Implementation of P5 in Schools for Student Development: A Literature Review

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ABSTRACT

This study investigates the implementation of the Pancasila Learner Profile in the Merdeka Curriculum in terms of its contribution to the character and competency development of the students. This study looks at how the Pancasila Learner Profile (P5) is used in the Merdeka Curriculum and how it helps students become more competent and morally upright. This study assesses the literature on P5 implementation in schools using the literature review approach. According to the findings, P5 contributes significantly to the development of critical thinking abilities, creativity, teamwork, and moral principles via a student-centered, contextual, and multidisciplinary approach. Among the difficulties noted are resource availability, community participation, and teacher preparedness. Among the suggestions include enhancing teacher preparation programs, providing facilities for assistance, and creating locally relevant initiatives.

1.   INTRODUCTION

Various national and international studies show that Indonesia has been experiencing a learning crisis for quite some time. These studies show that many Indonesian children are unable to comprehend simple reading or apply basic math concepts. The findings also show steep educational disparities across regions and social groups in Indonesia. This situation was further exacerbated by the outbreak of the Covid-19 pandemic. Learning loss brought on by the COVID-19 pandemic can also be addressed by P5 exercises. Students' enthusiasm in studying has decreased as a result of the epidemic (Putri et al., 2023). To overcome the crisis and these challenges, we need systemic changes, one of which is through the curriculum. through the curriculum. The curriculum determines the material that is taught in the classroom. It also influences the pace and methods of teaching methods that teachers use to meet the needs of learners' needs. For this reason, Kemendikbudristek developed Merdeka Curriculum as an important part of the effort to to recover learning from the crisis we have long experienced (Kemendikbudristek, 2022). As a result, Kemendikbudristek created the Merdeka Curriculum as a crucial component of the endeavor to restore education during the protracted conflict. The Merdeka Curriculum's overarching objective is to produce a generation that is grounded in Pancasila values but also innovative, independent, and equipped to face the challenges of a constantly shifting world (Lestari & Nurlizawati, 2023).

The primary goal of the project-based learning initiative known as the Pancasila learner profile strengthening project is to strengthen the Pancasila learner profile. The ability to analyze particular, prioritized subjects will be acquired by the students. The character and foundational competencies that education units must cultivate for students are the elements of the Pancasila learner profile. (1) faith, dedication to God Almighty, and noble character; (2) global variety; (3) mutual cooperation; (4) independence; (5) critical thinking; and (6) creativity are the dimensions of the Pancasila learner profile (Satria et al., 2024).

Students' abilities and character can be developed through the application of the Pancasila learner profile found in the autonomous curriculum. From a philosophical standpoint, character education is essential for students to develop their character and help the country reach its educational objectives. The values of character, body, and mind of students who will eventually become "humans" in society cannot be divorced from education, according to Ki Hajar Dewantara (Wulandari et al., 2022).

This study looks at how the Pancasila Learner Profile is used in classrooms and how it affects students' growth. This study specifically investigates how schools use the Pancasila Learner Profile in the Merdeka curriculum to help students grow as individuals. This study also intends to analyze the effects of the Pancasila Learner Profile implementation on the general development of learners' skills and personalities, as well as to comprehend the difficulties and roadblocks that occur during the implementation process.

The goal of this study is to thoroughly examine and explain how the Pancasila Learner Profile is implemented in schools using the Merdeka curriculum, with a focus on character development. Additionally, the goal of this study is to pinpoint the different difficulties and barriers encountered while putting the Pancasila Learner Profile into practice in a classroom setting. Last but not least, this study attempts to assess how the Pancasila Learner Profile, which comprises six primary dimensions—faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity—affects the growth of learners' abilities and characters.

2. METHODOLOGY

This study is analyzed previous research on the implementation of the Pancasila Learner Profile Strengthening Project (P5) using a literature review technique. The first step in the research process was a comprehensive search of pertinent scholarly literature with an emphasis on three key areas: the Pancasila learner profile framework, learner development, and the implementation of the Merdeka curriculum. The researcher used Google Scholar as the primary database to do a systematic search for pertinent national journal articles in order to guarantee thorough coverage. To find pertinent study findings, the search method included certain keywords such as "learner development," "merdeka curriculum," and "Pancasila learner profile". To guarantee quality and relevancy, the articles were chosen based on a set of criteria. The chosen papers were then thoroughly examined by the researcher, who synthesized the results to determine important themes, trends, and insights about the difficulties and success of implementing P5 in educational settings.

3. RESULTS AND DISCUSSION

3.1. Results

An analysis of published scientific articles pertaining to P5 Implementation are the findings of the research data contained in this literature review, and they are shown in the table below (Table 1).

Table 1. Results of Literature Review

Researcher	Article Title
(Christiananda et al., 2023).	Implementasi Kegiatan Projek Penguatan Profil Pelajar Pancasila (P5) dalam Kurikulum Merdeka di Sekolah Dasar *Implementation of the Project-Based Strengthening Activities of the Pancasila Student Profile (P5) in the Merdeka Curriculum at Elementary Schools*
(Nur'aini, 2023)	Implementasi Project Penguatan Profil Pelajar Pancasila (P5) Profil Pelajar Rahmatan Lil Alamin (P2RA) dalam Kurikulum Prototife di Sekolah / Madrasah *Implementation of the Pancasila Student Profile Strengthening Project (P5) and Rahmatan Lil Alamin Student Profile (P2RA) in the Prototype Curriculum at Schools/ Madrasahs*
(Arina Hidayati et al., 2024)	Implementasi P5 (Proyek Penguatan Profil Pelajar Pancasila) Di Mi Ikhlasiyah Palembang *Implementation of P5 (Pancasila Student Profile Strengthening Project) at MI Ikhlasiyah Palembang*
(Ulandari & Rapita, 2023)	Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Menguatkan Karakter Peserta Didik *Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen Student Character*
(Maruti et al., 2023)	Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar *Implementation of the Pancasila Student Profile Strengthening Project (P5) at the Elementary School Level*
(Amelia et al., 2024)	Problematika Implementasi Proyek P5 di Sekolah Dasar *Problems in the Implementation of the P5 Project at Elementary*

	Schools
(Suzetasari et al., 2023)	Manajemen Pendidikan Program P5 Dalam Kurikulum Merdeka Belajar
	Educational Management of the P5 Program in the Merdeka Belajar Curriculum
(Yuntawati & Suastra, 2023)	Projek P5 sebagai Penerapan Diferensiasi Pembelajaran dalam Kurikulum Merdeka: Literature Review Studi Kasus Implementasi P5 di Sekolah
	P5 Project as the Application of Differentiated Learning in the Merdeka Curriculum: A Literature Review of Case Study on P5 Implementation in Schools
(Annisa Intan Maharani et al., 2023).	Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya
	P5 Program as the Implementation of the Merdeka Curriculum: Barriers and Efforts to Overcome Them
	Implementasi Traveller Game Learning Untuk Meningkatkan Hasil Belajar dan Keterampilan Sosial Siswa
	Implementation of Traveller Game Learning to Improve Learning Outcomes and Students' Social Skills
(Utomo, 2021)	Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Dengan Tema Suara Demokrasi Di Smk Negeri 6 Semarang
	Implementation of the Pancasila Student Profile Strengthening Project (P5) with the Theme "Voice of Democracy" at SMK Negeri 6 Semarang
(Ulfah et al., 2023)	Implementasi Kurikulum Merdeka Ditinjau Dari Projek Penguatan Profil Pelajar Pancasila (P5) Tema Kebhinekaan Global Dengan Menggunakan Model Project Based Learning (PjBL) Di Sekolah Menengah Atas Negeri 6 Malang, (Studi Deskripsi Di Sekolah Menengah
	Implementation of the Merdeka Curriculum from the Perspective of the Pancasila Student Profile Strengthening Project (P5) with the Theme of Global Diversity Using the Project-Based Learning (PjBL) Model at SMAN 6 Malang
(Natalia Aristina Dewi et al., 2023)	Melatih Keterampilan Sosial Siswa Sekolah Dasar Melalui Proyek Penguatan Profil Pelajar Pancasila (P5)
	Training Social Skills of Elementary School Students Through the Pancasila Student Profile Strengthening Project (P5)
(Lumbantobing & Maryani, 2024)	Implementasi Projek P5 Tema Kewirausahaan Terhadap Kemandirian Belajar Di Sekolah Dasar
	Implementation of the P5 Project with the Theme of Entrepreneurship on Learning Independence in Elementary Schools

The first category is mentioned about the implementation of P5 curriculum. The study conducted by Christiananda et al., (2023) shows that The Pancasila Learner Profile Strengthening Project (P5) seeks to help students improve their skills, dispositions, and conduct in line with Pancasila ideals. Faith, independence, gotong royong, variety, critical thinking, and creativity are the six primary components that make up P5. Nuraini (2023) on his study mentioned that the crucial contextualized learning is to developing global capabilities. This systematic evaluation of the research demonstrates that P5 is an all encompassed educational strategy that blends practical skills with character development. Arina Hidayati et al., (2024) found that process of P5 activities may successfully combine character development, social

activities, and learning. Their study highlights the value of innovative teaching strategies and community engagement.

The second category is about target skills that become the main target of P5. According to Ulandari & Rapita (2023), the Pancasila Learner Profile, the adoption of P5 in schools demonstrates how well the project strengthens students' character. While the Lumbantobing & Maryani (2024) study shows the Project P5 was successful in greatly enhancing pupils' social abilities. Besides the targets skills, several studies also attempt to implement P5 in basics education. The study conducted by Maruti et al (2023) shows students' character was reinforced by the project's effective integration of local wisdom values into the classroom, which also demonstrated how education is relevant to the local cultural environment. The other study also mentioned that both knowledge and abilities, teachers play a critical role in the implementation of P5. They must be able to create lesson plans that assist pupils in their learning and adhere to the structure of the Merdeka Curriculum.

The next category is about the theme induce during implementation P5 such study conducted by Ulfah et al (2023) which about Implementation of the Pancasila Student Profile Strengthening Project (P5) with the Theme "Voice of Democracy" at SMK Negeri 6 Semarang. The result shows the students now have a profound understanding of the value of taking part in the political process thanks to the successful implementation of P5 with the topic of democratic voice. Despite being categorized as first-time voters, students are aware of the importance and significance of their ballots in the political process. The other study conducted by Fatah & Zumrotun (2023) which using entrepreneurship theme shows the result is students' learning independence increased as a result of the P5 project with an entrepreneurship focus. This implies that a project-based learning method may be a useful tactic for fostering kids' moral fiber and skill development in elementary school. Besides using specific themes there also study which focus on learning method such study conducted by Natalia Aristina Dewi et al (2023). The study shows that the project-based learning (PjBL) approach works well for boosting students' engagement, fostering creativity, and developing their ability to handle challenging situations. Learning becomes more relevant and contextualized using PjBL. The other learning model in implemented P5 such conducted by Utomo (2021) about the using Traveller Game Learning.

The last category of study which conducted by Annisa Intan Maharani et al (2023) mentioned about the challenges or barriers in implementing P5 and the efforts on overcome that problem. The other study mentioned by Suzetasari et al (2023) about the how to manage the P5 programs which is aiming to encourage student mastery, reinforce learning goals, and provide material knowledge through pertinent modules, instructors must create learning techniques that integrate new paradigms at the implementation level.

3.2. Discussion

Transferring skills, information, and habits from one generation to the next through training, instruction, and evaluation is at the heart of education. Enhancing students' potential and fostering moral character are the primary objectives in order to create a generation that is bright, honorable, and well-mannered (Annisa Arinil Haq et al., 2024). The Pancasila Student Profile Strengthening Project (P5), which uses cross-disciplinary methods to bring learning closer to real life, is an evolution of this educational paradigm. Teachers and students can freely explore information, attitudes, and skills from the surrounding environment through this project, which is in line with the "Merdeka Learning" idea (Oktaviani & Desyandri, 2023).

The adoption of a project-based learning (PBL) method is a significant theme in the discussion of the Pancasila Learner Profile (P5) implementation across publications. This

method makes it easier to reinforce 21st century abilities while enabling students to actively participate in learning that is applicable to the real world. According to (Christiananda et al., 2023) and (Ulandari & Rapita, 2023), PBL uses contextualized projects to help students develop their abilities and character. (Yunita Anggraeny et al., 2023) made the same point, stressing that this approach enables students to cultivate their creativity and teamwork while working on projects. Furthermore, (Suzetasari et al., 2023) highlighted that PBL-based projects give students the opportunity to autonomously investigate learning ideas, which is consistent with the idea of Merdeka BelajarForming an implementation team, with school principals acting as coordinators and educators as planners, mentors, and facilitators, is the first step in the actual implementation. This group creates projects that are tailored to the requirements and skills of the students, combining both academic understanding and real-world applications. According to Satria et al. (2024), the implementation adheres to a number of fundamental principles, including learner-centered approaches that accommodate diverse learning styles, contextual teaching that addresses regional challenges, holistic learning that integrates various knowledge aspects, and exploratory methods that promote learning outside of traditional classroom boundaries.

The emphasis on enhancing the six Pancasila Student Profile dimensions—specifically, (1) faith and devotion to God, (2) global variety, (3) mutual collaboration, (4) independence, (5) critical reasoning, and (6) creativity—is another commonality. It is believed that these six aspects are essential to the formation of students' character. According to Christiananda et al. (2023), Ulandari & Rapita (2023), and Satria et al. (2024), every project created using P5 seeks to reinforce these aspects. Since students must investigate actual problems and come up with answers on their own, projects frequently center on the qualities of independence and critical thinking.

Additionally, discussions from a number of publications demonstrate how important instructors are to the conception, administration, and execution of P5-based programs. Teachers assist students in their reflection process by serving as mentors, project planners, and learning facilitators. According to Amelia et al. (2024), in order to create learning resources that meet the requirements of their students, educators must comprehend the idea of project-based learning. Suzetasari et al. (2023), who claimed that instructors have responsibilities as facilitators, planners, and project managers, provide credence to this. To ensure that the P5 implementation process goes well, (Yuntawati & Suastra, 2023) highlighted the significance of teacher preparedness in terms of both pedagogical competency and project management.

Another significant similarity throughout the article discussions was cooperation with communities and local knowledge. Involving local populations and environs in P5-based initiatives is crucial, according to several articles. According to (Maruti et al., 2023), introducing pupils to local knowledge aids in their understanding of the social values and culture of their surroundings. Students can participate directly in local concerns through contextual learning through projects based on local expertise. With the topic "Democratic Voice," Ulfah et al. (2023) adopted a distinct strategy in which students participated in political engagement and democracy-based learning. Through their participation in this local context-based initiative, students are able to both truly contribute to society and get an understanding of the social issues that surround them.

In the article argument, there are also differences between the solutions and the hindering factors. According to (Annisa Intan Maharani et al., 2023),the biggest challenges in adopting P5 are a lack of funding, inadequate teacher preparation, and inadequate school infrastructure. As a result, they suggested further assistance with teacher preparation and the supply of educational materials. On the other hand, Yuntawati & Suastra (2023) concentrated

more on the preparedness of both instructors and students, including the ability of teachers to oversee project-based learning and the ability of students to pursue the project using an autonomous learning strategy. The largest obstacle, according to (Amelia et al., 2024), was the inability to manage project-based learning resources. As a result, they suggested that project management training for teachers be strengthened.

Methods of assessment and evaluation differ from one another. In a project with a democratic theme, Ulfah et al. (2023) employed a student participation-based method. Students' involvement in the conversation and their contribution to the project served as the basis for the evaluation. (Dewi, 2022), on the other hand, employed a theme project-based approach in which students' participation in a global diversity project served as the basis for evaluation. A character-based assessment rubric was utilized to gauge how well students displayed character in line with Pancasila ideals in Annisa Intan Maharani et al.'s (2023) evaluation of pupils based on moral reinforcement and character.

4.   CONCLUSION

The incorporation of the Pancasila Learner Profile into the Merdeka Curriculum signifies a substantial shift in Indonesia's educational methodology. The Pancasila Learner Profile Strengthening Project (P5) has fundamentally altered how schools cultivate students' character and skills, according to the research review. The P5 implementation process is carried out in phases that are organized and methodical. Teachers serve as planners and facilitators, and the principle of the school serves as the primary coordinator for the implementation team that is formed at the start of the first stage. This group is in charge of creating a project plan that takes into account the capabilities of the school and the local setting. The next step in implementation is the incorporation of Pancasila ideals into interdisciplinary education, which helps students get a comprehensive grasp of a range of topics. A continuous evaluation system is also part of the implementation process, which enables schools to track students' progress in each of the six Pancasila Learner Profile aspects. This assessment looks at character development, teamwork, and critical thinking in addition to academic performance. The program is then modified and improved in accordance with the demands of the learners using the evaluation data.

A number of essential components are necessary for the effective use of P5. The first is the creation of contextualized learning initiatives, in which the selected topics are based on actual environmental issues, such waste management or the preservation of regional culture. The second is the use of learner-centered learning concepts, which allow students to select learning strategies based on their own interests and learning preferences. Thirdly, the exploratory method, which encourages students to step outside of the traditional learning environment and get practical experience in order to expand their knowledge and abilities. With its P5, the Merdeka Curriculum gives instructors the freedom to modify instruction to meet the unique requirements of each student while keeping an emphasis on the development of character and competency. This strategy is consistent with Indonesian education's goal of producing a generation that is not just well qualified intellectually but also morally upright and capable of handling the problems of the twenty-first century.

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