



Effectiveness of Proyek Penguatan Profil Pelajar Pancasila (P5) implementation at SMAN 11 Surabaya

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ABSTRACT

Proyek Penguatan Profil Pelajar Pancasila (P5) is an essential part of the Kurikulum Merdeka, which aims to shape the character of students to Profil Pelajar Pancasila, which is allocated approximately 25 percent of the total lesson hours each year. The research began with documentation, interviews, and field observations. The purpose of this research is to determine the effectiveness of the implementation of P5 activities. The research method used is descriptive qualitative, focusing on the planning, organization, implementation, and evaluation of P5 conducted by SMAN 11 Surabaya. Data collection methods include observation and interviews. The theme of the 10th-grade "engineering and technology" project is to enhance technology-based project activities. In contrast, the theme for the 11th grade is "the voice of democracy" to provide an understanding of the democratic process through student council chairperson elections. The research results indicate that the implementation P5 is sufficiently effective, with students participating enthusiastically and actively in each project assigned by teachers. Each project implementation must be accompanied by clear instructions and continuous guidance for teachers to achieve better P5 activities.

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ABSTRAK

Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan bagian penting dari kurikulum mandiri, yang bertujuan untuk membentuk karakter siswa sesuai dengan Profil Pelajar Pancasila. Proyek ini dialokasikan sekitar 25 persen dari total jam pelajaran setiap tahun. Penelitian ini dimulai dengan dokumentasi, wawancara, dan observasi lapangan. Tujuan penelitian ini adalah untuk menentukan efektivitas pelaksanaan kegiatan P5. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan fokus pada perencanaan, organisasi, pelaksanaan, dan evaluasi P5 yang dilakukan oleh SMAN 11 Surabaya. Metode pengumpulan data meliputi observasi dan wawancara. Tema proyek kelas X "teknik dan teknologi" adalah untuk meningkatkan kegiatan proyek berbasis teknologi, sementara tema untuk kelas XI adalah "suara demokrasi" untuk memberikan pemahaman tentang proses demokrasi melalui pemilihan ketua OSIS. Hasil penelitian menunjukkan bahwa implementasi P5 cukup efektif, dengan siswa berpartisipasi dengan antusias dan aktif dalam setiap proyek yang diberikan oleh guru. Setiap implementasi proyek harus disertai dengan instruksi yang jelas dan bimbingan berkelanjutan bagi guru untuk mencapai aktivitas P5 yang lebih baik.

Kata Kunci: efektivitas P5; P5; Proyek Penguatan Profil Pelajar Pancasila; sekolah menengah atas

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INTRODUCTION

The development of a country can be seen from the level of quality of education, which has an important role in improving the quality of human resources. Students in Indonesia must apply the values of Pancasila in their daily lives, can think critically in a holistic manner, not only accept information but also evaluate the situation in their environment and draw conclusions (Afipah & Imamah, 2023). One of the developments in the world of education is the program to strengthen the Profil Pelajar Pancasila. Education in Indonesia does not only focus on academic values, but also on how to build good character and quality. The implementation of the Proyek Penguatan Profil Pelajar Pancasila (P5) program in an educational environment can be grown among students through co-curricular, intracurricular, and extracurricular learning (Wibowo & Widiastuti, 2023).

The Profil Pelajar Pancasila can encourage understanding of character, values, and culture so that the value of Pancasila can continue to be implemented sustainably in the current era (Kurniawaty et al., 2022). Some Profil Pelajar Pancasila are: faith, devotion to God, noble character, independent, critical reasoning, creative, cooperation, and global diversity. From various schools in Indonesia, one of the schools that has implemented P5 is SMA N 11 Surabaya. SMA Negeri 11 Surabaya also has its Coordinator for P5. At SMA Negeri 11 Surabaya, there is no special training for teachers regarding P5, but there is a separate training for the independent learning curriculum. SMA Negeri 11 Surabaya has been running the P5 for 3 years with the concept of intracurricular and the P5 itself.

P5 highlights one of Indonesia's educational visions: to foster independent individuals with personalities rooted in Pancasila values. P5 offers benefits for both students and educators. For students, it helps strengthen their character and encourages them to become active members of society. For educators, it provides a platform to actively contribute to society by offering solutions and fostering an open mindset toward the environment (Suradji & Latifah, 2024). P5 is a signature program of the implementation of the Kurikulum Merdeka, which enhances skills and builds character based on Pancasila values. A holistic curriculum across all curriculum areas is required to support P5 activities in helping to build outstanding personalities (Fauziah et al., 2023).

Practical educational policies can help students understand the material, increase their interest in learning, and enhance their environmental awareness, as the objective of the Profil Pelajar Pancasila is to equip students with the knowledge to pursue lifelong learning following Pancasila values (Christiananda et al., 2023). P5 aims to increase students' active participation in positive environmental activities. Students who understand the implementation of Pancasila values will become high-quality individuals who are ready to face the changes of the times. P5 aims to shape a generation that loves the country and is strong in implementing Pancasila values (Kahfi, 2022). Therefore, Pancasila students must have strong character, know their potential, and have confidence in their work (Saraswati et al., 2022).

Relevant research shows that the effectiveness of P5 in sociology learning is running well through formative and summative assessments (Safitri & Nurlizawati, 2025). Therefore, synergy between the government, teachers, educational institutions, parents, the

community, and other stakeholders is needed to achieve this program. Students must be motivated to be able to compete in the global era, so the quality of education must be taken into consideration (Kurniawan, 2020). Based on the above discussion, the researcher is interested in examining the effectiveness of implementing P5 at SMAN 11 Surabaya, including the challenges and successes in implementing this program, so that it can contribute to educational quality and improve the implementation of P5 activities in the future.

LITERATURE REVIEW

Proyek Penguatan Profil Pelajar Pancasila (P5)

The curriculum at the senior high school level consists of intracurricular and co-curricular. One of the co-curricular implementations is through the Proyek Penguatan Profil Pelajar Pancasila (P5). P5 is organized through the concept of problem-based learning by integrating various scientific domains (Ayub et al., 2023). The Profil Pelajar Pancasila includes faith, fear of God Almighty, noble character, and global diversity. Ki Hajar Dewantara said that the Profil Pelajar Pancasila is part of the process of students in improving character and learning through the surrounding environment (Wibowo & Oktafira, 2024). Activities in P5 are designed to include designing, researching, finding solutions, and collaborating between groups (Setiaputri, 2023). The Profil Pelajar Pancasila is a symbol of Indonesian students as lifelong learners who possess global competencies and critical thinking skills following the values represented by Pancasila. The P5 provides opportunities for students to learn non-formally, engage directly with the environment, and provide interactive learning experiences (Putri & Astiwi, 2025).

Project-Based learning Model (PjBL)

Project-based learning is one of the methods in supporting the Proyek Penguatan Profil Pelajar Pancasila (P5). Project-based learning (PjBL) is one of the methods used to provide opportunities for independent and active students in the learning process. Using the PjBL method, students can collaborate, share knowledge across disciplines, and have empathy between friends (Aisyah et al., 2024; Syawalia et al., 2023). PjBL prioritizes learner-centered learning to plan learning in collaboration. Through the PjBL method in the P5 program, learners are given time to study themes such as mental health, technological engineering, entrepreneurship, anti-radicalism, democratic culture, and relevant daily life themes (Hadian et al., 2022). PjBL is a method to explore learners' knowledge through collaboration in solving problems, doing practical learning, and expanding experience with teacher guidance (Zhang et al., 2024). The PjBL method requires learners to use scientific methods in solving these problems. Through the PjBL method, it is an alternative for teachers to innovate in learning methods, and increase students' enthusiasm in learning and reduce boredom (Febrianty et al., 2024).

Character Education

Character education is education aimed at shaping the values, attitudes, and morals of students. The Proyek Penguatan Profil Pelajar Pancasila (P5) is one program aimed at fostering responsibility, teamwork, and national awareness among students (Dwiyani et al., 2023). Character education plays a role in shaping students who are physically and mentally healthy, as well as improving their academic abilities (Rosfiani et al., 2025). P5 provides integrated education across cognitive and affective domains, with the expectation of shaping students' moral values for their future lives (Adelia & Rosyid, 2024). The implementation of the Kurikulum Merdeka through P5 activities can contribute to the moral development of students, increase empathy, train social responsibility, and foster collaboration among students, thereby providing intellectual and moral insights (Patuti et al., 2023).

The implementation of character education can take the form of social activities that enhance collaboration and empathy among students, such as scouting activities (Latif et al., 2024). Effective character education requires a holistic approach. Through the implementation of the Profil Pelajar Pancasila, it is expected to form students who excel in morals and academics. Character education is the concept of education in the long term to form human beings who have quality in a sustainable manner (Riko et al., 2019). Therefore, it is important for schools to integrate religious values into character education to strengthen students' character through habitual activities at school (Iwan et al., 2025). It can be concluded that character education has been integrated into all learning processes to build students' moral values comprehensively.

Benefits of the Proyek Penguatan Profil Pelajar Pancasila (P5)

P5 provides comprehensive benefits in education, namely: contributing positively to society through learning, broadening educational perspectives by collaborating with other subjects, producing competent researchers, providing moral support to face contemporary challenges, and fostering students who are caring and empathetic toward their living environment (Muthoharoh, 2024). The P5 program has a positive impact on students, not only in terms of theoretical learning but also in terms of learning to solve problems directly (Melati et al., 2024).

METHODS

The research was conducted at SMAN 11 Surabaya using qualitative research. Qualitative research is used to describe social and humanitarian issues. The qualitative approach was chosen because the research results require a systematic approach and a comprehensive analysis of the research subject. The information was obtained from credible data, which was then evaluated and reviewed using the theoretical framework. Data collection was conducted through structured interviews, field observations, and school-related documentation. Direct interviews were conducted with the head of the Proyek Penguatan Profil Pelajar Pancasila (P5), field observations were conducted by observing the activities of the Profil Pelajar Pancasila, and documentation consisted of general school information. Data analysis was conducted by reducing the data, presenting the data, and drawing conclusions.

RESULTS AND DISCUSSION

Results

Table 1. Relevance to Previous Research

No	Researcher and Year	Location	Title	Research Results
1	Syaharani, D. M., & Fathoni, A. (2023).	Surakarta	The Implementation of P5 Local Wisdom Themes in the Independent Curriculum in Elementary Schools	Students actively participate in P5 learning even though this program has only recently been implemented at SD Muhammadiyah 16 Karangasem Surakarta.
2	Haq et al. (2024).	Padang	Implementation of the Proyek Penguatan Profil Pelajar Pancasila (P5) in the Kurikulum Merdeka at SD Negeri 18 Kota Padang	P5 activities at SD N 18 Padang provide students with a deeper learning experience and help shape their character.
3	Berlian, A. C. L., & Rozakiyah, D. S. (2024).	Malang	Implementation Process of Proyek Penguatan Profil Pelajar Pancasila at Al Ma'arif Senior High School in Singosari	Teachers and facilitators play an important role in supporting the success of the P5 program, which consists of planning, implementation, and follow-up stages.
4	Sani, Z., Alhadika, M., & Alqadri, B. (2025).	Nusa Tenggara Barat	Implementation of the Pancasila Student Profile Strengthening Project (P5) (Case Study at SMA Negeri 1 Sakra)	The implementation of P5 at SMAN 1 Sakra begins with planning, implementation, and follow-up. Supporting factors for this activity include cooperation between parents and teachers, the community, and the provision of facilities and infrastructure.

Source: Research (2025)

Relevance to Previous Research

From the table above, research shows that students are active during the implementation of Proyek Penguatan Profil Pelajar Pancasila (P5), even though it is a new program in the Kurikulum Merdeka. However, teachers and the P5 facilitator team continue to improve their capacity to support the success of this program ([Syaharani & Fathoni, 2023](#)). Research indicates that the implementation of P5 plays a role in differentiated learning, fostering critical thinking, independence, collaboration, and empathy among students. However, there are still limitations in teachers' understanding of how to implement P5 ([Haq et al., 2024](#)). The implementation of P5 begins with planning, execution, and follow-up activities such as evaluation and reflective activities for both teachers and students ([Berlian & Rozakiyah, 2024](#)). The supporting factors for P5 at SMAN 1 Sakra were adequate school facilities, a budget to support activities, and support from various parties, including the school, parents, and the community, to create a supportive environment for P5 activities. Additionally, SMAN

1 Sakra faces challenges such as some teachers lacking the necessary competencies to implement P5, which impacts the learning process. Students' perspectives on the P5 program often view it as merely recreational activities without deeper meaning (Sani et al., 2025).

Furthermore, the role of the school principal as an educational institution leader in providing support and facilities for the P5 program, forming a continuous team of facilitators, providing training, reviewing the school's readiness, conducting evaluation activities to assess program outcomes, and collaborating and providing guidance to fellow teachers to prevent misinterpretation of the P5 program. Therefore, the above studies are in line with the researcher's findings that the implementation of the P5 program provides students with a fundamental understanding of academics and fosters character traits such as empathy, cooperation, communication skills, problem-solving, and creativity in accordance with the Profil Pelajar Pancasila. Efforts need to be made to provide training to teachers and facilitator teams so that they can standardize their competencies related to P5 and minimize misunderstandings in the implementation of learning.

Discussion

Implementation of Proyek Penguatan Profil Pelajar Pancasila (P5) at SMAN 11 Surabaya

The implementation of P5 at SMAN 11 Surabaya in grade XI chose "democracy" as its theme, to provide students with an understanding of the democratic process through participation in the election of the student council president, so that they can gain insight into society. The election of the student council president began with planning and forming an election committee consisting of teachers and students to organize the agenda. Ballots and polling stations were provided. Candidates for student council president were allowed to present their vision, mission, and work program to the entire school community. Through the election of the student council president, students learned about making decisions appropriately and honed their critical thinking skills. Students exercise their right to vote based on the principle of "one person, one vote." After the election, the committee counts the votes and announces the results transparently. Thus, the P5 activity, themed around democracy, helps students enhance their sense of responsibility, critical thinking, empathy, and communication skills. The P5 provides opportunities for students to learn non-formally, engage directly with the environment, and provide interactive learning experiences (Putri & Astiwi, 2025). The implementation of character education can take the form of social activities that enhance collaboration and empathy among students, such as scouting activities (Latif et al., 2024).

Meanwhile, in grade X, the P5 theme is "engineering and technology", to improve technological literacy, enhance collaboration, critical thinking, and hone social awareness. The stages of the activity begin with planning by forming a facilitator from among the teachers to supervise and organize the project activities. The facilitator is tasked with ensuring the school's readiness to implement P5 and creating modules according to the needs of the students. During the implementation phase, students are introduced to the project theme through socialization and activity steps, followed by forming groups among students to create a hydroponic plant project. Thus, students not only learn theoretically but also through practical experience, which provides more profound meaning. The evaluation phase

assesses students' progress through their attitudes, cooperation, and active participation in the project. Finally, there is a reflection and follow-up to improve the students' projects further. It can be concluded that the P5 activity with the theme of engineering and technology can cultivate students' character to think critically, sharpen creativity, foster responsibility, and instill perseverance. Therefore, the P5 program is expected to create collaborative learning that is relevant to real life and contextual approaches (Nadilla & Nora, 2025).

Effectiveness of Proyek Penguatan Profil Pelajar Pancasila (P5) Implementation

The effectiveness of P5 implementation at SMAN 11 Surabaya, as assessed by the researcher through interviews, showed that teachers had a good understanding of the program. Program understanding was achieved through prior socialization to determine the P5 theme and coordination to obtain a shared perspective. Coordination at the start of each new academic year is crucial to ensure the program's success. In terms of objectives, P5 activities are organized according to the needs of the students, with themes selected based on those needs to ensure effective implementation. The P5 program is intended to provide opportunities for teachers to innovate in learning and foster literacy among students (Fauziah et al., 2023), the effectiveness of the P5 program in terms of target accuracy, program understanding, and socialization at the start of the academic year is important to measure the achievement of the P5 program to ensure it runs smoothly, then to support the success of the P5, the principal has a role to evaluate, receive input on an ongoing basis (Kristanti et al., 2024). The research shows the P5 provided real experiences and had a positive impact on the environment, caring for and facing developments of the times, despite challenges in implementation (Nasibah & Palimba, 2025).

Challenges and Obstacles Faced

The implementation of the Kurikulum Merdeka at SMAN 11 Surabaya is supported by the competence and commitment of teachers who have received training, the active role of the learning committee, and the flexibility of the curriculum content. This helps teachers translate the curriculum content into daily learning activities, enabling students to understand essential materials better. However, the main obstacle is the limited understanding of some teachers regarding the flexible nature of the Kurikulum Merdeka and its focus on character development and critical thinking skills among students. This limitation indicates the need for further training and intensive mentoring for teachers to implement the curriculum effectively. The implementation of the Kurikulum Merdeka faces several significant obstacles that affect its effectiveness in various schools. Internal factors include the unpreparedness of teachers, which is often caused by a lack of understanding of the essence of this curriculum and the lack of training provided.

Teachers need sufficient time and resources to master this new approach, including the development of teaching modules and the skills to use supporting technology. Meanwhile, teacher motivation sometimes declines due to limited support from the school, such as the availability of learning tools and professional development programs. On the other hand, external factors also have a significant impact. One of the main obstacles is the limited availability of adequate facilities and infrastructure, especially in 3T (*Tertinggal, Terdepan,*

Terluar) areas, where access to the internet and technology-based learning resources is still limited. Additionally, the lack of technology-appropriate learning platforms and laboratories that do not meet standards further hinders the optimization of project-based learning promoted by the Kurikulum Merdeka. These challenges require special attention from the government and schools to ensure the implementation of the Kurikulum Merdeka runs more smoothly and aligns with its original objectives.

CONCLUSION

Based on the results of the above research, the implementation of the Proyek Penguatan Profil Pelajar Pancasila has been very effective, the profile of faith is applied through the implementation of compulsory and Sunnah worship, namely Dhuha prayer, the independent dimension is realized through independent activities to find discussion materials during learning, the dimension of cooperation is realized through cleaning the classroom and school environment, the dimension of global diversity is realized through the exhibition of the work of each class, the critical thinking dimension is realized through learning discussion activities, disposing of waste by sorting and selecting waste according to its type, the creative dimension is realized through utilizing used media materials to grow plants. Although the implementation of P5 at SMAN 11 Surabaya has been effective, the school should continue to coordinate between teachers, students, and parents to ensure the success of this program. Facilitators should be equipped with the necessary skills to implement the program effectively and deliver the chosen themes optimally. Effective leadership and active stakeholder involvement will enable the P5 program to achieve its objectives.

AUTHOR'S NOTE

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