expected to be able to find alternative solutions and develop sustainable mindsets. Therefore, this P5 activity is an intracurricular activity that must be followed by students for one semester."</i>

The P5 development activity at Jekerto Elementary School aims to develop creative and innovative learning, with P5 activities participants are able to practice directly in managing the use of school land which can ultimately produce processed food products. Students also have the opportunity to

collaborate and are able to develop continuously. Students benefit from learning to utilize the land next to their houses to plant natural products, grow new ideas, find solutions, and design sustainable initiatives. The character building that is trained through this empty land utilization activity has a good impact on realizing individuals who are sensitive and care about the environment so that Sustainable Development (SDGs) can be realized.

Table 4. Interview Results at Tuksari 1 Public Elementary School

No.	Respondents	Interview Results
1.	Teacher 1	<i>“Development of P5 in SD Negeri 1 Tuksari by implementing pottery-making activities and coloring finished pottery at school. Aiming to add new experiences and insights, this P5 activity is the application of motivation of talents and interests of students so that they can exchange new insights or new thoughts with students and educators, and it is hoped that this P5 activity can illustrate the values inherited by our ancestors. therefore this P5 activity is a mandatory activity for students. with this P5 we can develop varied learning not only learning but students in our school are expected to be able to carry out activities outside of school with the intention of being able to add different understanding from before and add new insights.”</i>
2.	Teacher 2	<i>“Development of P5 by developing activities in the form of local wisdom in making pottery can develop students’ creativity in carrying out real activities to preserve cultural values that have faded. This activity carries out more mature planning and in implementing this activity, educators prepare P5 modules and educators also prepare facilities in the school in the form of colored paint. Next, for student research, P5 observations are used as a reference for values such as student activity, student concern for the team, and so on.”</i>
3.	Student	<i>“P5 development in the form of local wisdom activities, this pottery-making project in my opinion, ma’am, is very enjoyable because I am not always faced with learning, but I can do pottery-making activities as decorations at school or at home. because actually I really like painting pottery making can develop my potential for talents and interests that have superior value, this is an activity that I really like, ma’am. there is a new atmosphere outside the classroom to make pottery from clay which is finally dried and decorated into the shape of a flower vase and so on.”</i>
4.	Headmaster	<i>“The development of P5 aims to be a success in sustainable activities, why is that because basically by implementing the intact values of Pancasila, we will survive as a whole nation. Because the teachings of Pancasila values are the specialty of the characteristics obtained from the noble values of the Indonesian nation. These characteristics will always live in the form of the progress of the Indonesian nation that is around us. So it is very important for us to remind the younger generation in Indonesia about the cultural values of this nation in the form of the P5 Project”</i>

P5 activities at SD Tuksari 1 can develop varied learning and can also reflect the values of Pancasila. This activity is carried out by implementing the complete values of Pancasila so that it can create a generation that continues to survive as a complete nation. The teachings of Pancasila values are a privilege of the noble values of the Indonesian nation. They provide P5 activities of local wisdom that must be followed by students. Local wisdom of pottery is taught as one manifestation of the preservation of culture that is almost fading among students. Creativity, mutual respect, and love of the homeland are trained well through this activity.

The development of the P5 Project can provide great benefits for the world of education. P5 activities can be carried out periodically with certain subjects and themes that have been determined by the school (Aulia, D., 2023; Yasmin, S. Y., Susilawati, S., Agustin, M. R., Puspitasari, I., & Darmawan, I. A., 2023). The theme that can be chosen as a practical activity at the Kledung District Elementary School is having teachers design modules and themes that will be applied to the development of P5 activities that are based on materials available in the surrounding environment. Then the teacher provides assistance so that students are able to apply it in the field of Education as a result of student creativity in producing a product that has a selling value. To produce a good product, it is not instant. Students need time to be creative to produce a good product, so the completion time of the P5 program must be well designed from the planning, implementation, evaluation, and assessment of the product.

The division of time in this project activity is an important stage in the steps developed through the learning process of activities outside of school, such as learning different themes and subjects and activities outside of school to shape students' social souls. In the 2023/2024 school year, the Merdeka Belajar curriculum is implemented as development learning to realize sustainable development by taking the implementation of Pancasila values into account. This will start with analyzing a problem that still often occurs in everyday life and then be included in the learning material. Thus, learning will be more varied based on the problems in the field. This varied learning can spur students' adrenaline in increase their enthusiasm for learning. The reality is that sometimes there are still students and parents who object to this P5 activity. This still happens because of the lack of knowledge of parents in this P5 activity, which they only know about learning, but for P5 activities, most parents are still unfamiliar with understanding it.

3.2. Obstacles in Developing Pancasila Student Profiles in Schools

The main obstacle in implementing the P5 program is the diverse understanding of teachers. And the time needed for its implementation is not short. Inadequate facilities and infrastructure can also be an obstacle to the implementation of the P5 program. The existing obstacles need to be solved, including socialization and collaboration between teachers so that these obstacles can be easily overcome together. It is necessary to carry out socialization or special technical guidance to discuss the formation of the Pancasila student profile directly. There needs to be socialization and collaboration activities between teachers so that the development of the Pancasila student profile runs optimally. The maximum target will form the initial step in anticipating obstacles or problems that will occur in the continuation of a P5 activity. Therefore, we must overcome the obstacles that will occur, because basically, obstacles will occur if there is no solution. Communication must be carried out by teachers to students so that they can be conditioned and can run smoothly. Ways to overcome obstacles that still often occur in P5 activities can also be done in the following ways:

- 1) There needs to be socialization and collaboration between educators

The purpose of socialization and collaboration between educators is so that the development of the Pancasila student profile runs optimally. Not only that, student interest must also be fostered so that the implementation of the P5 development runs smoothly, the support of teachers and parents also greatly influences the success of the P5 development. Not only that, in overcoming these obstacles, educators must also collaborate by approaching students. In addition, we can collaborate with fellow teachers so that harmonious relationships are established and can become a shared solidarity in improving the quality of education in Indonesia. Every teacher needs collaboration with fellow educators because it can support solutions together, therefore, direct socialization needs to be carried out in the formation of student morals in order to support progress in the world of education. However, it is still constrained by low support, and this factor occurs due to the lack of parental knowledge of the learning process (P5).

- 2) Maximizing educators' understanding of the implementation of the Pancasila student profile strengthening project

One way to maximize the role of P5 is by holding a plenary meeting at school. The plenary meeting at Jekerto Elementary School can provide a forum or means of input for the principal and teachers, and ideas can be exchanged during P5 activities at Jekerto Elementary School. Several results of observations, enthusiasm, and enthusiasm of students and teacher performance are evaluated by conducting discussions. Teachers are expected to be able to prepare P5 modules with the hope of being able to overcome activities in a planned, systematic, supervised, and measurable manner.

3) Teacher Motivation for Students

One way to overcome obstacles that occur in P5 activities is that teachers can motivate students to develop in the learning, habituation, and P5 activity stages. Teachers also invite students to be more active in class and outside the classroom. Teachers must also be able to provide opportunities for students to tell stories about the obstacles they experience during learning until P5 activities take place. Teachers can provide solutions and directions to students so that they are willing to cooperate with friends have a tolerant attitude and be able to work together and so on. Maximum teacher guidance can also provide student motivation.

4) Instilling Pancasila values

According to Ki Hajar Dewantara who stated that the values contained in the Pancasila student profile can be used as a reference in developing the existing curriculum and are expected to encourage educators, parents, and the community to realize the desired Pancasila student profile values by instilling the values of Pancasila which are noble so that students have a sense of mutual cooperation, creativity, independence and so on. not only instilling the values of Pancasila but also facilities and infrastructure can also support learning activities up to P5 activities without the facilities and infrastructure that accommodate it will hinder the learning process up to P5 activities. Teachers are also expected to be able to master technology. Not only the quality of teachers is improved but the quality of students must be improved.

5) Teachers do ice-breaking

As an activity to train students to focus and be enthusiastic in developing P5, the teacher also prepares maximum preparation and creates a question and answer session on what students like in developing P5. It turns out that the students' answers vary, some like cooking, some like painting, and so on. By asking and answering students, the teacher can provide ways to overcome obstacles that will occur in P5 activities. In addition, the teacher also invites collaboration with fellow teachers so that learning and P5 activities can be carried out properly.

6) Obstacles arising from the limited number of face-to-face hours are carried out through collaborative programs and coordination with other subject teachers.

Project-based P5 activities cannot be done instantly. Assessments are carried out from the emergence of ideas, planning, planning implementation process, evaluation, and product assessment. This takes a lot of time. For this reason, coordination with other subjects is needed, so that activities can run as expected. The role of teachers in facilitating P5 activities is crucial. They must guide students in developing project ideas, fostering critical thinking, and ensuring that assessments reflect both the learning process and final outcomes. Without proper coordination, P5 implementation risks becoming fragmented, reducing its effectiveness in achieving SDGs in education (UNESCO, 2017). Therefore, a collaborative approach among teachers, administrators, and policymakers is necessary to optimize project-based learning within the P5 framework, ensuring its successful integration into the broader educational curriculum.

SDGs requires quality human resources. The Pancasila Student Profile is one form of quality human resources, because it has the characteristics 1) faithful, devoted to God Almighty, and noble, 2) globally diverse, 3) cooperative, 4) independent, 5) critical thinking, and 6) creative. The Pancasila Student Profile Strengthening Program activities through product creation projects carried out in schools have been able to train the characters that the Pancasila student profile must have. This Pancasila student profile will be able to answer the challenges of the times. Its character is not only needed in the present but also in the future. Thus, the Pancasila Student Profile Strengthening Program in schools has made a major contribution to realizing sustainable development (SDGs).

4. CONCLUSION

The Pancasila Student Profile Strengthening Project (P5) has demonstrated its role in fostering character development and contributing to the Sustainable Development Goals (SDGs) through project-based learning activities in schools. Findings indicate that P5 implementation is successfully realized through various initiatives, such as making anti-thirst fruit juice to promote diversity, patriotism, cooperation, independence, creativity, and tolerance; utilizing school land for sweet potato cultivation to instill devotion, critical thinking, and creativity; and creating pottery to encourage diversity, patriotism, cooperation, and creativity. Despite its benefits, the research identifies several challenges, including educator collaboration, student motivation, time constraints, and the need for stronger integration with other subjects. These obstacles are mitigated through teacher socialization, coordination, value reinforcement, and interactive learning strategies. However, a key limitation of this study is its focus on only three elementary schools, which may not fully represent the diverse educational contexts across Indonesia. Future research should explore the long-term impact of P5 on student character development and SDG realization, incorporating a broader sample and diverse educational settings. Additionally, further studies could examine the role of digital tools and technology in enhancing P5 learning experiences and overcoming time-related constraints in curriculum integration.

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