



Analysis Of The Level Of Creative Thinking Skills Of Grade V Students In The Project Of Strengthening The Profile Of Pancasila Students (P5)

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Abstract

This study aims to describe the creative thinking skills of grade V students in the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN Sidobandung II. The creative dimension in the Pancasila Student Profile is the main focus because it is closely related to the development of students' potential, interests, and talents through contextual and valuable project activities. This study uses a qualitative approach with a descriptive method. The data collection technique was carried out through interviews, observations, and documentation of 24 class V students and classroom teachers as research subjects. The results of the study show that the implementation of P5 makes a positive contribution to improving students' creative thinking skills. Students are able to show the authenticity of ideas, flexibility of thinking, and the ability to integrate Pancasila values in the process of work. In addition, the active involvement of teachers with exploration-based learning strategies and open discussions also encourages the improvement of creative thinking skills from low to medium to high levels. The projects developed, such as the use of used straws as a multipurpose place, show that an approach based on real experience and context can shape students' character while enhancing their creativity.

1. Introduction

The progress of education in Indonesia depends on how we respond to the changes of the times. Like the curriculum that continues to improve and develop, this aims to keep education in Indonesia up to date with the current times. Currently, Indonesia is developing a new curriculum, namely the Independent Curriculum, which aims to form the Pancasila Student Profile. The Pancasila Student Profile has several dimensions that must be achieved by students ranging from PAUD to Higher Education. The dimensions consist of: 1) Faith, fear of God Almighty and noble character; 2) Independent; 3) Cooperation; 4) Global diversity; 5) Critical reasoning; 6) Creative.

One of the interesting dimensions of the Pancasila Student Profile to discuss is the creative dimension. In the creative dimension, there are several elements, one of which is to produce original works and actions that can explore and express students' thoughts and feelings according to their interests and preferences. This aims to develop students' interests, talents, and skills, so that creative thinking skills will develop along with it.

Characteristics of creative learners include openness to new experiences, flexibility in attitude, courage in expressing thoughts, appreciation for fantasy, high interest in creative activities, high level of confidence in one's own ideas or ideas, and high initiative and courage in making decisions. Creativity will help students have a positive imagination that can help them in solving various challenges they face in the surrounding environment.

Based on an interview conducted with the homeroom teacher of grade V of SDN Sidobandung II on Friday, April 27, 2025, SDN Sidobandung II has implemented the Pancasila Student Profile Strengthening Project (P5). In P5, students are required to produce something creative, such as products or works in the form of appearances or items that can bring a positive response to teachers, parents, and the surrounding community. Projects are carried out in groups or independently through scientific stages with a specific time limit that is outlined in a product, and then presented to others.

The characteristics of P5 include: 1) Task completion is carried out in a group; 2) Students are fully responsible for the project to be produced; 3) The project involves the role of peers, teachers, parents, and even the community; 4) Train creative thinking skills; 5) The classroom situation is very tolerant of shortcomings and the development of ideas.

Based on this description, this study aims to describe the level of students' creative thinking skills in the implementation of P5. This research is relevant to the research conducted by Mira Azizah (2023) with the title "Analysis of the Level of Creative Thinking Skills of Class V Students in the Pancasila Student Profile Strengthening Project," which uses a descriptive qualitative research method. The results of the study show that P5 on sustainable lifestyle material is suitable for the implementation of the Pancasila Student Profile on the dimensions of mutual cooperation, critical reasoning, and creativity. The research also resulted in good projects, such as the use of straws as a multipurpose place.

2. Method

The research approach used in this study is a qualitative technique with a descriptive method. This study aims to obtain information about the analysis of the implementation (P5) of the Pancasila student profile strengthening project in grade V of SDN Sidobandung II. Data was obtained through direct observation and interviews, as well as observations of the realities of learning in the classroom. Thus, this research focuses on understanding the phenomena experienced by the research subjects (Sugiyono, 2016:16).

This research was conducted to obtain information on how to analyze (P5) the project to strengthen the profile of grade V students of SDN Sidobandung II. The subject of the study was 24 students in grade V of SDN Sidobandung II, consisting of 11 male students and 13 female students. The data collection techniques used were interviews, observations, and documentation. This research began with interviews with classroom teachers and direct observation during learning.

To ensure the validity of the data obtained, this study uses a triangulation validation technique. Triangulation is carried out by comparing data from various sources, namely the results of interviews, observations, and documentation. In this way, researchers can ensure the consistency and reliability of the information collected.

Qualitative Analysis Steps

The data analysis process is carried out systematically through the following stages:

- **Data Reduction:** Data obtained from interviews, observations, and documentation is filtered and summarized to identify information relevant to the focus of the research. This process helps to eliminate unnecessary data and focus on the information that supports the analysis.
- **Categorization:** Once the data has been reduced, the next step is to group the information into appropriate categories. This category is formed based on themes that emerge from the data, such as aspects of student creativity in the Pancasila student profile strengthening project.
- **Interpretation:** At this stage, the researcher interprets the data that has been grouped to understand the meaning and implications of the findings. Interpretation is carried out by considering the learning context and the purpose of the research, so as to provide a clear picture of the phenomenon being studied.

3. Results and Discussion

Based on the analysis of the results and discussions in interviews with teachers and observations in grade V of SDN Sidobandung II on the Pancasila Student Profile Strengthening Project (P5), there are several factors that determine the effectiveness of the implementation of this program. Students show high activity when using social media and participating in creative activities on P5. Observations were carried out in the morning in the first hour, involving 24 respondents. The process of creating a project takes 1-2 hours, and the time used greatly affects students' creative thinking skills

The Pancasila Student Profile Strengthening Project (P5) is a learning approach through a project with the main goal of achieving the dimension of Pancasila student profile. Students learn to study certain themes that are priorities every year (State Secretariat of the Republic of Indonesia, 2022). In the implementation of P5, there are several steps, including: 1) forming a project facilitator team, 2) identifying the readiness level of the madrasah, 3) designing dimensions, themes, and time allocation, 4) compiling project modules, and 5) designing project reporting strategies (Hidayat, 2023).

To support the previously expressed context regarding the importance of strengthening strategies in the global diversity dimension in the Pancasila Student Profile, research has been conducted by

Sabanil et al. (2022). This study examines phenomenon of intolerance, bullying, and cultural deviance that is still a serious problem in the educational environment in Indonesia, especially at the elementary school level. The existence of these factors further strengthens the urgency of the existence of global diversity characteristics as a key element, and encourages the government to formulate new programs that aim to overcome the problems of student character in Indonesia through the Strengthening of Pancasila Student Profiles.

The formation of student character is again strengthened by the Ministry of Education and Culture through the creation of Pancasila student profiles. Realizing Indonesian students who have personalities in accordance with Pancasila and are able to apply Pancasila values in daily life is the goal of all policies that lead to learning, as stated in Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024. This reflects the vision of Indonesian students as individuals who continue to learn throughout their lives, have global competence, and show behavior that is in line with the values of Pancasila.

In this study, the analysis of the stage of creative thinking skills of grade V students involved in P5 shows that the application of a project model that is integrated with Pancasila values contributes positively to students' creative abilities. The results of the study indicate that the distribution of the level of creative thinking skills of students at SDN Sidobandung II is divided into low, medium, and high categories. Most students showed significant improvements in the aspects of originality of ideas, flexibility in problem solving, and the ability to integrate Pancasila values in their creative process (Revayani & Pramudiani, 2022; Astuti et al., 2024).

Categories Creativity	Number of Students	Percentage (%)
Low	5	20.83
Keep	12	50.00
Tall	7	29.17
Total	24	100.00

Qualitative analysis from the observation of project activities showed that students who were initially at a low level of creative thinking skills were able to show a significant shift to the middle to high level when accompanied by educators who applied exploration-based learning strategies and open discussions. The synergy between the inquiry approach and the application of Pancasila values is expected not only to improve the ability to think creatively, but also to shape the character and social concern of students, which is the core of the Pancasila Student Profile (Revayani & Pramudiani, 2022; Astuti et al., 2024).

The findings in this observation confirm that the application of the project model that strengthens the profile of Pancasila students can improve the creative thinking skills of grade V students through a holistic and contextual approach. Students at SDN Sidobandung II make creativity by using used or new straws to become a multipurpose place. During observation, there were 24 students who usually worked in groups of 4-5 students to complete project assignments, thus having a positive impact on the learning process and character development of students (Putri et al., 2023; Ali & Lestari, 2023; Maquita & Tobeli, 2022).

The implementation of P5 also aims to develop six character dimensions of the Pancasila student profile, which includes critical and creative thinking skills. Based on the explanation of Astuti et al. (2024), the P5 module directs students to explore important issues and collaborate in project development. Thus, students' active involvement in the learning process through projects also has the potential to strengthen their creative thinking abilities

Research by Yasa et al. (2023) on strengthening Pancasila student profiles based on local wisdom emphasizes the importance of instilling a sense of love for the environment and local culture in student character development. This is important because creative thinking skills focus not only on groups, but also on the ability to work together and contribute to society. This research indicates that projects that integrate aspects of local wisdom can increase the relevance of learning for students, where they can

apply the knowledge gained in a real context.

Thus, various learning models, good project management, and the integration of the character education curriculum with practical activities are integral elements in improving the creative thinking skills of grade V students in the Pancasila Student Profile Strengthening Project. Through an approach based on experience and relevance to daily life, students will not only be able to innovate, but also apply the values of Pancasila in their real actions.

3.1. Conclusion

Based on the results of interviews, observations, and analysis of the implementation of the Pancasila Student Profile Strengthening Project (P5) in grade V of SDN Sidobandung II, it can be concluded that the implementation of P5 has been proven to improve students' creative thinking skills through contextual projects, such as straw recycling. The exploratory approach applied by teachers and open discussions help encourage the development of students' skills from a low level to a higher level. In addition, the integration of Pancasila values and local wisdom strengthens character, social concern, and students' connection with the environment and culture. The success of P5 is heavily influenced by relevant project design, active learning strategies, and the role of teachers as facilitators.

Author Contributions

The first author was responsible for identifying the research problem, conducting a comprehensive literature review, designing the research instruments, collecting and analyzing data, and preparing the initial draft of the manuscript as part of an undergraduate research project. The second author served as the academic advisor, offering methodological guidance, reviewing the research design, and providing critical feedback throughout the writing process. Both authors collaboratively discussed the research findings, contributed to refining the final manuscript, and approved it for submission and publication.

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Declaration of Conflicting Interests

The authors declare that there are no conflicts of interest regarding the conduct, authorship, or publication of this study. The research was carried out with academic integrity, and all procedures adhered to ethical standards applicable to educational research.

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