



Contents lists available at [Journal IICET](#)
JPPi (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



Implementation of the Pancasila student profile strengthening project (p5) in early childhood education (PAUD)

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Article Info

Article history:

Received Jun 17th, 2024
Revised Jul 19th, 2024
Accepted Aug 03th, 2024

Keyword:

Achievement,
Implementation,
Early childhood education,
Profile,
Pancasila learner

ABSTRACT

The purpose of this study was to measure the achievement of the project to strengthen the profile of Pancasila students (P5) at The Early Childhood Education unit. This study employs a quantitative research design using a survey method. The sampling technique used is simple random sampling with a margin of error of 5%. A total of 78 PAUD teachers in the Buah Batu District, Bandung City, West Java Province. The data collection method used in this study uses an online questionnaire distributed via Google Forms to each research participant consisting of 13 questions. Data analysis techniques using descriptive statistical analysis, namely by calculating the mean value of each indicator. The findings reveal that the reinforcement of P5 in PAUD settings has been achieved, as evidenced by 56.41% of teachers reporting adequate understanding of P5 and 47.43% indicating sufficient availability of P5-related documents. Statistical calculations show a final score of 66.3%, categorized as "Achieved". The results suggest that there are some areas that need to be improved, particularly in relation to teacher training, the availability of teaching modules and parental involvement in P5 implementation. Therefore, recommendations to improve the achievement of P5 implementation in early childhood education include improving teacher training and understanding, providing more resources and guidelines, and strengthening efforts to involve parents in children's character education process.



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Introduction

Indonesian education has undergone significant changes with the introduction of the *Kurikulum Merdeka*, which focuses on developing student profiles to instill the spirit and values embodied in Pancasila. We already know that Pancasila is the foundation of the Republic of Indonesia which was established on August 18, 1945. This means that the life system of Indonesian people both as individuals and individuals, as members of society and as people living in the country of Indonesia, must refer to the values contained in Pancasila. (Antari & Liska, 2020). Pancasila education plays a very important role in shaping national values in early childhood. Pancasila education turns into civic education that emphasizes teaching the values and morals of Pancasila as the main foundation in character and nationality education, with a focus on political science and the concept of political democracy (Arifin, 2023). The curriculum continues to evolve to find the appropriate curriculum system tailored to the conditions of students, educators, available educational facilities, and the changing times (Ariga, 2023).

The curriculum in Indonesia not only adapts to the changing times but also reflects the country's specific conditions, aiming to align with global knowledge advancements and contemporary developments. Simultaneously, the government often utilizes the curriculum to advance their own interests (Aprita Dessy Nur, 2018). Looking for long-term benefits from their positions (Hadiansyah & Pradana, 2019). The *Kurikulum Merdeka* emerges as a transformative approach towards a more flexible learning environment, emphasizing fundamental topics and the growth of students' Pancasila character profiles. Additionally, the *Kurikulum Merdeka* plays a crucial role in facilitating students to acquire the knowledge and skills necessary to become independent and creative individuals (Maudyna & Roesminingsih, 2023); (Mukhibat, 2023). The Pancasila Student Profile is a vital tool for character education, particularly during the foundational phase in Early Childhood Education (PAUD) (Sulastri et al., 2022). Early Childhood Education (ECE) has its own meaning, such as a coaching effort aimed at children from birth to six years of age (Rohmani, 2020).

The Pancasila Student Profile Strengthening Project (P5) is a government effort especially in the field of education to be able to create students who have a profile of students who love Indonesia, are able to appreciate the diversity of religions, ethnicities and races and always uphold unity and integrity (Sari & Muthmainnah, 2023). P5 within the *Kurikulum Merdeka* stands as a significant initiative to strengthen understanding and practice of Pancasila values among students (Afipah & Imamah, 2023). Investing in early childhood education has a profound impact on children's cognitive and social development, contributing to their future success (Heckman, 2006). Character education is also considered a key element in fostering globally competitive individuals with strong moral values (Berkowitz & Bier, 2005); (Brown et al., 2023).

Guru is a profession that falls within a field requiring specialized skills (Agustina & Mustika, 2023). As educators, their main tasks involve educating, training, guiding, mentoring, assessing, and evaluating students to prepare the next generation to face the new challenges of the 21st century (Jumriani et al., 2022). Generally, teachers perceive the *Kurikulum Merdeka* positively and receive high appreciation. However, there is a lack of concrete evidence regarding field data; research mainly focuses on factors influencing teachers' perceptions and provides a general description of teachers' perceptions regarding curriculum changes. The government or Ministry of Education and Culture implements the *Kurikulum Merdeka* to replace the previous curriculum. Within the *Kurikulum Merdeka*, there is the Pancasila Student Profile Strengthening Project (P5).

The Pancasila Student Profile Strengthening Project (P5) is a government initiative in Indonesia designed to enhance the internalization and awareness of Pancasila values in society, particularly among the younger generation (Kemendikbudristek, 2022). This program is driven by concerns over the diminishing understanding and practice of Pancasila values in daily life, especially in the era of globalization and rapid technological advancement. Teachers play a crucial role in the success of P5 (Santoso et al., 2023). P5 aims to develop students' character and capabilities in line with Pancasila values. Within the Pancasila student profile strengthening project, several dimensions are crucial to consider. These dimensions encompass aspects of character that should be taken into account in efforts to strengthen students' understanding and practice of Pancasila values (Sulistiyati et al., 2021); (Sulistiawati et al., 2022). In the academic year 2023, more than 140 schools opted for the *Kurikulum Merdeka*, indicating their use of tools provided by the government to implement the curriculum. Schools choosing the *Kurikulum Merdeka* option independently undertake training or self-learning about the curriculum (Noviani et al., 2023).

The preliminary study shows that P5 at the PAUD level has not been fully implemented due to the lack of teacher understanding of P5. This lack of understanding causes the implementation of the program to not run optimally, with materials and modules that are less relevant to the needs of early childhood. To overcome these obstacles, it is very important to organize in-depth training for PAUD teachers on P5 implementation, develop and provide learning materials that suit the needs of early childhood and support P5 goals, and provide modules and teaching materials that are easily accessible to PAUD teachers and understood by students. With this stage, it is expected that the implementation of P5 in early childhood education can be optimized and produce children's character and abilities needed in the future. Meanwhile, a preliminary study conducted at TK Nurrusalam indicates discrepancies in teachers' understanding of the Pancasila student profile. Researchers suspect that P5 has not been fully implemented by teachers, as evidenced by the lack of integration of P5 in lesson plans (RPP) available at the school. Some teachers also lack teaching materials, books, sources, or references containing P5 content.

Despite some teachers having good insights into the Pancasila student profile, others do not, potentially affecting the implementation of the Pancasila Student Profile in schools. P5 aims to enhance students' interests and talents, with teachers acting as facilitators to prioritize children's needs and interests. Therefore, teachers should ensure that the learning process makes the presented materials easily understandable and engaging to prevent students from becoming bored during lessons. In the concept of independent learning, the teacher has the role of facilitator and activator; they are also given the freedom to innovate, be creative, and learn

independently (Yusuf & Arfiansyah, 2021). Therefore, it can be interpreted that independent learning emphasizes the discretion, freedom, and independence of educational institutions to explore students' abilities. Teachers have the opportunity to be the most important part of education because they act as facilitators in the formation of student character.

In contrast, the Finnish primary education curriculum prioritizes a gradual learning process and emphasizes children's skills in playing and learning. Education in Finland embraces liberal education values that include the principles of equality, freedom, and rationality, supporting educational programs, including teacher instruction (Setiawan, 2019). In this case, the Finnish government pays close attention to the quality of education, including curriculum, facilities, and teacher expertise. Their education system emphasizes "learning communities", which are collaborations between communities, teachers, and students who play a role in the education process (Daud, 2020). The Finnish concept of community education is similar to Ki Hadjar Dewantara's concept of "*Tripusat Pendidikan*", which includes education in the family, school, and community (Sugiarta et al., 2019). In this case, the tripartite education and learning community cannot be separated from each other.

This is because all elements contained in the learning community and the education tripartite need to work together to achieve optimal results and attain educational goals. This is evidenced by the progress made by the Finnish education system, which is now the best in the world. Finland created a curriculum that can provide assistance to educational institutions in teaching and to ensure they qualify educational content, according to the Finnish National Education Agency. Topics are offered according to the needs of the child. In preparing these courses, parents are also involved. Nine years for primary education. Children will be taught by the same teacher for six years using the same curriculum framework (Irmeli Halinen, 2018). It aims to ensure that students concentrate on developing their abilities and learning the potential that children have.

Based on the above description, it is suspected that P5 has not been fully implemented in Early Childhood Education (PAUD) levels, despite the program being scheduled since 2021. Although teachers are aware of P5, there is a possibility that they have not yet effectively implemented it in their teaching practices at schools. Therefore, the objective of this research is to address this gap by evaluating the extent of P5 implementation achievement at various educational institutions in Indonesia. By evaluating achievement, research can help improve the overall quality of education. This includes improvements in the way Pancasila values are taught and applied in schools, as well as how those outcomes contribute to students' character development. Through a survey approach, this study aims to identify the factors influencing success and obstacles in P5 implementation. The findings of this research are expected to provide constructive insights for policymakers, educators, and stakeholders to enhance the effectiveness of P5 implementation in PAUD levels.

Method

The research methodology employed in this study is a survey method utilizing close-ended questions, where respondents can only select from predefined answers provided by the researcher (McMillan & Schumacher, 2014); (Fraenkel et al., 2012); (Cochran, 1977). The survey method is chosen to collect information from a specific natural population by distributing questionnaires (Budiana et al., 2020). The survey method is considered the most appropriate to measure the achievement of P5 at the ECD level quantitatively and in a large enough sample size. This research investigates the achievement of P5 implementation at the PAUD level. Data collection involves distributing online questionnaires through an electronic survey platform to school principals and PAUD teachers to facilitate data collection and analysis (Fowler Jr, 2013).

The study population consists of formal and non-formal PAUD teachers in the Buah Batu district, Bandung city, West Java province. The characteristics of this research sample are non-civil servant PAUD teachers who have graduated from the Bachelor of PAUD teacher education study program who have adopted the Merdeka Curriculum in their respective institutions. The sampling technique employed in this research is Simple Random Sampling, resulting in a population size of 100 (Creswell & Creswell, 2018). With a margin of error of 5%, the sample size for this study is 78 respondents. The data collection method employed in this study utilized an online questionnaire distributed via Google Forms to each research participant, consisting of 13 questions. Data analysis was conducted using descriptive statistical analysis with the use of SPSS version 27.0 (Muijs, 2004). The interpretation of the questionnaire's implementation of the Strengthening Student Pancasila Profile Project (P5) achievement is presented in Table 1.

Table 1. Implementation Achievement of the Strengthening Student Pancasila Profile Project (P5)

Percentage (p)	Interpretation	Score
80.01 – 100.00	Very Achieved	5
60.01 – 80.00	Achieved	4
40.01 – 60.00	Moderate	3
20.01 - 40.00	Less Than Achieved	2
0 - 20.00	Not Achieved	1

Results and Discussions

To determine the level of achievement in implementing the Strengthening Student Pancasila Profile Project (P5) at the Early Childhood Education (PAUD) level, the researchers first assessed teachers' understanding of P5. The research findings are summarized in the table below:

Table 2. Teachers' Understanding of P5

Achievement	Frequency	Percentage	Score
Very Understand	9	11,53	45
Understand	17	21,80	68
Fairly Understand	44	56,41	132
Less Understand	8	10,26	16
Not Understand	0	0	0
Total	78	100	261

Referring to Table 2, it can be observed that regarding teachers' understanding of P5, the data reveals that 9 respondents (11.53%) indicated 'very understanding', 17 respondents (21.80%) indicated 'understanding', 44 respondents (56.41%) indicated 'fairly understanding', and 8 respondents (10.26%) indicated 'less understanding', with no respondents indicating 'not understanding at all'. Based on these figures, teachers' understanding of P5 is predominantly categorized as 'fairly understanding' at 56.41%, with a score of 261 out of a maximum of 390 for this indicator, resulting in a score of 66.92. Referring to the interpretation table above regarding this indicator, this indicates the achievement of teachers' understanding of P5 falls under the category of 'Achieved'.

Teachers' level of understanding can be influenced by education and experience. ECD teachers with a formal education background in early childhood education or related sciences usually have a strong theoretical foundation in child development and character education, which is relevant to P5 implementation. Longer experience in teaching at the ECD level gives teachers practical knowledge of how children learn and how the P5 principles can be applied in the daily curriculum. In addition to assessing teachers' understanding of P5, it is also important to examine their involvement in P5 training, the results of which are tabulated in the following table 3.

Table 3. Participation in P5 Training

Achievement	Frequency	Percentage	Score
Always participate	6	7,69	30
Participate	21	26,92	84
Sometimes	12	15,40	36
Never participate	30	38,46	60
Not participate	9	11,53	9
Total	78	100	219

Based on Table 3, it is evident that regarding P5 training, the data shows that 6 respondents (7.69%) stated "always participate", 21 respondents (26.92%) stated "participate", 12 respondents (15.40%) stated "sometimes participate", 30 respondents (38.46%) stated "have participated", and 9 respondents (11.53%) stated "have not participated". Based on these figures, teachers who participated in P5 training are predominantly categorized as "have participated" at 38.46%, with a score of 219 out of a maximum of 390 for this indicator, resulting in a score of 56.15. Referring to the interpretation table regarding this indicator, teachers who participated in P5 training fall under the "moderate" level.

Engagement in P5-focused training is essential for early childhood teachers. This training provides an in-depth understanding of the concept and application of P5 and provides practical strategies for integrating it into learning. Teachers who actively participate in ongoing professional development programs, such as seminars, workshops or online courses, are more likely to have a better understanding of P5 as they continue to update their knowledge and skills.

Table 4. Teachers' understanding of P5 values

Achievement	Frequency	Percentage	Score
Very Understand	8	10,26	45
Understand	20	25,64	80
Fairly Understand	41	52,56	123
Less Understand	9	11,54	18
Not Understand	0	0	0
Total	78	100	266

Based on Table 4, it is evident that regarding teachers' understanding of the values within P5, the data shows that 8 respondents (10.26%) stated "very understanding", 20 respondents (25.64%) stated "understanding", 41 respondents (52.56%) stated "adequately understanding", 9 respondents (11.54%) stated "less understanding", and no respondents stated "very less understanding". Based on these figures, teachers' understanding of the values within P5 is predominantly categorized as "adequately understanding" at 52.56%, with a score of 266 out of a maximum of 390 for this indicator, resulting in a score of 68.20. Referring to the previous interpretation table regarding this indicator, teachers' understanding of the values within P5 falls under the "Achieved" level.

In addition to assessing teachers' understanding of the values within P5, it is also important to examine their involvement in the availability of guidelines, documents, and references related to P5. The availability of P5-related guidelines, documents and references is an important foundation for the successful implementation of Pancasila values in education. These resources help ensure that P5 teaching is consistent, effective and in line with national education goals, while supporting teacher professionalism and providing a clear framework for program evaluation and improvement. The results of which are tabulated in the following table 5.

Table 5. Availability of guidelines, documents, references for P5

Achievement	Frequency	Percentage	Score
Very complete	3	3,85	15
Complete	15	19,23	60
Fairly Complete	37	47,43	111
Incomplete	20	25,64	40
Very incomplete	3	3,85	3
Total	78	100	229

Based on Table 5, it can be observed that regarding the availability of guidelines, documents, references, and sources related to P5, the data shows that 3 respondents (3.85%) stated "very complete", 15 respondents (19.23%) stated "complete", 37 respondents (47.43%) stated "adequately complete", 20 respondents (25.64%) stated "less complete", and 3 respondents (3.85%) stated "very incomplete". Based on these figures, the availability of guidelines, documents, references, and sources related to P5 is predominantly categorized as "adequately complete" at 47.43%, with a score of 229 out of a maximum of 390 for this indicator, resulting in a score of 58.71. Referring to the previous interpretation table regarding this indicator, the availability of guidelines, documents, references, and sources related to P5 falls under the "Moderate" level.

In addition to assessing the availability of guidelines, documents, and references for P5, it is also important to examine the availability of teaching modules related to P5. The availability of P5 learning modules is critical as they provide practical guidance, ensure consistency in implementation, increase effectiveness and innovation in teaching, and support teachers' professional development. The module serves as an important tool in ensuring that Pancasila values are effectively and meaningfully integrated in the learning process, ultimately shaping the profile of learners who are in line with the ideals of Pancasila. The results of which are tabulated in the following table 6.

Table 6. Availability of teaching modules P5

Achievement	Frequency	Percentage	Score
Very complete	2	2,56	10
Complete	19	24,36	76
Fairly Complete	33	42,31	99
Incomplete	20	25,64	40
Very incomplete	4	5,13	4
Total	78	100	229

Referring to Table 6, it can be observed that regarding the Availability of P5 Teaching Modules, data shows that 2 respondents (2.56%) stated "very complete", 19 respondents (24.36%) stated "complete", 33 respondents (42.31%) stated "sufficiently complete", 20 respondents (25.64%) stated "do not have", and 4 respondents (5.13%) stated "very incomplete". The availability of teaching modules for P5 implementation is at the "sufficiently complete" level, with 42.31% of respondents. The score obtained for the Teaching Module Availability indicator is 229 out of a maximum score of 390, indicating a 42.31% achievement level, categorized as "Moderate" according to the interpretation table for this indicator.

In addition to assessing teachers' availability of teaching modules for P5, it is also necessary to examine teachers' involvement in integrating P5 into their teaching practices. The integration of P5 in learning is very important because it serves as a foundation for shaping student character in accordance with the values of Pancasila, connecting learning with real life, preparing the next generation with integrity, and encouraging innovation in education. In addition, this integration supports the achievement of 21st century competencies and national education goals, as well as creating an inclusive and tolerant learning environment. The result can be presented in the following table 7.

Table 7. Integration of P5 in learning

Achievement	Frequency	Percentage	Score
Always	8	10,26	40
Often	30	38,46	120
Sometimes	23	29,49	69
Ever	14	17,95	28
Never	3	3,84	3
Total	78	100	260

Referring to Table 7, it can be observed that the integration of P5 in teaching and learning yielded the following data: 8 respondents (10.26%) indicated "always", 30 respondents (38.46%) indicated "often", 23 respondents (29.49%) indicated "sometimes", 14 respondents (17.95%) indicated "rarely", and 3 respondents (3.84%) indicated "never". Based on these figures, the integration of P5 in teaching and learning is perceived as "often" by 38.46% of the respondents. The score obtained for this indicator is 260 out of a maximum score of 390, resulting in an achievement score of 66.66%. Referring to the previous interpretation table regarding the integration of P5 in teaching and learning, this falls under the category of "Achieved". In addition to measuring the integration of P5, it is also necessary to assess how teachers teach and exemplify P5 in their teaching practices, the results of which are tabulated in the following table 8.

Table 8. Teaching and modeling P5

Achievement	Frequency	Percentage	Score
Always	17	21,80	85
Often	25	32,05	100
Sometimes	26	33,33	78
Ever	8	10,25	16
Never	2	2,57	2
Total	78	100	281

Referring to Table 8, it is evident that teaching and exemplifying P5 yielded the following data: 17 respondents (21.80%) indicated "always", 25 respondents (32.05%) indicated "often", 26 respondents (33.33%) indicated "sometimes", 8 respondents (10.25%) indicated "rarely", and 2 respondents (2.57%) indicated "never".

Based on these figures, teaching and exemplifying P5 is perceived at the "sometimes" level by 33.33% of the respondents. The score obtained for this indicator is 281 out of a maximum score of 390, resulting in a score of 72.05% for this understanding. Referring to the previous interpretation table regarding this indicator, teaching and exemplifying P5 falls under the category of "moderate".

In addition to measuring how teachers teach and exemplify P5, it is also necessary to assess their involvement in introducing religious symbols in P5. The introduction of religious symbols in the Pancasila Student Profile Strengthening Project (P5) refers to efforts to introduce and teach students symbols that represent various religions in Indonesia. This is done as part of character education and strengthening the values of Pancasila, especially in order to form a generation that has a sense of tolerance, mutual respect, and understanding of diversity. The results of this assessment are tabulated in the following table 9.

Table 9. Introducing religious symbols to P5

Achievement	Frequency	Percentage	Score
Always	21	26,92	105
Often	23	29,49	92
Sometimes	24	30,77	72
Ever	6	7,69	12
Never	4	5,13	4
Total	78	100	285

Referring to Table 9, it can be observed that introducing religious symbols in P5 yielded the following data: 21 respondents (26.92%) indicated "always", 23 respondents (29.49%) indicated "often", 24 respondents (30.77%) indicated "sometimes", 6 respondents (7.69%) indicated "rarely", and 4 respondents (5.13%) indicated "never". Based on these figures, the introduction of religious symbols in P5 is predominantly perceived at the "sometimes" level by 30.77% of the respondents. The score obtained for this indicator is 285 out of a maximum score of 390, resulting in a score of 73.07% for this understanding. Referring to the interpretation table regarding this indicator, the introduction of religious symbols in P5 falls under the category of "achieved".

In addition to measuring how teachers introduce religious symbols in P5, it is also necessary to assess their involvement in collaborating on extracurricular activities within P5. Collaboration between teachers and parents in the implementation of P5 is essential to ensure character education and strengthening of Pancasila values can be carried out effectively and consistently. By working together, teachers and parents can create a supportive learning environment, motivate students, and help them internalize the values of Pancasila in their daily lives. The main goal of this collaboration is to form students who not only excel academically but also have characters and personalities that reflect the Pancasila Learner Profile. The main objective of this collaboration is to ensure that Pancasila values are not only taught at school but also applied at home. With support from parents, these values can be more easily internalized by students. The results of this assessment are tabulated in the following table 10.

Table 10. Collaborating on extracurricular activities in P5

Achievement	Frequency	Percentage	Score
Always	15	19,23	75
Often	27	34,62	108
Sometimes	19	24,36	57
Ever	14	17,95	28
Never	3	3,84	3
Total	78	100	271

Based on Table 10, it can be determined that collaboration in extracurricular activities within P5 yielded the following data: 15 respondents (19.23%) indicated "always", 27 respondents (34.62%) indicated "often", 19 respondents (24.36%) indicated "sometimes", 14 respondents (17.95%) indicated "rarely", and 3 respondents (3.84%) indicated "never". Based on these figures, collaboration in extracurricular activities within P5 is predominantly perceived at the "often" level by 34.62% of the respondents. The score obtained for this indicator is 271 out of a maximum score of 390, resulting in a score of 69.48% for this understanding. Referring to the interpretation table regarding this indicator, collaboration in extracurricular activities within P5 is categorized as "achieved".

In addition to examining teacher collaboration in P5, it is also necessary to examine the involvement of teachers in parents in the implementation of P5. Parents' involvement in P5 is crucial to ensure the success of character education and the internalization of Pancasila values in students. The main purpose of this involvement is to optimize the formation of the Pancasila Student Profile, support the learning process at home, increase student motivation and achievement, and help achieve national education goals. With close collaboration between schools and families, character education provided through P5 can be more effective and have a positive impact on student development. Parents involved in P5 can be more effective in supervising and guiding their children through character education. They can set a good example and direct their children in making decisions that are in line with the values of Pancasila. The results are tabulated in the following table 11.

Table 11. Parent involvement in implementing P5

Achievement	Frequency	Percentage	Score
Always	17	21,79	85
Often	19	24,36	76
Sometimes	29	37,18	87
Ever	9	11,54	18
Never	4	5,13	4
Total	78	100	270

Referring to table 11, it can be seen that teachers involve parents in implementing P5, the data shows that 17 respondents (21.79%) stated "always", 19 respondents (24.36%) stated "often", 29 respondents (37.18%) stated "sometimes", 9 respondents (11.54%) stated "never", and 4 respondents (5.12%) stated "never". Based on this figure, teachers involve parents in implementing P5, dominated by understanding in the "sometimes" category, namely 37.18% with the acquisition score on this indicator is 270 and the maximum score is 390, so the score for this indicator can be obtained is 69.23. Referring to the interpretation table regarding this indicator, the achievement of teachers involving parents in implementing P5 is in the "achieved" category. In addition to measuring teacher involvement in parents' implementation of P5, it is also necessary to study teacher involvement in difficulties in working on P5, while the results are tabulated in the following table.

Table 12. Difficulty in working on P5

Achievement	Frequency	Percentage	Score
Strongly agree	3	3,85	3
Agree	25	32,05	50
Undecided	28	35,90	84
Disagree	22	28,20	88
Strongly disagree	0	0	0
Total	78	100	225

Referring to table 12 above, it can be seen that the difficulty in doing P5 obtained data that as many as 3 respondents (3.85%) stated "strongly agree", as many as 25 respondents (32.05%) stated "agree", as many as 28 respondents (35.90%) stated "undecided", as many as 22 respondents (28.20%) stated "disagree", and no respondents stated "strongly disagree". Based on this figure, the difficulty in doing P5 is dominated by understanding at the "undecided" level, namely 35.90% with the acquisition score on this indicator is 225 and the maximum score is 390, so the score for this indicator can be obtained is 57.69, referring to the previous interpretation table regarding this indicator, the difficulty in doing P5 is in the "moderate" category. In addition to measuring the difficulty of teachers in teaching P5, it is also necessary to study the measurement of teachers on the values of Pancasila P5, while the results are tabulated in the following table 13.

Table 13. Assessment of Pancasila values

Achievement	Frequency	Percentage	Score
Always	16	20,51	80
Often	26	33,33	104
Sometimes	25	32,05	75
Ever	10	12,82	20
Never	1	1,29	1
Total	78	100	280

Referring to table 13, it can be seen that regarding the measurement of Pancasila values, data obtained that as many as 16 respondents (20.51%) stated "always", as many as 26 respondents (33.33%) stated "often", as many as 25 respondents (32.05%) stated "sometimes", as many as 10 respondents (12.82%) stated "never", and as many as 1 respondent (1.29%) stated "never". Based on these figures, the measurement of Pancasila values is dominated by understanding at the "often" level, namely as much as 33.33% with the acquisition score on this indicator is 280 and the maximum score is 390, so the score for this indicator can be obtained is 71.79 referring to the previous interpretation table regarding this indicator measurement of Pancasila values in the "achieved" category.

Based on the research findings above, it can be concluded that in the indicator of teachers' understanding of P5, 56.41% fall into the category of "Sufficient Understanding," with an achievement level of 66.92 or categorized as "Achieved." Based on these scores, given the transition from the 2013 curriculum to the *Kurikulum Merdeka*, it is understandable that only some teachers have a grasp of P5. Interestingly, not only in early childhood education (PAUD) but also in high schools (SMA), many teachers still lack understanding of P5. This issue is highlighted in Saputra et al., (2022) which indicates that its implementation has not proceeded smoothly; the curriculum's socialization appears uneven. This situation poses challenges for schools, including issues such as inadequate understanding, low curiosity among teachers, and even skepticism toward the *Kurikulum Merdeka*. These conditions adversely affect teachers' competence in designing modules aligned with the *Kurikulum Merdeka*.

Furthermore, teachers' understanding is influenced by the information they have not yet received. Research results indicate that teachers' participation in P5 training events is generally low. For instance, a majority of respondents, 30 or 38.46%, indicated they had "attended training before," while only 6 respondents, or 7.69%, stated they "always attend," suggesting that PAUD teachers rarely attend P5 training sessions, hence their understanding remains low. Issues such as lack of understanding and low curiosity among teachers towards P5 make them more skeptical towards the *Kurikulum Merdeka* (HAQ, 2023). According to Lathif & Suprpto (2023) school principals and teachers who participate in P5 training activities understand the components of the P5 module better and can even organize and develop them using other platforms to further develop ideas.

Besides attending training, teachers must also understand the values in P5. Nationalistic spirit is cultivated within Indonesian teachers through the development of elements from at least three dimensions: the state moral elements in dimension (1) Faith, Piety to the One Almighty God and Noble Character, concern for others which is part of dimension (2) Mutual Cooperation, and dimension (3) Global Diversity (Tindaon et al., 2024); (Budiyaarno et al., 2023). It can be seen from the research results that 52.56% understand "sufficiently," while only 8 respondents or 10.26% understand "very well." This indicates that teachers need to have a deeper understanding of the values in P5.

To support the implementation of P5, schools must have guidelines, documents, or references on the implementation of P5. Therefore, it is necessary to examine whether teachers possess these documents. The research findings indicate that the availability of guidelines, documents, or references falls short, with less than half of the teachers having these documents related to P5. Specifically, only 47.43% "sufficiently possess" documents, references, or guidelines on P5. This suggests that not all teachers have these documents, indicating a moderate level of achievement in this aspect, with a score of 58.71. At the "sufficiently complete" level, 37 respondents, or 47.43%, possess these documents, while at the "very complete" level, only 3 respondents, or 3.85%, do.

Module teaching is one of the components of the Merdeka curriculum, where module teaching, also known as daily learning implementation plans, abbreviated as RPPH in KTSP or KURTILAS, is referred to as module teaching in the learning curriculum. Module teaching is essential to support P5 in early childhood education (PAUD), where teachers must have module teaching as a reference for strengthening P5 learning. Research results indicate that 42.31% of PAUD teachers have "sufficiently complete" module teaching, while only 2.56% possess "very complete" P5 module teaching, and there are teachers with "very incomplete" module teaching at 5.13%. These figures indicate that the availability of module teaching is at 42.31% or at a "moderate" level. Module teaching serves as a learning tool or lesson plan based on the curriculum applied with the aim of achieving established competency standards (Maulida, 2022).

As know, P5 is not a subject but rather an output target of the Merdeka curriculum that aims to instill values such as independence, noble character, global diversity, mutual cooperation, critical thinking, and creativity. Strengthening these values cannot be achieved through mere advice or lectures because P5 values, not being subjects themselves, require integration into education. Therefore, the integration of P5 values must be carried out by teachers. Research results indicate that only 10.26% "always" integrate P5 into their teaching practices, while the majority, 38.46% of respondents, "often" integrate P5 into their teaching. Meanwhile, 3.84% of

respondents "never" integrate P5 into their teaching practices at school. Factors influencing this can be seen in previous research, such as teachers' lack of understanding of P5, inadequate participation in P5 training, and insufficient documentation or references on P5.

Teaching and exemplifying P5 to children can ensure the effective implementation of Pancasila education profiles and enhance the characteristics of every Indonesian student (Aulya, 2024). It is noted that in teaching and exemplifying P5, 21.80% state they "always" teach and exemplify P5, 32.05% "often" do so, and 33.33% "sometimes" teach and exemplify P5. Hence, achieving a maximum score of 72.05 places this at a "moderate" level. Therefore, to nurture a generation that embodies the values of P5, we educators must serve as exemplary role models during the learning process.

In addition to teaching and exemplifying P5 to children, teachers must also introduce religious symbols within P5. By introducing religious symbols in P5, children learn about their religion and are encouraged to understand and study the values and teachings inherent in their own faith (Arfandi, 2020). It is noted that introducing religious symbols in P5 shows that 30.77% state they "sometimes" introduce religious symbols in P5 to children, while 29.49% "often" do so. However, 7.69% state they have "occasionally" introduced religious symbols, and 5.13% have "never" introduced religious symbols in P5 to children. This achieves a maximum score of 73.07, placing it in the "achieved" category.

In teaching P5, teachers can also engage students in project-based learning activities. The aim of P5 itself is to enhance students' skills in creating projects aligned with the Pancasila student profile, which is part of the Ministry of Education and Culture's educational policy (Khosiyatika & Kusumawati, 2023). Problem-solving approaches from the Merdeka curriculum are carried out through group work projects based on specific themes, emphasizing collaboration or teamwork to achieve learning goals collectively with several individuals. The success of individuals within the group is considered an overall success indicator (Muktamar et al., 2024). The success of this program lies in active student participation, improvement in their knowledge of national values, and positive contributions based on the data showing that collaborating in extracurricular activities within P5 is predominantly understood as "often," with 34.62% scoring 271 out of a maximum of 390. This results in an achievement level of 69.48%, as per the interpretation table, indicating successful collaboration in extracurricular activities within P5".

Educators with character are those who possess values and beliefs grounded in the essence and purpose of education, serving as moral strength in performing their duties as educators. Character education is often referred to as values education because character manifests through actions. Character is also described as functional values or effective values in behavior (Tri Sulistyaningrum & Moh Fathurrahman, 2023). To reach their full potential, it's important for children to recognize and develop their interests and talents. Knowing what they like and can do can motivate them and foster enthusiasm for learning and participating in activities. Developing interests and talents also helps children become more confident and broaden their perspectives on the world, providing them opportunities to explore various careers and educational paths that align with their natural inclinations. With diverse and unique talents, this not only aids in their personal development but also enriches the community and society as a whole. Based on the data, recognizing children's abilities and interests within P5 is predominantly understood as "recognizing," with 79.49% scoring 294 out of a maximum of 390. This results in an achievement level of 75.38%, as per the interpretation table, indicating successful recognition of children's abilities and interests within P5".

To ensure the successful implementation of P5, it is advisable for teachers to involve parents in carrying out P5. Parental participation plays a crucial role in a child's academic success, but there are still various challenges in building effective communication between teachers and parents (Abida & Kamalia, 2024). According to Santoso et al., (2022) parental involvement helps teachers take more responsibility in the educational process of children, and the relationship between parents and their children becomes closer and more harmonious. Data shows that 37.18% of respondents "sometimes" involve parents in implementing P5, while only 21.79% of respondents "always" involve parents in P5, and only 5.13% "never" involve parents in P5. Therefore, it can be concluded that 69.23% of teachers involve parents in implementing P5, placing it in the "achieved" category.

Although teachers have involved parents in implementing P5, there are still many difficulties teachers face in implementing the *Kurikulum Merdeka*, particularly in the teaching and learning process as well as in assessment. This is related to the facilities and infrastructure available in schools to help students succeed in implementing the *Kurikulum Merdeka*. However, many teachers are still confused about how to apply the *Kurikulum Merdeka* (Ardianti & Amalia, 2022); (Rahayu et al., 2022). Teachers need to understand what is required during the learning process at school, including the forms of assessment that can be applied in the *Kurikulum Merdeka*. Data shows that 35.90% of respondents answered "hesitant" about the difficulties in P5,

while 32.05% of respondents chose "agree" and 28.20% chose "disagree." Thus, a maximum score of 57.69 or a "moderate" level was obtained".

Measuring the values of Pancasila in children is also necessary because, in the context of Pancasila values, education does not only cover theoretical understanding but also its application in daily life. The concept of character education and Pancasila values has a crucial relationship with existing theories (Shalikha, 2022). By recognizing an excellent generation with intelligent characteristics, this effort will form the foundation for the emergence of potential in the development and growth of children who possess positive values. This includes the stages of writing ideas, turning them into words, turning words into actions, turning actions into habits, and then turning habits into strengths (Dahlia et al., 2023). Although research results show that 33.33% of respondents stated "often," while only 20.51% or 16 people stated "always," at least some teachers have started measuring Pancasila values.

Conclusions

Overall, the achievement of P5 implementation is at the "Achieved" level with an overall score of 66.33%. However, there are variations in achievement across different specific indicators. Teacher Understanding: Teachers are at the "Moderate Understanding" level with a score of 56.41%. Training Attendance: Teachers are at the "Have Attended" level with a score of 38.46%. Understanding of P5 Values: Teachers are at the "Moderate Understanding" level with a score of 52.56%. Availability of P5 Guidelines, Documents, and References: These are available at a "Moderately Complete" level with a score of 47.43%. Availability of P5 Teaching Modules: Teaching modules are available at a "Moderately Complete" level with a score of 42.31%. Integration of P5 in Teaching: Teachers often integrate P5 with a score of 38.46%. Demonstrating P5: Teachers "Sometimes" demonstrate P5 with a score of 33.33%. Introducing Religious Symbols: Teachers "Sometimes" introduce religious symbols with a score of 30.77%. Collaboration in Extracurricular Activities: Collaboration in extracurricular activities is at the "Often" level with a score of 34.62%. Recognizing Children's Abilities and Interests: Teachers are at the "Recognizing" level with a score of 79.49%. Involving Parents in P5 Implementation: Teachers involve parents "Sometimes" with a score of 37.18%. Difficulties in Implementing P5: Teachers are at the "Hesitant" level with a score of 35.90%.

Although the overall implementation of P5 is achieved, the research results indicate several areas that need improvement, especially related to teacher training, the availability of teaching modules, and parental involvement in the implementation of P5. Therefore, recommendations to enhance the achievement of P5 implementation in early childhood education (PAUD) include increasing teacher training and understanding, providing more resources and guidelines, and making stronger efforts to involve parents in the character education process of children. Although the overall implementation of P5 has been achieved, the results show that there are several things that need to be improved, especially related to teacher training, the availability of teaching modules, and parental involvement in the implementation of P5. Therefore, suggestions to improve the achievement of P5 implementation in early childhood education (ECD) include improving teacher training and understanding, providing more resources and guidelines, and strengthening efforts to involve parents in children's character education process. Providing specialized training to PAUD teachers on how to teach the P5 values with creative and interesting methods for children. For future research, it is recommended that more attention be paid to the implementation of the P5 in education in Indonesia as an important and strategic step in improving the quality of education. Educators are expected to accompany the learning process of students to be able to grow capacity and build character as outlined in the Pancasila learner profile.

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