

SLR: Implementation of P5 Development as an Effort to Strengthen the Character of Elementary School Students

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Abstract

The Pancasila Student Profile Strengthening Project (P5) is a co-curricular activity in the Independent Curriculum that aims to develop the character and competence of students. This study aims to analyze the implementation of P5 development as an effort to strengthen the character of students in elementary schools. The method used in this study is the SLR (Systematic Literature Review) qualitative method using Google Scholar. This study analyzes 10 selected articles from 13 relevant articles in search results on Google Scholar in 2020–2025. Based on the selected articles regarding P5, it can be concluded that the successful implementation of P5 is able to develop positive character of students, such as increased solidarity, sharing, helping, caring, responsibility, cooperation, and the spirit of mutual cooperation. The implementation of P5 needs to pay attention to the stages and strategies that need to be carried out. In implementing P5 in elementary schools can be carried out optimally with various methods and approaches.

4. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation, and state (National Education System Law, 2003). Education is also defined as the process of improving knowledge and skills, as well as changing behavior and attitudes in oneself or a group of people. According to Ki Hajar Dewantara, "education (education) and teaching (education) is an effort to prepare and prepare for all the interests of human life, both in social life and cultural life in the broadest sense (Irawati et al., 2022). Education is implemented through the curriculum. The curriculum is one of the important elements in determining the quality of education. In 2019, there was a change in the curriculum to the Emergency Curriculum. The Emergency Curriculum was then adapted and refined to become the forerunner of the Independent Curriculum. Until finally in accordance with the Regulation of the Minister of Education, Culture, Research and Technology No. 56 of 2022, the Independent Curriculum was officially used at the elementary and secondary school levels.

The Independent Curriculum is an educational approach that gives more autonomy to schools, teachers, and students in designing, managing, and evaluating the learning process (Fitra, 2023). The independent curriculum is one of the solutions to the challenges that exist in the current era where students are required to think critically, innovatively, inspiringly, and can adjust wherever they are. Because of this, the learning of the Pancasila Student Profile Strengthening Project (P5) with various instrument models as a benchmark for the success of character cultivation was created. The fundamental difference in the independent curriculum is the existence of project-based co-curricular learning to strengthen the character of the Pancasila Student Profile and soft skill. The learning is called P5 (Ulandari & Rapita, 2023). The Pancasila Student Profile has 6 character dimensions, namely faith, fear of God Almighty and noble character, cooperation, global diversity, critical reasoning, creative and independent. P5 is not only created, but also has benefits for students and teachers to form a spirit that is responsible, collaborative, creative, and able to work together with others.

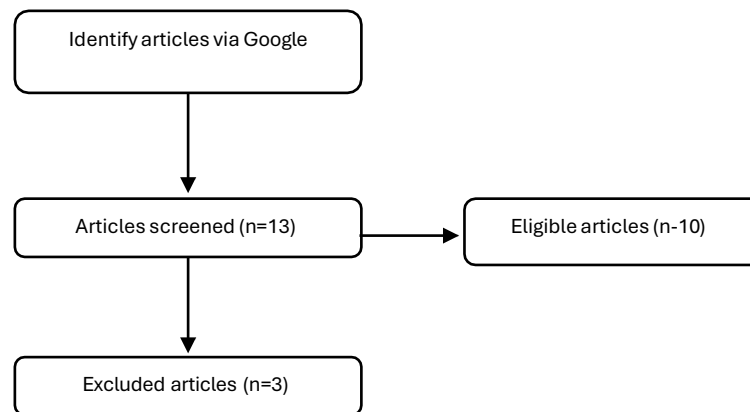
Character education has an important role in shaping an individual's behavior in order to be able to apply good moral values. Forming a good character in individuals can be through effective

character education. According to the Regulation of the Minister of Education and Culture (Permendikbud) Number 20 of 2018 Article 2 explains that strengthening character education is carried out through the application of Pancasila values with the aim of turning individuals into Pancasila Students, namely students who have strong character and are able to apply behavior in accordance with Pancasila values in daily life (Septiany et al., 2024). The Minister of Education and Culture has made the Pancasila Student Profile one of the visions and missions to improve character education. This is stated in Permendikbud Number 22 of 2020 regarding the strategic plan of the Ministry of Education and Culture from 2020 to 2024.

In the application of the Pancasila Student Profile in learning, it is a new innovation in improving the quality of education. Therefore, it is important to conduct a thorough analysis of various literature on the implementation of P5 on strengthening the character of elementary school students. This research was carried out with the aim of obtaining information about the implementation and implementation of P5 in elementary schools as an effort to strengthen the character of students. However, until now there are still not many systematic studies that focus on examining the stages and strategies of P5 implementation in the context of strengthening the character of elementary school students.

5. Method

This research uses the qualitative method of Systematic Literature Review (SLR), which is by collecting, identifying, evaluating and managing information and findings from existing research. Researchers use Google Scholar, to search and collect articles that have been published in the range of 2020 to 2025. The research is sourced from previous articles that are relevant to the purpose and title of the research, namely articles that discuss the implementation of P5 on strengthening the character of elementary school students. The articles used in this study were 13 articles obtained from search results through Google Scholar. This method was chosen based on the researcher's goal, which is to obtain appropriate information and data. Not to test hypotheses, but to get information about the implementation of P5 in elementary schools. Here is a simple chart that illustrates the flow of article selection in this study:



6. Results and Discussion

The researcher has conducted a literature review study, which identified 13 articles that are relevant to the article title. The articles were then analyzed further and 10 articles were selected that discussed the implementation of P5 in elementary schools. The selected articles will be categorized according to the purpose of writing and the title of the article. The article selection strategy carried out by the researcher can be seen in the following table 1:

Table 1. Article Selection Strategy

No	Discussion Categories	Search Engines	Search Result
1	Search year 2020-2025	Google Scholar	13
2.	Relevant titles		10
3	Result discussed		13

The articles chosen to be discussed are articles that are in accordance with the categorization determined by the researcher, which focuses on the implementation of P5 as an effort to improve the character of elementary school students. The articles are selected in the categorization and then presented in the form of Table 2. The following are the results of the analysis of relevant articles related to the search for the implementation of P5 as an effort to improve the character of elementary school students.

Table 2. Development of P5 as an Effort to Strengthen the Character of Elementary School Students

Article	Research Methods	Research Result
Implementation of the Pancasila Student Profile Strengthening Project as a Strengthening of Character Education (Hidayat et al., 2024)	Descriptive Qualitative Method	The implementation of P5 at SDN Tunggulwulung I has included the stages of design, management, assessment, evaluation, and follow-up. Thus, the implementation of P5 at SDN Tunggulwulung I can be considered an appropriate effort to strengthen character education and form a quality young generation
Development of the Pancasila Student Profile Strengthening Project (P5) as an Effort to Strengthen the Character of Elementary School Students: Implementation and challenges (Septiany et al., 2024)	SLR Method	The Pancasila (P5) student profile strengthening project has been implemented, an improvement in student character can be seen from significant changes, such as increased solidarity, sharing, helping, caring, responsibility, cooperation, and the spirit of mutual cooperation, compared to the previous conditions which were not good.
Implementation of the Pancasila Student Profile Strengthening Project in Developing the Character of Elementary School Students (Nurhayati & , Langlang Handayani, 2020)	Descriptive Qualitative Method	The implementation of the Pancasila student profile strengthening project (P5) in developing the character of grade IV students at SDN 109 shows that the existence of P5 can make it easier for students to apply characters that contain Pancasila values to become better individuals. The implementation of P5 is a good enough strategy to develop students' character.
Implementation of the Pancasila Student Profile Strengthening Project (P5) Shaping Character Education in the Independent Curriculum in Schools (Initiative et al., 2024)	Descriptive Qualitative Method	The implementation of P5 at SDN 33 Sawahan includes design, management, assessment, evaluation, and follow-up. The P5 theme focuses on building their body and soul and sustainable lifestyle as well as local wisdom to form students' positive character. The implementation of P5 at SDN 33 Sawahan is relevant to strengthen character education and form a quality young generation through direct learning and projects.
Implementation of the Pancasila Student Profile Strengthening Project for Student Character Development at SDN Tlogosari Kulon 01 Semarang City (Wahdhany et al., 2024)	Descriptive Qualitative Method	There are 3 strategies carried out by teachers in implementing the Pancasila student profile to shape the character of students at SDN Tlogosari Kulon 01, namely differentiated learning, project learning, and habituation. The implementation of the Pancasila Student Profile Strengthening Project Program in the Independent Learning Curriculum in Student Character Development at SDN Tlogosari Kulon 01 is going well.
Implementation of the Pancasila Student Profile Strengthening Project (P5) on the Formation of Student Character Values (Febrianti & Muhsinin, 2025)	Descriptive Qualitative Method	The implementation of the Pancasila student profile strengthening project at SD Negeri 082/IX Pijoan was carried out as well as possible, where it went through three stages, namely first, planning consisted of six stages such as, forming a facilitator team, determining project themes and objectives, program socialization, scheduling implementation times, making teaching modules, and planning evaluations. Second, implementation. Third, assessment or assessment,
Analysis of the Implementation of the Pancasila Student Profile Strengthening Project in developing character education for elementary school students (Lisnawati et al., 2023)	Descriptive Qualitative Method	Implementation of the Pancasila student profile strengthening project in developing character education for elementary school students at SDN 2 Babakancikao. before the implementation of the Pancasila Student Profile Strengthening Project, SDN 2 Babakancikao students had poor character With the implementation of this Pancasila student profile strengthening project, students are expected to have character as expected after it is implemented, there will be an improvement for the better.
Implementation of the Pancasila Student Profile Strengthening Project	Descriptive Qualitative Method	The implementation of the Pancasila Student Profile Strengthening Project (P5) at the elementary school level through the theme "Sustainable Lifestyle" has been carried out at SDN 1 Bandung Mayong by making flower pots from used drinking water bottles

(P5) in Elementary Schools (Adelia & Rosyid, 2024)		and pasting them in the wall garden. This project reflects efforts to educate students in the spirit of mutual cooperation, environmental concern, and creativity
Opportunities and Challenges for the Implementation of the Pancasila Student Profile Strengthening Project (P5) at the Elementary School Level: Best Practice (Tabuk & Banjar, 2023)	Descriptive Qualitative Method	The implementation of the Pancasila student profile strengthening project (P5) presents a good opportunity in the formation of student character. Some of the good opportunities that are beneficial from the implementation of P5 include character development programs to be more targeted related to determining the dimensions and assessment rubrics.
Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen the Character of Students at UPT SD Negeri 7 Tekolabbua (Nurfaidah, Mustafa, Sayidman, 2025)	Descriptive Qualitative Method	The implementation of P5 at UPT SD Negeri 7 Tekolabbua has a positive impact on the formation of students' character, especially in the aspects of critical, creative, and collaborative thinking. This program has succeeded in integrating local cultural values with Pancasila-based character education.

Based on the selected articles, the majority of articles used descriptive qualitative methods and showed a positive impact on aspects of collaboration, mutual cooperation, and responsibility. From the results of the analysis, it is known that there are several stages and strategies that teachers can do in implementing P5 to strengthen the character of students. Research that has been conducted Hidayat et al., (2024) and Initiative et al., (2024) shows similarities in the findings that the implementation of P5 involves a series of stages, namely the design, management, assessment, evaluation, and follow-up stages. According to Hidayat et al., (2024) found that the implementation of P5 was carried out through several stages. The implementation of P5 at SDN Tunggulwulung I has included design, management, assessment, evaluation, and follow-up steps. Thus, the implementation of P5 at SDN Tunggulwulung I can be considered a relevant effort to strengthen character education and form a quality young generation. Meanwhile, according to Initiative et al., (2024) The implementation of P5 at SDN 33 Sawahan has included the stages of design, management, assessment, evaluation, and follow-up. The P5 theme chosen focuses on building their physical and physical spirit and sustainable lifestyle as well as local wisdom with the aim of forming positive character of students. Thus, the implementation of P5 at SDN 33 Sawahan is relevant to strengthen character education and form a quality young generation through direct learning and projects.

According to Febrianti & Muhsini (2025) The implementation of P5 at SD Negeri 082/IX Pijoan is carried out in three stages, namely planning, implementation, and assessment or assessment. Meanwhile, the implementation of P5 at SDN 1 Bandung Mayong involves several steps that must be carried out in accordance with the policies that have been determined, which include, the planning stage, the implementation stage, and the peak stage (Adelia & Rosyid, 2024). Meanwhile, according to Nurfaidah et al., (2025) The implementation of P5 in elementary schools is carried out through several stages, namely the internal discussion stage, where the principal, teachers, and school committee discuss to identify the needs of students' character. At the contextualization stage, the P5 theme must be adjusted to local social and cultural conditions. In the action stage, students must be actively involved in various project-based activities. This evaluation and reflection stage is carried out to identify successes and challenges in project implementation.

According to Nurhayati & , Langlang Handayani (2020) The implementation of P5 is carried out through several stages, namely recognition, contextualization, action, reflection, and follow-up. The implementation of P5 at SDN 109 Pekanbaru with the theme of sustainable lifestyle which contains the flow of stages of the project. Through this project, students can show good things that are in line with the values of Pancasila so that they are able to recognize themselves well and improve their quality. Meanwhile, the implementation of P5 at SDN Tlogosari Kulon 01 Semarang City is carried out with several strategies carried out by teachers, namely differentiated learning, learning with projects, and familiarization with students (Wahdhany et al., 2024).

The implementation of P5 in elementary schools needs to be carried out based on appropriate stages and strategies to improve the character of students. The P5 implementation program includes

the design stages, assessment management, preparation of P5 results report, as well as evaluation and follow-up steps. In the initial stage, planning is needed consisting of the formation of a team of facilitators, determination of the theme and objectives of the P5 project, socialization of the P5 program, scheduling implementation time, making teaching modules, and planning evaluations. Furthermore, the implementation of the program is carried out according to the decisions and policies made by the school by following the teaching modules that have been made. The last stage is assessment or assessment, the implementation of P5 on the formation of student character needs to be carried out by an assessment process carried out by teachers or facilitators, and evaluations are also carried out at the end of each semester to see how the progress of the implementation of the Pancasila Student Profile Strengthening Project program has been running. To shape the character of students, teachers also need to determine strategies so that the implementation of P5 can be carried out properly and effectively, namely through differentiated learning, project learning, habituation, etc. The implementation of P5 has been proven to strengthen and improve the character of students, in line with the results of research that has been carried out by Liya Lisnawati et al., (2023) implementation of the Pancasila student profile strengthening project at SDN 2 Babakancikao. Before the P5 project was implemented, students at SDN 2 Babakancikao showed bad character. However, after implemented P5 students have character according to the expectation of improvement to be better. However, there are a number of challenges or obstacles in the implementation of P5, such as the lack of teachers' understanding of P5, limited facilities, low student enthusiasm, and difficulties in time management and resource allocation

6.1. Conclusion

Based on the results and discussions that have been described, it can be concluded that the implementation of P5 in elementary schools can improve the character of elementary school students. The success of the implementation of P5 is able to develop the positive character of students, such as increasing solidarity, sharing, helping, caring, responsibility, cooperation, the spirit of mutual cooperation, etc. In implementing P5, it is necessary to pay attention to the stages, these stages include the design stage, assessment management, preparation of P5 results report, as well as evaluation and follow-up steps. In addition, in order to implement P5, teachers also need to choose appropriate and varied methods and approaches. In the implementation of P5, there are several inhibiting factors or challenges in the implementation of P5. This study deepens the study of P5-based character education and provides a practical reference for the implementation of the Independent Curriculum at the elementary school level. Therefore, further research is suggested to expand the scope of the research subject, explore and further study the implementation and challenges of the implementation of P5 in an effort to strengthen the character of students in elementary schools.

Author Contributions

Shafa Maulitania: Conceptualization, Methodology, Formal analysis, Writing - original draft, Writing - review & editing.

The authors have read and approved the final manuscript.

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