

Evaluating the *Sekolah Penggerak* Program's Effectiveness in Developing the Pancasila Students Profile in Primary School

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ABSTRACT

This study investigates the implementation of the Project for Strengthening the Profile of Pancasila Students in the *Sekolah Penggerak* program at SD Negeri Wonorejo, Sukoharjo Regency, during the 2022/2023 academic year. The project aimed to enhance student creativity and independence through project-based learning. A qualitative descriptive method with a case study approach was employed. Participants included the school principal, fourth-grade teachers, and subject teachers for grades I-VI. Data were collected through interviews, observations, and document analysis. Project planning was conducted collaboratively, although challenges such as limited modules and evaluation instruments persisted. Themes of entrepreneurship and local wisdom contextualized learning and guided project implementation. The project followed a structured process, including material preparation, group division, topic introduction, product creation, and reflection. These stages fostered increased creativity and independence among students. Evaluation was based on process observations and project reports assessed with progress predicates. The project also positively engaged parents but faced obstacles like time management and theme selection difficulties. The findings highlight the need for contextual modules, valid evaluation instruments, teacher training, stronger external collaborations, and principal supervision. Support from the Education Department in the form of policy and facilities is essential to optimize project outcomes. The project demonstrated success in enhancing student creativity and independence while addressing contextual challenges. Future research should focus on developing practical evaluation tools tailored to students' needs and the school context, ensuring sustained impact and scalability.

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1. INTRODUCTION

Implementing the Pancasila Student Profile (P5) within the Merdeka Curriculum signifies a transformative shift in Indonesia's education system, focusing on fostering character development and essential skills through contextual and project-based learning. Despite its potential, practical application faces challenges, including teacher preparedness, limited teaching resources, and a lack of empirical evidence on effective strategies. Current research predominantly addresses theoretical frameworks, leaving gaps in understanding P5's implementation in real-world elementary education contexts, particularly beyond pioneering schools. While initial efforts in these schools have been promising, there remains a need to strengthen teacher competence and professionalism (Fitri et al., 2023; Lubis et al., 2022; Mafazi, 2023).

P5 reflects educational reform aimed at achieving national goals—nurturing individuals with strong faith, morals, independence, and skills relevant to modern demands. By emphasizing character education, project-based learning, and Pancasila values, it aspires to develop a generation that is academically proficient, innovative, and adaptable to global challenges. The program also integrates local cultural wisdom, aligning national education goals with the unique context of Indonesian society (Puspitasari & Utami, 2023; Sijabat et al., 2023). Key aspects include cooperation, independence, and integrity, which are essential for equipping students to face future challenges. However, effectively internalizing these values in students' daily lives remains a critical hurdle.

While the School Mover Program has enhanced critical thinking and creativity, its character education focus requires reinforcement. Schools with successful P5 implementation often integrate local wisdom and entrepreneurship into character education, yet disparities persist across institutions (Saroro, 2022; Armini, 2024). Many schools link P5 projects with extracurricular content, and teachers report difficulties in project-based assessments and thematic integration (Wulandari, 2023). Although planning activities such as team formation and resource allocation are progressing well (Farasida & Mulyani, 2023; Sam et al., 2023), gaps in understanding persist, especially among non-pioneering schools and teachers adapting to the new curriculum.

Research indicates that while driving schools show readiness to implement the Independent Curriculum, its broader adoption faces obstacles, including insufficient teacher training and limited resources (Syafi'i, 2021; Rahayu et al., 2022). P5's long-term impact on character development and strategies for teacher mentoring remain under-explored. Future studies should investigate effective strategies for implementing P5 across diverse school contexts, design robust assessment models for project-based learning, and evaluate the program's impact comprehensively at the elementary level.

Monitoring by the Ministry of Education, Culture, Research, and Technology on the implementation of the pioneering school program and the Vocational High School Center of Excellence (SMKPK) reveals that nearly all schools have initiated projects to strengthen the Pancasila Student Profile (P5). However, challenges persist, including confusion among teachers who associate P5 projects with intracurricular subject matter and struggle with project-based learning assessments (Wulandari, 2023). Similar issues were identified in prior studies (Angga et al., 2023; Susilawati et al., 2021), highlighting misconceptions in P5 application, particularly in primary schools. Observations in Polokarto District, Sukoharjo Regency, indicate that while several primary schools have adopted the Merdeka curriculum and initiated P5 projects, the implementation remains suboptimal. These projects have provided students with systematic and adaptive opportunities to strengthen character and learn from their surroundings, aligning with educational goals. However, the less-than-optimal implementation is attributed to several factors observed in May 2023: newly appointed school principals, misperceptions about project theme selection, assumptions that P5 requires high-cost activities like exhibitions, and a lack of integration between P5 and compulsory subjects, treating it as a standalone initiative. Addressing these misconceptions and providing clearer guidance could enhance the effectiveness of P5 in achieving its intended outcomes.

The *Sekolah Penggerak* program has proven effective in improving the quality of learning and student outcomes (Hassanah et al., 2024; Hayati et al., 2023). Research conducted by (Giota et al., 2019;

Lefebvre & Merrigan, 2022) shows that pioneering schools can significantly improve students' critical thinking, creativity, communication, and collaboration skills compared to general schools because they emphasize self-regulated learning. In line with this, a study conducted by (Gimbert et al., 2023) also proves that the pioneering school program is effective in enhancing teacher competence, especially in the aspects of pedagogy, professionalism, personality, and social skills, leading to improved school outcomes.

The Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila student profile, which is developed based on Graduate Competency Standards (Kemendikbudristek RI No. 262/M/2022). P5 provides opportunities for students to "experience knowledge" as a process of strengthening character as well as opportunities to learn from their surrounding environment (Widiana et al., 2023). In this P5 activity, students have the opportunity to learn about important themes or issues so that they can take real action in addressing these issues according to their learning stages and needs and evaluate projects based on achievements and input from parents (Angga et al., 2023; Armadi & Kumala, 2023; Krisnawati & Parmiti, 2023).

Theoretically and conceptually, project-based learning in P5 is supported by constructivist learning theory. According to this theory, learning for children is carried out through interaction with the social and physical environment, and discovery in learning is more easily obtained in a socio-cultural context in developing a sense of social cohesion among students (Neutzling et al., 2019; Sasson et al., 2022; Zhu, 2022). The most important element of this theory is that individuals actively construct their own knowledge by comparing new information with their understanding, building knowledge through real experiences from the field (Harjali, 2019). Previous research related to the implementation of P5 in primary schools has been conducted by several researchers such as (Denaya Mehra Syaharani & Achmad Fathoni, 2023; Krisnawati & Parmiti, 2023; Yunita Anggraeny et al., 2023), but these studies are still limited to the quality of P5 implementation in general, teacher misconceptions, and curriculum differences. They have not described in detail the planning, implementation, and evaluation processes of P5 and have not focused on specific P5 themes and elements. The novelty of this research lies in the implementation of P5 focused on two project themes, namely entrepreneurship and local wisdom, with two elements of the Pancasila student profile strengthening project that have not yet been prominent, namely creativity and independence.

This research is important to conduct because the Pancasila student profile strengthening project (P5) is a new thing in the world of education, so it needs to be further investigated how it is implemented in the field, especially in the pioneering school program. The reason for choosing the pioneering school program is that this program is the flagship program of the Ministry of Education, Culture, Research, and Technology to accelerate the implementation of student-centered learning in accordance with the spirit of Merdeka Belajar (Kemendikbudristek, 2021). The purpose of this study is to evaluate in detail the implementation of the Pancasila student profile strengthening project in pioneering primary school programs.

2. METHODS

This study employs qualitative research with a case study approach to obtain information about the problem under investigation, school information, and school profiles (Sharma et al., 2024). Schools were selected based on their unique characteristics, such as a focus on balancing students' cognitive, attitudinal, and skill development and specific challenges in implementing P5, thus representing similar contexts and issues faced by other schools in the area. A case study approach was chosen because it allowed for an in-depth analysis of the process, challenges, and best practices of P5 implementation and answered the "how" and "why" questions related to the program's success. Data were analyzed through open coding and thematic analysis to identify critical patterns and themes, such as teacher training needs and resource constraints. Validation was conducted through data

triangulation from interviews, classroom observations, and document analysis, ensuring more accurate and comprehensive findings. The following qualitative research framework focuses on the case studies in Figure 1 below:

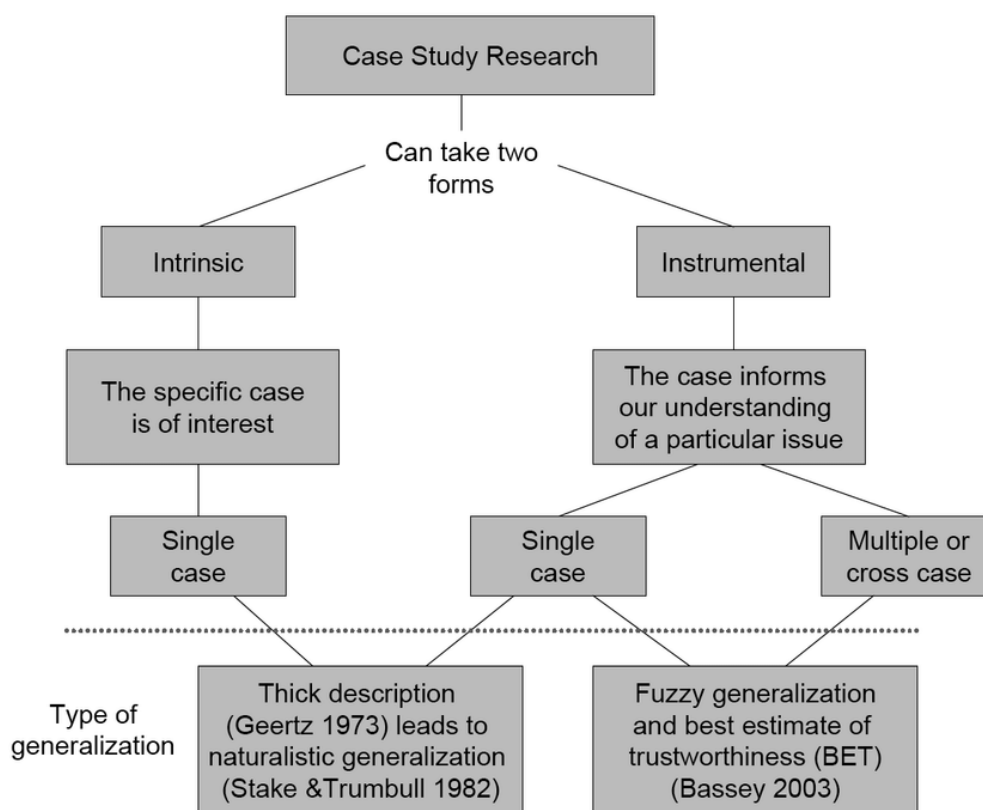


Figure 1. Qualitative research framework

The research data relies on observational data and various methods such as focus group discussions and structured interviews. Furthermore, it is reinforced by secondary data sources such as lesson plans and student learning videos in implementing the Pancasila student profile strengthening project. Fourth-grade teachers are important informants in the research, as shown by in-depth interviews about the application of the Pancasila student profile strengthening project. Students are the research subjects who experience the project-based learning process of strengthening the Pancasila student profile, and parents play a role as student companions during distance learning at home. This study involves 3 fourth-grade teachers, 15 students aged 9-10 years from the same school, and 15 parents as student companions at home. The selection of informants was based on clear purposive sampling criteria. The following are the criteria for selecting Wonorejo State Elementary School research subjects :

Table 1. Subject Research Criteria

Subject Criteria	Description
Informant	Individuals directly involved in implementing the project to strengthen the profile of Pancasila student
Principal	a. Have a deep understanding of school policies and curriculum b. Involved in decision-making regarding policies and programs implemented at the school
Teacher	a. Assist the principal in preparing and planning learning.

Class iv teacher	b. Teachers who understand the vision, mission and curriculum used in the school
	c. The involved teachers collaborate with the school principal in compiling the school curriculum.
	a. Teaching in class IV, where the implementation of the Independent Curriculum is carried out in stages.
	b. Have experience implementing projects to strengthen the profile of Pancasila students.
	c. Involved in P5 teaching according to the stages of curriculum implementation.

Source : Researcher

Informants were selected using clear purposive sampling criteria. The process began with observations to identify problems, followed by interviews and focus group discussions (FGDs) to gather in-depth and valid data. Instruments used are detailed in Tables 1–4. The Pancasila Student Profile strengthening project was implemented in fourth-grade local content subjects. Data validation used triangulation, as described by Gayoso Heredia et al. (2024), combining source and technical triangulation. Source triangulation involved data checks with teachers, students, and parents, while technical triangulation compared observations, interviews, and documentation to ensure accuracy. Any discrepancies were clarified through dialogue with informants. Data analysis followed Sharma's interactive method (Sharma et al., 2024), involving four steps: data collection, reduction, presentation, and conclusion drawing. These steps were conducted continuously and interactively to produce detailed, comprehensive, and reliable conclusions.

Table 2. Research data analysis

Data Collection	We collected data through in-depth interviews with the principal, teachers, and fourth-grade teachers who were directly involved in implementing the P5 project in the school driving program.
Coding	Organize the coding based on the main themes that emerged from the interviews, such as "project planning," "implementation," "constraints," and "evaluation."
Thematic Analysis	Identifying recurring patterns and themes from the coding data to see how the P5 project was implemented, challenges faced, and program development efforts.
Data Verification and Validation	Comparing interview results with project planning documents, curriculum, and evaluation reports to ensure data validity and reliability.
Data Presentation	Prepare research findings in the form of a descriptive report describing how the P5 project was implemented at Wonorejo State Elementary School, as well as recommendations for improvement.

Table 3. The observation indicator

Implementation of the Pancasila student profile strengthening project	a. P5 activities carried out
	b. Media according to the project theme
	c. Project implementation strategies

Table 4. Provides the observation guidelines with specific statements to be observed

No	Statement	Yes	No	Information
1	The teacher prepares project learning resources			Before starting project implementation, the facilitator team prepares the materials and tools needed to create the project
2	Teachers use modules that have been prepared in lesson planning			Teachers use modules provided by the government which have been modified in the form of technical guides or project SOPs. This SOP contains the theme, information on the materials and tools needed as well as the steps for creating a project
3	Teachers use learning media during the Strengthening Pancasila Student Profile Project			The media used by the teacher is an example of the project that will be made, for example class IV makes a container from a straw, the teacher makes an example of the container first and also uses media as pictures of examples of container shapes.
4	The teacher uses several instruments for evaluation that are appropriate for the project			Project evaluations carried out by teachers do not take the form of tests on students, or filling out achievement rubrics, but teachers carry out evaluations using a type of process evaluation by observing during the activity.
5	Students are active in project learning			During project activities, students are active and are allowed to ask questions during learning

Table 5. Class IV Teacher Interview Indicator

Indicator	Sub Indicator
1. Perception of the application of the Pancasila Student Profile in Project Activities	a. The role of general implementation in forming the Pancasila Student Profile at Wonorejo Public Elementary School, Polokarto District, Sukoharjo Regency b. Forms of change that occurred during the implementation of the project to strengthen the profile of Pancasila students
2. Facilities and infrastructure	a. Availability of facilities and infrastructure to support the implementation of the project to strengthen the profile of Pancasila students

Indicator	Sub Indicator
	b. Condition of facilities and infrastructure supporting the implementation of the project to strengthen the profile of Pancasila students
3. Implementation of a project to strengthen the profile of Pancasila students	a. Formation of a facilitator team b. Education unit readiness stage c. Determining the theme and allocating project time d. Modules used by schools e. Project evaluation

Table 6. Principal Interview indicators

Indicator	Sub Indicator
1. Planning a project to strengthen the profile of Pancasila students	a. Project mapping system b. Modules and guides used by teachers
2. Implementation of a project to strengthen the profile of Pancasila students	Strategies used by teachers in implementing projects
3. Evaluation of the project to strengthen the profile of Pancasila students	Tools for project evaluation

3. FINDINGS AND DISCUSSION

3.1. Planning the Pancasila Profile Strengthening Project

The planning of the Pancasila student profile strengthening project at SD Negeri Wonorejo, Polokarto District, Sukoharjo Regency in the 2022/2023 academic year involves several interrelated activities. First, the school forms a project facilitator team according to grade level, where each team consists of homeroom teachers, subject teachers, and physical education teachers. This was conveyed by the school principal, Mr. I.M., and the fourth-grade teacher, Mr. A.W.:

"The facilitator team, so usually there is a teacher working group activity (KKG), in the KKG, there are teacher working group activities from the regency, usually there is a Sekolah Penggerak teacher team, from the Sekolah Penggerak schools, usually there is a team... The teachers register, and then those who are accepted become Sekolah Penggerak teachers or Sekolah Penggerak schools, and they are called facilitators. These facilitators then train our teachers. Then our teachers who participate as representatives in the training or technical guidance become facilitators in the school" (Interview with Mr. I.M., November 16, 2023).

"For the facilitator team specifically for P5, there is a team, but we also adjust it to the school conditions. For the facilitator team here, it consists of the homeroom teachers of each class along with the subject teachers and physical education teachers in that class. So, for example, the facilitator team for grade IV means the homeroom teacher of grade four, subject teachers, and physical education teachers, and here, grade four has one class, so they are already a team. Other classes are the same" (Interview with Mr. A.W., November 16, 2023).

The researcher's observation (December 7, 2023) also shows that the facilitator team has been formed and works together in each project activity. Next, the school analyzes the level of readiness in implementing the Pancasila student profile strengthening project. The findings indicate that the school's readiness is at the developing stage, where at the beginning of implementation, not all teachers understood the project, but most were already familiar with project-based learning. Mr. I.M. and Mr. A.W. explain:

"First, we provide an understanding of P5 itself to all teachers, so at this time, we are still learning to implement P5... Indeed, we are still trying to figure it out, yes, but not without guidance. But whether the implementation is ideal or not, hopefully all institutions are heading in that direction, because we are still in the learning stage" (Interview with Mr. I.M., December 12, 2023).

"So, the other day, no one knew what P5 was, so we explained it to each teacher on Saturdays, in the meeting, it was explained that there is P5, its contents, its themes, and so on" (Interview with Mr. A.W., December 13, 2023).

Documentation of the readiness stage analysis (July 10, 2023) supports these findings. The next planning activity is designing the dimensions, themes, topics, and time allocation for the project. In the even semester of 2022/2023, the school set two themes, namely entrepreneurship and local wisdom, with two project topics each. The entrepreneurship theme has the topic of holding a bazaar of homemade food and beverages on December 16, 2022, while the local wisdom theme has the topic of making embroidered tablecloths and turning the school environment into a home convection industry on February 8, 2023. Project activities are carried out every Friday, and three meetings are allocated for each topic. Mr. I.M., Ms. N.A. as the subject teacher for grades I-VI, and the project plan document (July 16, 2023) confirms this:

"In the second semester, there is already a plan. Our plan is to implement 2 themes, the relevance is that there are 4 themes, local wisdom, then entrepreneurship in the first semester... We have effective Fridays... so there are twelve effective Fridays. We divide those twelve weeks into 2 themes, and for each theme, we have 2 projects, each project has an allocation of 3 Fridays" (Interview with Mr. I.M., December 12, 2023).

"In the first semester, there were two themes that were carried out, namely entrepreneurship and local wisdom. For local wisdom, the children made embroidered tablecloths, and the school environment has many home convection industries, to be precise on February 8, 2023. For entrepreneurship, they held a bazaar, where the children sold food and drinks made from home, selling at school during the break after the Semester I Final Assessment on December 16, 2022" (Interview with Ms. N.A., December 14, 2023).

Regarding the project module, the findings show that the school has not made its own but has compiled technical guidelines by referring to and modifying modules from the government adapted to the school's situation and conditions. Finally, regarding the project result reporting strategy, the findings indicate that the school does not yet have a written evaluation tool to measure students' abilities. Evaluation is still limited to observations and reporting on the project report card utilizing activity documentation. Mr. A.W. and Ms. N.A. confirm these findings:

"For the module, we still haven't made our own. We refer to the government's, but from there, we modify it... So after determining the topic, what to make, the homeroom teacher makes the guide, but it only contains what theme, what materials and tools are needed, and the steps or way to make it. So it's not as complete as a module" (Interview with Mr. I.M., December 12, 2023).

"Regarding the evaluation of the implementation of P5, it's more about observation, so in the observation, we divide it into several categories... So from those assessments, we observe, or we observe, when implementing P5 itself, which children have done the project, and which children are not yet able to

participate in some of the projects we do. So the evaluation is more on observation" (Interview with Mr. A.W., December 13, 2023).

Based on the presentation of the research results above, it can be concluded that the planning of the Pancasila student profile strengthening project at 6SD Negeri Wonorejo in the 2022/2023 academic year includes the formation of a facilitator team according to grade level, analysis of school readiness which is at the developing stage, designing dimensions, themes, topics, and project time allocation, preparation of technical guidelines as a substitute for modules by referring to and modifying from the government, as well as planning a result reporting strategy that still utilizes activity documentation due to the absence of a written evaluation tool. These findings are evidenced by the results of interviews with the school principal, fourth-grade teachers, subject teachers for grades I-VI, observations, and related documentation.

3.2. Implementation of the Pancasila Student Profile Strengthening Project

The implementation of the Pancasila student profile strengthening project at SD Negeri Wonorejo, Polokarto District, Sukoharjo Regency, in the 2022/2023 academic year is the implementation stage of the previously prepared plan. The school principal, Mr. I.M., explained that the implementation of this project aims to shape the children's personalities according to the Pancasila student profile:

"P5 is the Pancasila student profile, where there are several characters that must be possessed as a form of our nation's generation's personality, including being faithful, believing in God Almighty, then having a global diversity personality, critical reasoning... Then independence, sometimes children are quite emphasized to just study, without being able to solve problems that exist in themselves, even the smallest ones, washing shoes, sometimes everything is done by parents. Now in P5, we insert activities like washing shoes, washing by themselves, folding clothes, according to the age level. What can this age do? In elementary school, there are many activities starting from recycling waste, even yesterday they made doormats, in order to shape the children's personalities." (Interview with Mr. I.M., December 12, 2023)

Although not much different from intracurricular learning, the project implementation is packaged more lightly and enjoyably. The activities carried out include the preparation of learning resources or materials, group division, material introduction, project-making action, and reflection or sharing of results. The preparation of learning resources is done by instructing students regarding the tools and materials that need to be brought the day before. Mr. A.W. as the fourth-grade teacher, Ms. N.A. as the subject teacher for grades I-VI, and Mr. I.M. confirm this:

"In the first meeting yesterday, first, we conveyed the materials and tools that needed to be brought, the children brought colored threads from home, then we briefly conveyed again what we were going to make. In the second meeting yesterday, we started attaching the pattern paper to the plain fabric and then the sewing process. And in this third meeting, the children will decorate the embroidered tablecloths. Just like the previous meeting, we inform the required materials or tools the day before, in this meeting, the children bring thread for the fabric, and the school provides the sewing machines." (Interview with Mr. A.W., December 13, 2023)

"For implementation, of course, we start from the planning that we have planned. The first thing is that we certainly prepare some of the tools and materials that we need. Then we socialize to the children, of course, related to the themes and topics we choose. Then after we socialize, the socialization includes some of the tools and materials that must be brought or prepared by the students and teachers. So for tools and materials that are not heavy, we assigned them to the children yesterday. For the heavy ones, we took them from the school budget yesterday. So not everything is assigned to the children." (Interview with Ms. N.A., December 18, 2023)

"So for the implementation, beforehand, we inform first, one week before or one day before, we inform the children that next week or next Friday, we will hold P5 with the themes of entrepreneurship and local wisdom. Now, what are entrepreneurship and local wisdom? We explain a little to the children, and we convey the tools or materials they need to prepare from home, such as food and drinks made from home, children bringing colored threads from home, cardboard to make embroidered tablecloths, needles, etc." (Interview with Mr. I.M., December 12, 2023)

The researcher's observations in grade IV on the themes of entrepreneurship and local wisdom also show that for the local wisdom theme, the children made embroidered tablecloths and turned the school environment into a home convection industry, while for the entrepreneurship theme, the children held a bazaar by selling homemade food and drinks during the break after the Semester Final Assessment. After preparing learning resources, the activity continues with project work. Mr. A.W. explained that after collecting tools and materials, he provided directions to students regarding the activities to be carried out:

"Then after collecting tools and materials, we also provide directions to students on how to do some of the topics and some of the projects that we will do later. Then after we socialize to the children regarding the steps, then we start to make some of the projects that we have determined. Yes, there we accompany the children because here the children are still in fourth grade, so of course, they need extra assistance." (Interview with Mr. A.W., December 13, 2023)

The documentation of the project implementation shows Mr. A.W. opening the class by organizing the students, instructing them to sit in groups, providing an introduction related to embroidered tablecloths, distributing fabric and patterns, and assisting the manufacturing process. Meanwhile, Ms. N.A. said:

"Yes, at the beginning, we introduced embroidered tablecloths, which are products that can now also be decorated, so we introduced them at the beginning, then made products with the school environment as a home convection industry. And the embroidered tablecloths were given to their seniors who made eco-bricks, so they were not just collected and thrown away but also distributed." (Interview with Ms. N.A., December 18, 2023)

The researcher's observations show that at the third meeting on the topic of making embroidered tablecloths, the activity continued with the installation and sewing of embroidery decorations on cotton fabric. After finishing, students display their work in the school yard. On the entrepreneurship theme, Mr. A.W. also carried out a similar implementation syntax. It begins with greetings and prayers, group division, checking the completeness of tools and materials, providing apperception and triggering questions, a brief explanation of the theme and bazaar project, and assistance in the working process. Students are given the freedom to determine the food and beverage menu to be sold. During the activity, students share and help each other. In the end, Mr. A.W. instructs them to clean the bazaar area before closing with a prayer. Mr. I.M. emphasized that in project implementation, material explanations are delivered briefly and not in too much detail to be easily understood by students, then immediately followed by practice:

"Then for the explanation, we convey it briefly, such as the form of cultural expression that teaches mutual cooperation, work ethic, not in too much detail because children, if explained in detail theoretically, they don't really understand because the language is too advanced. For elementary school children, if we explain too long, they won't get it. So just go straight to the point and practice. So not much material is given." (Interview with Mr. I.M., December 12, 2023)

The implementation of the Pancasila Student Profile strengthening project at SD Negeri Wonorejo in the 2022/2023 academic year focused on shaping students' personalities in line with the Pancasila values. Projects were based on two themes: entrepreneurship, with a bazaar topic, and local wisdom, with a topic on making embroidered tablecloths. Both projects followed the same steps: preparing tools and materials in advance, dividing students into groups, introducing the material according to the theme, asking guiding questions to explore related problems, working on the project with teacher guidance, and reflecting at the end. The main difference was in the media used—images for the entrepreneurship theme and audio-visuals for the local wisdom theme. These findings were validated through interviews with the school principal and teachers, classroom observations, and activity documentation.

3.3. Evaluation of the Implementation of the Pancasila Student Profile Strengthening Project

The strengthening of the Pancasila student profile at SD Negeri Wonorejo has been implemented to increase students' creativity and independence through two main themes: entrepreneurship and local wisdom. Although the project has shown positive impacts, it is essential to explore how students, teachers, and parents receive the project. Based on observations and interviews, many students were enthusiastic about the project., "I am very happy to be able to join the entrepreneurship bazaar. I feel more confident to speak in front of many people." (Interview with grade VI students, December 12, 2023) This shows that the activity provides learning experiences and builds students' self-confidence. In observations during the bazaar, students were seen actively interacting with visitors and explaining the products they were selling. This is evidence that the project has succeeded in encouraging students to be more creative and independent.

Teachers also gave positive responses to the project. Currently, project evaluation is done through direct observation and student progress reports. "Through this project, I see students becoming more independent. They start to take the initiative to work together in groups," (Interview with Mrs. A.N. 12 December, 2023). Parental involvement is also an essential factor in the success of this project. One parent said, "I am assisting my child in making products for this project. I see that he is more enthusiastic and responsible." (interview with Mrs. R.A. 12 December 2023), a guardian, shows that this project impacts students and involves parents in the child's learning process.

It is very important to use structured and measurable assessment tools to measure students' creativity and independence objectively. One tool that can help achieve this objectivity is the assessment rubric. This rubric provides clear and specific criteria so that teachers can assess students consistently based on the same standards. Here are the assessment criteria.

Table 8. Assessment Criteria Student Creativity Assessment Rubric in P5 Project:

Creativity Aspect	4 (Very Good)	3 (Good)	2 (Enough)	1 (Poor)
Originality of Ideas	Very unique and innovative ideas	unique ideas with little innovation	Relevant but general ideas	Ideas are less original and follow existing patterns
Idea Development	Ideas are developed in great depth	Ideas are developed fairly well	Idea development is lacking in detail	Ideas are not developed or are very limited
Interconnectedness of Aspects	All project elements are creatively	interconnected Most project elements are well connected	Interconnectedness of elements is less	clear Project elements are not interconnected

Source : Researcher

Table 9. Student Independence Assessment Rubric in Project P5:

Independence Aspect	4 (Very Good)	3 (Good)	2 (Enough)	1 (Poor)
Decision Making	Students make their own decisions with maturity	Students make decisions with little direction	Students need guidance to make decisions	Cannot make their own decisions.
Task Responsibility	Students complete tasks without supervision and accurately	Complete	Needs supervision to complete tasks.	Cannot complete tasks without entire direction
Initiative	High initiative in starting and completing	tasks and initiative with minimal guidance	Good with instructions	Adequate initiative, but sometimes waits for instructions
				Does not show initiative, just follows directions

Source : Researcher

Although the project to strengthen the Pancasila lesson profile at Wonorejo State Elementary School is running well, in practice, there is an evaluation of the implementation of the Pancasila student profile strengthening project at Wonorejo State Elementary School, Polokarto District, Sukoharjo Regency in the 2022/2023 academic year. The evaluation was carried out to measure the achievement of objectives and identify obstacles during implementation as a reference for program follow-up. The principal, Mr. I.M., explained that the project evaluation was done through process observation, not written tests.

"For written evaluation, it still doesn't exist; so far, it has been oral, then we observe. So before we give the material, we ask the students, then during the process, we observe, and afterward, we also evaluate, but not yet in writing, so there is no reflection yet." (Interview with Mr. I.M., December 12, 2023)

The evaluation of the Pancasila Student Profile strengthening project at SD Negeri Wonorejo in the 2022/2023 academic year focused on observing student creativity and independence during the project process. These observations were recorded in a project report card using developmental predicates (undeveloped, starting to develop, developing as expected, and very well developed) instead of numerical grades. Obstacles included difficulties in selecting suitable themes, time allocation issues, readiness of tools and materials, varying student interests, challenges in individual observation due to class size, and shared infrastructure use. Solutions included finding more appropriate themes, adjusting project durations, coordinating field use, and motivating less-engaged students. Despite these challenges, the project positively impacted students' creativity and independence, with benefits also felt by parents who supported activities at home. This indicates the program is progressing well toward its goals.

The following table summarizes the main findings from each planning, implementation, and evaluation stage of the Pancasila student profile strengthening project at SD Negeri Wonorejo. It can help readers understand the important points concisely.

Table 10. Summary of planning, implementation and evaluation stages

Stage	Activity Stage	Result	Additional Information
Planning	a. formation of a facilitator team	The facilitator team comprises homeroom teachers, subject teachers, and physical education and health teachers according to class level.	Facilitators receive training through the district Teacher Working Group (KKG). Teachers gain an understanding of P5 through internal training.
	b. School readiness analysis.	Readiness is in the development stage; not all teachers fully understand P5.	Each theme has two topics allocated to three meetings on Fridays.
	c. Planning project themes, topics, and time allocation.	Theme: Entrepreneurship and Local Wisdom	
Implementation	Project implementation according to theme and topic.	Local Wisdom: Embroidered tablecloths are made and distributed to support eco-brick activities. Entrepreneurship: Students develop entrepreneurial skills through bazaars and learning to work together.	Students are actively involved in preparing and implementing activities that support entrepreneurial skills. This project strengthens local wisdom values through practice-based learning.
	Observe the process and complete project reports (predicates: Not Yet Developing, Starting to Develop, Developing as Expected, Very Developing). No written tests or numerical assessments are used.	a. Students: Increase creativity, independence, self-confidence, and collaboration skills. b. Students: Increase creativity, independence, self-confidence, and collaboration skills. c. Parents: Involved in accompanying projects, increasing children's responsibility.	There are obstacles to evaluation materials : a. Difficulty determining the appropriate theme for grade IV students. b. Students are unprepared for the need to prepare more tools and materials c. Differences in student interests (especially boys). d. Difficulty monitoring individual development due to the large number of students.

Discussion

The planning of the Pancasila student profile strengthening project at SD Negeri Wonorejo is carried out collaboratively by a facilitator team consisting of the principal, classroom teachers, subject teachers, and physical education teachers (Marzuki, 2023; Rofiah & Kiptiyah, 2023). The formation of this team is in accordance with the guidelines for project profile implementation from the Ministry of Education and Culture, which states that the facilitator team plays a role in designing, implementing, and evaluating projects (Rofiah & Kiptiyah, 2023). In addition, collaboration between principals and teachers in learning planning has also been proven to increase the effectiveness and quality of learning (Gianistika, 2022). Although some teachers are already familiar with project-based learning, there is still a need to improve their understanding and skills related to this method. One real solution to

overcome this obstacle is to provide intensive training and mentoring for teachers so they are more prepared and confident in implementing project-based learning. Continuous training and mentoring have proven effective in improving teacher readiness in implementing 21st-century learning such as project-based learning (Fitriyani et al., 2023; Post et al., 2022).

Teacher involvement in decision-making and school program planning has been shown to increase ownership and commitment to implementation (Fitriyani et al., 2023, 2023). Although they have designed themes and topics, the school has not developed its own project modules. In fact, the development of contextual and student-centered project modules has been proven to be more effective than adopting modules provided by the government (Bin Mohd Aris & Mansor, 2023; Sara Annisa et al., 2023). The school has also not developed written evaluation instruments, so project result reporting still relies on activity documentation. In fact, the development of valid and reliable evaluation instruments is important to accurately measure the achievement of learning objectives (Asma et al., 2022).

To address challenges in designing project themes, modules, and evaluation tools, schools can form teacher teams to create student-centered contextual modules and explore best practices in education. Regular training and workshops are crucial for improving teachers' understanding of project-based learning. Feedback from students and parents helps refine projects, keeping them relevant and valuable (Shmachilina-Tsibenko et al., 2023). Project topics should relate to local contexts, such as entrepreneurship with bazaars or local wisdom through making embroidered tablecloths, which enhances learning motivation and relevance (Doyan et al., 2023). Evaluations focus on observing students' creativity and independence as reflections of the Pancasila student profile, with results recorded in project report cards using developmental predicates. This process-based evaluation is more authentic than written tests but requires clear assessment rubrics to ensure objectivity and accuracy (Khasanah & Mistinurasih, 2023; Lukman et al., 2023). Expert reviews are also needed to maintain the quality of evaluation tools.

The obstacles that arise include difficulty in determining themes that are appropriate for the level, differences in planned and actual time allocation, readiness of materials, diverse student interests, difficulty observing individual development, and schedules for the use of infrastructure. The emergence of obstacles in the implementation of innovative programs such as profile projects is indeed common. The main key is the school's commitment to continue learning, finding creative solutions, and making continuous improvements. The success of the school's commitment to learning and continuous improvement can be seen from the various strategies implemented, such as prioritizing student-centered practices, utilizing transparent data for strategic improvement, and launching mentoring programs for students with various needs (Oropallo et al., 2023). The school's efforts include continuing to learn and seek references for themes, cutting the duration of other projects so that all can be completed, socializing the division of time for the use of shared facilities, and assisting students who have less interest and ability (Subagya, 2022).

Despite various obstacles, the implementation of profile projects at SD Negeri Wonorejo has increased the creativity and independence of most students. The benefits are even felt by parents who are involved in assisting projects at home. These findings reinforce previous research that project-based learning is effective in developing 21st-century life skills such as creativity, collaboration, and independent learning (Gunarathna et al., 2024; Huang et al., 2023, 2023; Mora et al., 2022; Zhang & Ma, 2023). The positive impact of projects that extends to parents also confirms that family involvement in school programs has a significant effect on student learning outcomes. Research consistently highlights the positive influence of parental participation and support on students' academic achievement, attendance, motivation, and overall performance (Cosso et al., 2022; Hernández-Padilla et al., 2023; Taseer et al., 2023).

In a broader context, this study provides recommendations for Indonesian education policy, such as ongoing training for teachers to improve their skills in implementing project-based learning files, flexibility in resource allocation and a more supportive curriculum. The government and education

policymakers can learn lessons from the challenges schools face, such as providing more in-depth training on project-based learning and designing modules appropriate to local needs and characteristics. In addition, a more standardized evaluation system and the development of more effective instruments are essential to ensure the success of this project. However, this study also has limitations, especially related to the number of schools involved, which is limited to one school in this study, so the results may not be fully generalizable. Further research involving more schools and different regions in Indonesia is needed to get a more complete picture of the implementation and impact of the P5 project in a broader context.

4. CONCLUSION

This study highlights the significant contributions of the Pancasila Student Profile Strengthening Project (P5) to fostering student creativity and independence despite challenges such as limited modules, lack of standardized evaluation tools, and difficulties in time management and theme selection. To enhance the effectiveness of P5 implementation, schools should develop locally relevant and specific modules tailored to their unique contexts. These modules should incorporate project-based learning (PBL) strategies, emphasizing integrating local wisdom themes, fostering creativity, and encouraging problem-solving and teamwork. Additionally, teacher training programs should include practical techniques for contextualizing themes, managing time and resources efficiently, and using rubrics to evaluate creativity, independence, and collaboration objectively.

To ensure the relevance and feasibility of project themes, criteria should focus on alignment with local values and resources, age-appropriateness, cross-disciplinary learning opportunities, and themes that promote active, hands-on participation. Developing a standardized evaluation framework is also crucial, involving clear rubrics, self-assessment tools, peer review mechanisms, and observational checklists for teachers. Strengthening principals' and the Education Office's supervision and regular feedback sessions can further support program sustainability. Lastly, future research could explore the long-term impacts of P5 on student character development, refine P5-specific modules and evaluation tools, and compare implementation outcomes across various school contexts to provide deeper insights into best practices.

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