

Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Learning of Islamic Religious Education in Elementary Schools

Leny Marlina¹, Nyimas Atika², Zahratul Muspiroh³, Sekar Pangestuti⁴

¹²³⁴Universitas Islam Negeri Raden Fatah Palembang; Indonesia

Correspondence Email; lenymarlina_uin@radenfatah.ac.id

Submitted: 01/03/2026

Revised: 28/04/2026

Accepted: 09/05/2026

Published: 02/06/2026

Abstract

The Pancasila Student Profile is an important part of the Independent Curriculum, shaping students' character through contextual, sustainable project activities. The implementation of this project should be studied specifically in Islamic Religious Education to examine the relationship between religious values and Pancasila values. This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education and to identify the outcomes and factors that influence it. The method used is qualitative with a phenomenological approach. Data sources in this study are the Principal, Teachers and Grade IV Students, Data collection techniques were carried out through interviews, observation, and documentation, while data analysis used the Miles, Huberman, and Saldana models and tested for validity through triangulation. The results of the study indicate that the implementation of the Pancasila Student Profile Strengthening Project has been carried out through the stages of mapping, determining themes, compiling modules, and designing assessments. The results of the implementation show the development of three main dimensions: religious abilities through memorization of hadiths, attitudes of mutual cooperation, and independence. Supporting factors include the principal's policies, the presence of a leading teacher, and adequate facilities, while inhibiting factors stem from parents' perceptions of feeling burdened by the project activities. It can be concluded that the implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education can shape students' character, although there are still challenges in parental support for P5 tasks.

Keywords

Islamic Religious Education Learning, Pancasila Student Profile Strengthening Project.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

The Independent Curriculum is an educational policy designed to provide flexibility to educational units in developing student-centered learning, one of which is through the Pancasila Student Profile Strengthening Project (P5). The Pancasila Student Profile reflects students' abilities, reflected in their daily lives through habits developed in the community, enabling them to optimally explore each individual's potential. Project implementation is carried out over a specific period of time to produce products and/or concrete actions relevant to the students' life context (Sufyadi et al., 2021). P5 has the main principles of being holistic, contextual, student-centered, and exploratory (Susilawatii & et al., 2021). The holistic principle emphasizes the interconnectedness of project components, which involve various stakeholders in an integrated manner. The contextual principle encourages students to understand the realities of life around them as a learning resource. Learning is also designed to be student-centered, fostering creativity and independence in decision-making. Furthermore, the exploratory nature provides space for students to solve problems independently through various project activities. Empirically, the implementation of P5 in elementary schools shows the existence of real activities such as waste management, making crafts from used goods, and environmental-based activities that provide meaningful learning experiences for students (Khosiyati et al., 2023).

Islamic Religious Education (PAI) plays a strategic role in shaping students' character because it emphasizes not only cognitive aspects but also affective and psychomotor aspects related to values and behavior. PAI learning serves as a foundation for instilling moral values, ethics, and religious attitudes, which are essential in shaping the Pancasila Student Profile. Through PAI learning, students are guided to understand the meaning of religious teachings and implement them in their daily lives. Values such as responsibility, honesty, cooperation, and social concern can be internalized through learning activities integrated with the P5 project. This demonstrates that PAI serves not only as a subject but also as a means of character development that aligns with the objectives of the Independent Curriculum. The integration between P5 and PAI is crucial because both share the same goal of shaping students with character, noble character, and the ability to face life's challenges. Thus, PAI learning can be an effective medium for strengthening the values of the Pancasila Student Profile in a contextual and sustainable manner.

Several previous studies have shown that the implementation of the Pancasila Student Profile Strengthening Project has a positive impact on the character development of students in

elementary schools. Research conducted by Khosiyati et al. (2023) showed that project activities such as introducing types of waste, waste collection activities, making crafts from used goods, and clean-up Friday activities can increase environmental awareness and students' courage in expressing opinions. Another study at Nasima Elementary School in Semarang also showed that the implementation of P5 can introduce local culture to students, such as through Wayang Orang activities that provide contextual learning experiences (Tri Sulistiyaningrum and Moh. Fathurrahman, 2024). In addition, Nurlaeli et al. (2023) found differences in creativity between teachers who are active and non-active in implementing learning. A'Yun & et al. (2023) also showed a relationship between the Independent Curriculum and Islamic Religious Education in supporting the strengthening of students' character. Research by Rizkasari (2023) emphasized the importance of strengthening character from an early age to create a quality generation that is able to compete in the future. The results of this study show that the implementation of P5 has a significant contribution to the development of student character.

Although several studies have discussed the implementation of the Pancasila Student Profile Strengthening Project in elementary schools, most studies still focus on general implementation and have not specifically examined its application in Islamic Religious Education learning. This indicates a research gap that requires further study, particularly regarding how P5 values are integrated into Islamic Religious Education learning and how the results of its application affect student character formation. Furthermore, there are not many studies that have in-depth examined the supporting and inhibiting factors in the implementation of P5 in the context of Islamic Religious Education learning in elementary schools. Therefore, this study has a novelty in examining the implementation of the Pancasila Student Profile Strengthening Project more specifically in the aspect of Islamic Religious Education. Thus, it is hoped that it can contribute to the development of an integrative learning model between religious values and Pancasila values.

This research was conducted at SD Negeri 149 Palembang, which has implemented the Independent Curriculum as a driving school with the aim of strengthening students' character through the Pancasila Student Profile. Based on the results of pre-research conducted on January 3, 2024, through interviews with curriculum representatives and fourth-grade teachers, it was obtained that the school had implemented various project programs according to predetermined themes and times. The programs included gardening activities, composting, and pempek making activities aimed at instilling the values of sustainable living, social responsibility, and Pancasila values.

Through these activities, students not only learn conceptually, but also internalize values through direct experience such as cooperation, respect for the process, and improving environmental literacy. This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education learning at SD Negeri 149 Palembang, and examine the results of its implementation on student character development. In addition, this study also aims to identify supporting and inhibiting factors in the implementation of the project, so as to provide a comprehensive picture of the effectiveness of P5 implementation in Islamic Religious Education learning. The results of this study are expected to serve as a reference in developing learning that integrates religious and national values more optimally in elementary schools.

METHOD

This study uses a qualitative method with a phenomenological approach to deeply understand the implementation of the Pancasila Student Profile Strengthening Project (P5) in Islamic Religious Education (PAI) learning. The phenomenological approach was chosen because this study seeks to explore the experiences, perceptions, and meanings felt by the subjects related to the implementation of P5 in the learning context. The qualitative method is used to produce descriptive data in the form of words, expressions, and documentation that describe phenomena naturally, as stated by Lexy J. Moleong that qualitative research produces data in the form of words and images, not numbers (A. Muri Yusuf, 2014). Through this approach, researchers can obtain a comprehensive picture of the process, implementation, and dynamics that occur in the application of P5 in PAI learning.

This research was conducted at State Elementary School 149 Palembang, one of the pioneering schools and has implemented the Independent Curriculum and the Pancasila Student Profile Strengthening Project. The selection of this location was based on the consideration that the school has actively implemented P5 in various learning activities, making it relevant for further study. This research was conducted on August 2 – November 30, 2025, with the number of informants 1 Principal, 2 Vice Principals of Curriculum and Student Affairs, 2 Islamic Religious Education Teachers and 32 fourth-grade students. The informants in this study included the principal, Islamic Religious Education teachers, homeroom teachers, and students directly involved in the implementation of P5 activities. The selection of informants was carried out purposively by considering their involvement and understanding of the implementation of P5 in learning.

Data collection techniques in this study were conducted through interviews, observation, and documentation. Interviews were used to gather in-depth information regarding the experiences and views of informants regarding the implementation of P5 in Islamic Religious Education learning. Observations were conducted to directly observe the implementation of learning activities and projects related to P5 in the school environment. Documentation was used to supplement the data in the form of archives, activity photos, and other supporting documents relevant to the research. The research procedure was carried out through several stages, namely the orientation stage to obtain an initial overview of the research location, the focused exploration stage through data collection in the field, and the verification stage to ensure the validity of the data obtained.

The data analysis technique uses an interactive model proposed by Miles, Huberman, and Saldana, which includes three activity flows: data condensation, data presentation (data display), and conclusion drawing and verification. The analysis process is carried out continuously from before, during, and after data collection in the field. The data obtained is then selected, simplified, and systematically arranged for easy understanding and analysis. To test the validity of the data, this study uses triangulation techniques that include source triangulation, technical triangulation, and time triangulation. In addition, member checking is also carried out to ensure the data conforms to the information provided by the informant, and auditing through consultation with competent parties, in this case the promoter, to assess the credibility of the research results. Thus, the resulting data is expected to have a high level of validity and reliability.

FINDINGS AND DISCUSSION

Findings

Implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education Learning

The implementation of the Pancasila Student Profile Strengthening Project (P5) in Islamic Religious Education (PAI) learning at SD Negeri 149 Palembang is carried out through the integration of Pancasila values with religious materials. Values such as faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity are internalized in the learning process. The implementation of P5 is carried out systematically through the stages of planning, preparation, implementation, and evaluation.

Forming a project facilitator team to strengthen the Pancasila Student Profile

The facilitator team for the Pancasila Student Profile strengthening project at SD Negeri 149 Palembang are teachers who participated in the training and teacher community group meetings as explained by Mrs. IA as the Principal of SD Negeri 149 Palembang as follows:

For the facilitator team, we held a KKG meeting at the school. Several teachers, including Islamic Education teachers, were involved. These teachers would act as facilitators. At our elementary school, there were four Islamic Education teachers, divided into two groups: the morning class for grades 1, 2, 5, and 6, and the afternoon class for grades 4 and 6. All teachers were involved in the formulation process of the Pancasila student strengthening project. (Interview, NA)

This is also in accordance with the researcher's observations carried out in August to carry out the Pancasila Student Profile strengthening project activities, all teachers gathered in the meeting room then analyzed the existing modules and then developed them together through discussions in the meeting room, (KKG room) (Observation). Mrs. DN as an Islamic Religious Education Subject Teacher stated that the facilitator team adjusted to the needs of the school, as follows:

Because this program applies to all classes, meaning that SD 149 has implemented the Pancasila Student Profile strengthening project, there are also six teachers who have become driving teachers who have had the opportunity to learn from the other teams. Therefore, all of us Islamic Education teachers have become a team of facilitators. This means we act as role models and support facilities for students. So, the facilitator team is not only the classroom teachers but also those who are competent in their field. (Interview, DN)

In line with what was conveyed by Mrs. F as the homeroom teacher for class A, as follows:

We usually plan the activities with our colleagues before holding a KKG meeting. All homeroom teachers, leading teachers, and several other teachers collaborate to develop the plan. Once it's finalized, we implement it. (Interview, F).

The interview results are supported by the researcher's observations of the facilitator team for the Pancasila Student Profile strengthening project at SD Negeri 149 Palembang. The team did indeed have a facilitator team for the project, consisting of all homeroom teachers and accompanying teachers. All members of the facilitator team worked together, from conditioning the students and preparing tools and materials to implementing the project.



Figure 1. KKG Meeting of Public Elementary School 149 Palembang

Designing the dimensions, themes, and time allocation for the Pancasila Student Profile strengthening project

After the Facilitator team was formed, the school's next step was to design the dimensions, themes, and time allocation. At this stage, the school determined the dimensions, themes, and time allocation. These were compiled and designed into project learning to strengthen the Pancasila Student Profile. Based on an interview with Mrs.M as homeroom teacher of class Asay that:

We implemented a sustainable lifestyle theme, and the proposed project focused on waste. This school is located near a community landfill, with household waste, a lot of plastic waste, leaf litter, and numerous trees at State Elementary School 149 Palembang. The project, which involves processing organic waste, will create a project garden program. P5 emphasizes the six-dimensional character of the Pancasila Student Profile: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, creativity, and critical reasoning. For Islamic Religious Education (PAI) learning, the first dimension is mutual cooperation. Because COVID-19 has just entered the school year, these children are highly individualistic. Therefore, mutual cooperation is paramount, as Islamic teachings emphasize the importance of helping one another. The second is about tolerance in accordance with the material in the book about the practice of the letter al-Hujarat 49/13, Because students at State Elementary School 149 Palembang from various ethnicities, many students return to immigrant housing from various regions so that the dimension of tolerance is important. In P5 there are 17 meetings, because the time allocation is based on the Minister of Education and Culture Regulation 262 of 2022, one year we divide it in two for two projects, and for P5 it is held every Saturday (Interview, M).

Based on interviews with Ms. M and Ms. AR, in the new 2024 academic year, Public Elementary School 149 Palembang implemented a project theme to strengthen the Pancasila Student Profile, namely a sustainable lifestyle. While each month previously had different themes according to the dimensions stipulated in the Minister of Education and Culture Regulation, the implementation for this new academic year will be implemented using a block system. The school also established a program called the project garden to strengthen the Pancasila Student Profile. The dimensions of the Pancasila Student Profile taken are mutual cooperation, tolerance, and

independence. The interview results are also supported by documentation in the form of a project module for strengthening the Pancasila Student Profile at SD Negeri 149 Palembang on the theme of sustainable lifestyles, which shows that the sustainable lifestyle theme includes a program called a project garden as a reinforcement of the Pancasila Student Profile. This program utilizes recycled organic waste into compost. And the implementation of the Pancasila Student Profile strengthening project activities is carried out every Saturday. Based on the documentation results from the project module for strengthening the Pancasila Student Profile at SD Negeri 149 Palembang regarding the objectives of selecting the project garden program, it states that:

For the theme of sustainable lifestyle, it aims to achieve the dimensions of the Pancasila Student Profile, namely, mutual cooperation, tolerance, and independence. It is expected to be able to reduce the amount of waste, especially in the school environment, at home, and in the students' surroundings. It is hoped that it can shape the character of students to have an attitude of tolerance and independence. It is hoped that students have the ability and creativity to process organic waste into compost, the importance of maintaining cleanliness, working together in maintaining cleanliness if we emphasize to students *dag pacak cleanke* do not litter, and be independent in carrying out planned activities.

In order to achieve this goal, according to Mrs. M as the facilitator team of Islamic Religious Education Teachers and homeroom teacher of class A who has high enthusiasm in implementing the Pancasila Student Profile Strengthening Project, that:

In addition to achieving the Pancasila Student Profile dimensions, this also aims to reduce waste in schools and maintain a clean environment. Furthermore, it also promotes good habits to foster greater environmental awareness among students. It is hoped that this understanding and self-awareness will foster environmental literacy in the future (Interview, M).

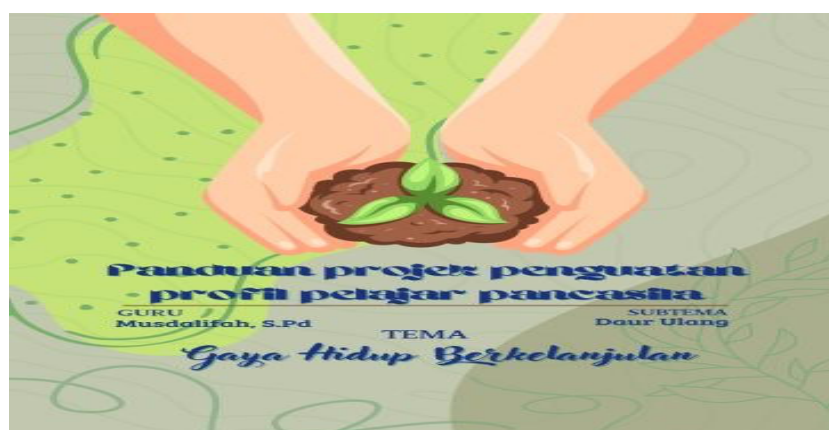


Figure 2. Project Mode Guide

Based on the results of the documentation and interviews with Mrs. M, the researcher concluded that the objectives of the Pancasila Student Profile strengthening project are: 1) To realize the 3 dimensions of the Pancasila Student Profile, namely being pious to God Almighty and having

noble morals, mutual cooperation, and being independent, 2) Being able to reduce the amount of waste in schools, 3) Being able to live cleanly in schools, especially in the classroom, 4) Having the ability and creativity to process compost from organic waste.

Designing Project Modules

In the project activities to strengthen the Pancasila Student Profile through the sustainable lifestyle dimension at SD Negeri 149 Palembang, the government module is still being used, but the teacher modifies it according to the theme and topic chosen, as conveyed by Mrs. SA who stated that:

The initial implementation of the project was still very new, so we took a government module as an example and modified it to suit our needs. From the beginning, we were given instructions on how to create it, plan the program, contextualize it, and then there were the action phase, reflection, and feedback for the children (Interview, SA).

In line with this, Mrs. M also made a statement regarding the module, namely that:

Although there weren't any examples at the beginning, we took them from the PMM (Independent Teaching Forum), where there were several project module examples. However, we used the ATM (Action Based Learning) technique: take, copy, and modify. Therefore, we slightly modified the module. The module contains steps. There are five stages in the project garden program: introduction, contextualization, action, reflection, and feedback (Interview, M).

Mrs. AR, as the homeroom teacher for class A and also a member of the facilitator team, also explained something similar, as follows: There are several ways to develop modules. The first involves reviewing government modules and then understanding them to design them according to the topic being discussed.

After the planning stage is carried out, the next stage is the implementation stage. At this stage, teachers implement the plans that have been prepared previously in the planning stage. The Pancasila Student Profile Strengthening Project through sustainable lifestyle dimensions at SD Negeri 149 Palembang is a project designed to strengthen the Pancasila Student Profile. This project encourages students to care for the environment through organic waste composting activities, as conveyed by Mrs. IA as the Principal, as follows:

The Pancasila Student Profile strengthening project at this school is for grades 1 through 6. The initial activities this semester used the theme of sustainable lifestyles. We saw the availability of extensive school land and the unresolved waste problem, therefore this school raised the dimension of sustainable living. The activity of recycling organic waste such as leaves, bamboo waste, then crushed and treated with EM4 solution and made into compost. After the compost is ready, we do seeding, in the Islamic Religious Education material, the same as other materials, so the children before the activity are invited to pray; first explained

the importance of maintaining cleanliness in Islam, and the importance of working together to maintain a clean environment at school (Interview, LA)

Based on the interview with Ms. IA above, the researcher can conclude that the implementation of the Pancasila Student Profile strengthening project that was carried out, namely the activity of processing organic waste into compost. Ms. SA also added that the implementation of the Pancasila Student Profile strengthening project for the Sustainable Living Dimension was carried out in the following stages:

The project implementation was carried out through 5 stages which were also explained in the project guide, namely the introduction stage, contextualization stage, action stage, reflection stage, and finally the feedback stage (Interview, SA).

In addition, based on the results of the interview with Mrs. LN, it was explained that the project garden program implemented as a reinforcement in the Pancasila Student Profile was carried out in 5 stages, namely, the first is the introduction stage, the second is the contextualization stage, the third is the action stage, the fourth is the reflection stage, and the last is the feedback stage.

Introduction Stage

The introductory phase is the earliest stage of the project to strengthen the Pancasila Student Profile in the sustainable lifestyle dimension. In this introductory phase, based on an interview with Ms. AR, she stated that: First, as teachers, we must understand the project and then introduce it to the students. At this stage, students are also given an initial assessment and questionnaire (interviews, AR).

In line with the statement of the class 4B teacher as the facilitator team, Mrs. M stated:

First, we introduce the students to the project, introducing them to waste, what it is, and what plants look like. We first explore the children's perspectives, reinforce them with Hadiths about cleanliness, the importance of maintaining cleanliness, and their knowledge about waste and plants. So, we explore the children's experiences and introduce them to them first. Then, the teacher also conducts an assessment using a questionnaire, which is used to group students according to their stage of development.

According to BR, a class A student, he also stated that the initial stage in the project garden program activities is the introduction stage, he said:

that before we went to the field, the previous week we were explained to the teacher by all the collaborating subjects, including Islamic Religious Education material, we were encouraged to read prayers before implementation, after the activity we were invited to take ablution to perform midday prayers in congregation, the teacher introduced us about cleanliness, various types of rubbish, and explained about plants too.



Figure 3. Introduction to Waste, Plants, and Forming Groups

Based on interviews and observations, the researchers concluded that during the introductory phase, the facilitator team introduced students to waste and plants. They were then given a questionnaire as an initial assessment, which was useful for grouping students.

Contextualization Stage

At the contextualization stage based on the results of the interview with Mrs. M, she said that:

After the introduction, the second stage is contextualization. This means we provide material on waste and plants through videos that we watch together. This way, we instill a theoretical understanding of waste and plants. The Islamic material, in line with the dimensions adopted, is about faith, piety, and noble morals. Noble morals encourage students to work together to maintain cleanliness. Some of the waste comes from the students, so we ask students to bring in household waste from their homes, which we will then turn into compost (Interview, M).

This was also reaffirmed by Mrs. AR as the homeroom teacher for class 4A and also a member of the facilitator team, who said that:

Then, we invite the children to watch a video together about waste and plants, which is the contextualization stage. At this stage, we also direct students to bring organic waste from their homes for the next week's action stage (Interview, AR).

Based on the interviews with Ms. M and Ms. AR mentioned above, the researcher concluded that during the contextualization stage, students were shown videos related to waste and plants, which were useful for theoretical understanding. Students were also asked to bring organic waste from their homes as material for making compost.

Action Stage

The project to strengthen the Pancasila Student Profile in the sustainable lifestyle dimension at SD Negeri 149 Palembang was implemented systematically in the form of co-curricular learning. At this action stage, the project garden program was implemented directly in the field. The activities carried out involved a team of facilitators and all students in working groups, such as collecting

waste, recycling waste, and processing organic waste into compost. The role of the teacher here, besides being a facilitator, was also a motivator and provided encouragement to students to be as creative as possible. As stated by the homeroom teacher B, Mrs. M, as a facilitator team, that:

For the action phase, the children went directly into the field to make compost. Before going there, they were invited to pray. In addition to the household waste the students brought, we also collected trash from around the school. We sorted organic waste, including fallen leaves from trees around the school, and also collected the fallen bamboo from the school grounds (Interview, M).

In line with the statement of the class 4B students, Student K said that:

Yes, we worked on the project in the school yard. All classes were combined and then we collected the trash we had brought from home. We also collected leaf litter from the school, divided it by phase, and then we were invited to pray before starting (Interview, K). Based on the interview results above, the researcher concluded that in the action stage, the facilitator team and students went into the field to work on the project. The activity took several steps, the first of which was preparing the tools and materials that had been socialized to students a week before, namely in the contextualization stage. Students collected the trash they had brought from home and collected the trash at school.

All fourth-grade students participated in collecting the school's trash. The process continued by placing the organic waste in one area according to their groups. After the trash was collected, the students worked together to cut the leaves into small pieces. The teacher then helped the students mix the EM4 solution (organic material decomposer) and stirred it thoroughly. Throughout the activity, the students worked together to make compost. This activity was similar to what Mrs. M explained, as follows:

After collecting the organic waste, we cut it into small pieces and then put it in a large plastic container and poured it over with EM4 solution. We tied the plastic and poked it to allow air circulation. After that, it was stored in a dark place. Once the compost has been converted into fertilizer, it takes two weeks (Interview, M).

In line with what was stated by student K, who stated that:

After that, the waste is crushed into small pieces. It is mixed with a liquid called EM4, which the teacher said was from the school, and then stored again to be used as fertilizer (Interview, K).

The researcher concluded that from the results of the interview with Mrs. M and student K, in the next activity after the waste was collected, the students together chopped the leaf waste into small pieces and then put them into large plastic bags. Then, the students, assisted by the teacher, mixed the EM4 liquid (organic material decomposer) into the waste that had been cut into small pieces until it was evenly distributed.

After the compost has been made and is ready to use, the next two weeks of activities will continue with planting vegetable seeds and giving fertilizer to the plants at school, this is similar to Mrs. M's statement that:

The following Saturday, after the fertilizer is ready, we'll start planting vegetable seedlings like chili peppers, tomatoes, and long beans. The school will prepare all the seeds, and those plants will be in the school's project garden. We'll also fertilize some of the existing plants at school with compost. So, the project garden will have vegetables and other plants. (Interview, M)

Based on the interview results and also supported by the observation results, the researcher can conclude that after carrying out organic waste composting activities, it is continued with nursery activities and giving compost fertilizer to plants at school. During the co-curricular learning, students are given the opportunity to work together with their friends, tolerance (understanding each other in their groups, in accordance with the material in grade 4, namely about QS Alhujarat 49/13. The activity is closed by arranging plants.

Reflection Stage

Every learning activity aims to ensure that it meets the predetermined targets. From the introduction stage to the action stage, reflection is essential as a measuring tool for determining the success of an activity or program. This reflection also serves to identify any obstacles encountered during implementation, thus providing a basis for future program follow-up.

Based on the results of the researcher's interview regarding the reflection stage in the implementation of the Pancasila Student Profile strengthening project through the project garden program, Mrs. M as the facilitator team stated that:

From the action stage, we then move on to stage 4, reflection. After they've completed the activity, we ask them how they felt during the reflection. The students answered that although the activity was tiring, it was also fun and happy. Then we ask them how the trash is now. "Ma'am, I'm taking the trash and turning it into fertilizer," they say. So, it comes from within them, because they're the ones working on it. There's also a sense of ownership because they created this garden, so they don't want to destroy it; they know it's difficult. So, for example, when they play soccer, they also take care of it. They created it and they take care of it. We were asked which group was the most united, and which group didn't (Interview, M)

Mrs. M also added that at the reflection stage a final evaluation or assessment was carried out, as follows:

Then, at this stage, an assessment is also conducted. Throughout the project, we conduct observations, as usual, using a rubric, or we can also conduct interviews like this. So, when carrying out the project to strengthen the Pancasila Student Profile, we observe and ask the children how they feel about carrying out the activities. What is assessed is the dimensions

of the Pancasila Student Profile taken for this project: faith, piety in God Almighty, mutual cooperation, and independence. From this, we know that some children have developed, developed very well, some are just starting to develop, and some have not developed at all, because it is impossible for all of them to be proficient (Interview, M).

In line with Mrs. M, the form of reflection carried out by Mrs. AR was also similar, she said that:

In P5, we reflect on this by establishing indicators in the assessment that align with the dimensions of the Pancasila Student Profile. So, we observe the process throughout the project, and observe the rubric. Is there any development in the children's creativity? Are they able to pray before carrying out activities, work together, carry out their projects well, think about what this waste can be processed into, and put the waste in its proper place? The assessment is carried out throughout the process; some experience changes, some become more agile. And we include all of this in the assessment rubric in the following P5 report card.https://drive.google.com/drive/folders/1UYW_yoCUeEe1wmdmleLnMUv-Q6XBxo_O

Based on interviews with Ms. SA, Ms. M, and Ms. AR, and supported by documentation, researchers can identify several approaches to developing modules. The first involves reviewing government modules and then understanding them to design them according to the topic at hand.

Based on the results of interviews with Mrs. IA, Mrs. NA and supported by the results of observations, the facilitator team for the Pancasila Student Profile strengthening project at SD Negeri 149 Palembang consists of a team of homeroom teachers and Islamic Religious Education teachers, for the Islamic Religious Education teacher who acts as a facilitator, Mrs. DN

During the planning stage, the school formed a facilitator team consisting of homeroom teachers, Islamic Religious Education teachers, and other teachers with relevant competencies. This team was tasked with designing the project's dimensions, themes, and time allocation. One of the themes implemented was a sustainable lifestyle through organic waste processing activities, implemented through a project garden program. The dimensions developed included mutual cooperation, tolerance, and independence, which align with the values of Islamic Religious Education learning.

During the preparation phase, the facilitator team developed a project module based on government modules and then adapted it to the school's needs. The module encompassed introduction, contextualization, action, reflection, and follow-up. During the implementation phase, project activities were conducted routinely, either weekly or in blocks, beginning with the reinforcement of religious values, such as prayer and memorization of the Quran and Hadith, as prerequisites for student involvement.

In the evaluation phase, assessments are conducted through an initial questionnaire to

identify student characteristics, observations during the activity, and a final assessment using a rubric developed by the facilitator team. Activity documentation in the form of photos and videos is used as supporting data in assessing student development as a whole. This can be seen on the school's YouTube channel and in the research team's documentation of the research implementation.<https://www.youtube.com/watch?v=f72LoFVznDM;>

<https://www.youtube.com/watch?v=IyZd2x5Ydk4;>

https://drive.google.com/drive/folders/1UYW_yoCUeEe1wmdmleLnMUv-Q6XBxo_O

Results of the Implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education Learning

In addition to the Pancasila Student Profile strengthening project which is implemented by integrating all subjects, Islamic Religious Education subject matter in Elementary Schools is also applied in the classroom, based on the results of an interview with Mrs. LN as the Deputy Head of Curriculum, she explained that we also have a strong religious program. Coincidentally, before teaching at this elementary school, I had previously taught at several leading integrated Islamic Elementary Schools in Palembang. I brought the experience I gained to this school, such as reading the Qur'an together before entering class, praying dhuha, reciting prayers and praying dhuhur in congregation after activities, the habit of being honest, maybe people know our area on the banks of the river a little less about education here. We want to prove that we are the same as other schools, even now we are a model for the implementation of driving schools,

Based on an interview with Mrs. DN, the results of implementing p5

Simply put, if in the previous curriculum, Islamic Religious Education teachers made projects with children only according to the material being studied, but in the Independent Curriculum, Islamic Religious Education teachers collaborate with all school residents, including Class Teachers, Physical Education Teachers, parents, and stakeholders to invite students to learn, try, seek information, and solve problems based on the themes carried out according to the needs of the school and students. Positive changes in the real lives of children become responsible for the environment to maintain cleanliness, care more about others, the character of students becomes better, children become more disciplined, responsible, more diligent in going to school because they are happy to go to school. Regarding memorization, thank God our students' memorization has increased because there is a program to get used to short letters, hadiths, and Asmaul Husana.

Based on the implementation of the strengthening of the Pancasila Student Profile and the learning of Islamic Religious Education that was carried out, the dimensions taken in the project were Faith, Devotion to God Almighty and noble morals, Mutual Cooperation and Independence. Based on the results of observations and interviews with several informants in the implementation of the Pancasila Student Profile Strengthening Program at SD Negeri 149 Palembang as follows

Dimensions of Faith, piety towards the Almighty God and Good Morals

Based on the indicators in the dimensions of believing in God Almighty and having noble character, it can be seen that students are able to apply these dimensions according to the indicators, based on an interview with Mrs. DN that:

In this 149 Elementary School, in implementing the Pancasila Student Profile in the PAI material, it does not stand alone but adapts to the dimensions that have been determined yesterday, we took the dimension of a sustainable lifestyle, in its implementation the Islamic Religious Education material is also included starting from praying before starting the implementation, inviting students to pray dhuha first and asking students who have not finished memorizing to memorize first, so the children when there are project activities to strengthen the Pancasila student profile are very enthusiastic because they are combined with other classes and the activities are outside the classroom, that's why our strategy as Islamic Religious Education teachers, gives students the requirement to memorize first before participating in the project, then for the assessment or language of the independent curriculum we apply it with five phases, namely Starting to develop, Developing, Developing as expected, and Very Developing, For memorization, thank God our students' memorization has increased because there is a program to get used to short letters, hadiths, and Asmaul Husana (Interview, DN).

This was also confirmed by informant DN. He explained that:

The Pancasila Student Profile activity does not stand alone, but all subject matter is included, including Islamic Education material which adapts to class material in each phase, every dimension must be included in the context of Islamic Religious Education, as the majority of religions in our school, the modules developed by the teachers in our school follow those that have been determined by the Government and then we modify them. (Interview, DN).

As for the results of the Pancasila Student Profile strengthening activities in accordance with the Module developed by the teacher, based on the activities that have been carried out according to Mrs. DN is after participating in the Pancasila Student Profile strengthening project activities that we routinely carry out every Saturday students can realize the importance of maintaining environmental cleanliness. This can be seen for themselves there is no litter scattered around the school environment and in the classroom, students can also maintain physical health by consuming healthy food/drinks. Able to provide reasons for the choice of food and drink consumed. In addition, students also memorize the hadith about cleanliness, and students memorize ablution movements and their recitations.

Demonstrate the ability to identify ways to maintain physical health, demonstrate the ability to care for oneself by consuming healthy food and drinks, be able to disciplinedly maintain physical health by consuming healthy food and drinks. Demonstrate awareness to always consume healthy food and drinks as a way to maintain physical health, be grateful for the diversity of food created by God, and get used to praying before and after eating/drinking.

Working together

So every Friday we have routine activities carried out by all those at the school, starting from students, teachers to school security guards, every project carried out is done together, which fosters a spirit of mutual cooperation among students at our school, for example on the theme of sustainable lifestyle, students are asked to work together to plant distula plants, the children work together who brings the planting media and seeds, with the activities carried out, students are more enthusiastic about going to school because they can work on projects together (Interview, DN).

Also added by informant NA who explained that:

The very visible results of the Pancasila Student Profile strengthening project are, the program has been successfully implemented in every project carried out in our schools, in addition, our students also succeeded in winning 3rd place in the Palembang regional language drama competition held by the South Sumatra Language Center, and there are several of our students who won the Islamic song singing group competition, Alhamdulillah, our children, even though we are on the banks of the Musi River, this does not prevent our students from achieving.

Apart from that, it was also seen when the researcher visited the school location and saw neat, clean classes and a clean field even though the school location is on the outskirts of Palembang city, SIn addition, in each class there are targets for verses of the Qur'an and Hadith that must be memorized by students according to their respective levels. For example, we saw that class 2 students were already able to memorize several hadiths, including hadiths about cleanliness, and other hadiths can be seen in the following link.https://drive.google.com/drive/folders/1GP715_KLLNMRwRrLKymK-Wlv0gYdKUM, Apart from that, students also support each other so that their friends can perform, which can be seen in the following video.<https://www.youtube.com/watch?v=IyZd2x5Ydk4&t=35s>. Apart from that, the mutual cooperation carried out by students can be seen in the Marketday activities carried out by each class once a month. This can be seen in the document of the Deputy Head of Elementary School Curriculum 149 Palembang City at the following link. <https://www.youtube.com/shorts/13woJKpzAG0>.

Independent

Independence in elementary school children is one of the important aspects in their character development. At this age, children begin to learn to do various activities without the help of others, which helps them build self-confidence and responsibility, one of the dimensions taken in the implementation of the Strengthening of the Pancasila Student Profile project developed at Elementary School 149 Palembang is Independent Character, this is based on an interview with the curriculum deputy, Mrs. LN:

We now need to instill the importance of independence in students, independence must be instilled from elementary school age, so that students can carry out their duties and obligations independently, even though they need assistance, they must still be completed by the students themselves, during the implementation of the independent curriculum we do not give homework (PR) to students, because every week there is a Pancasila Student Profile project activity, every activity we program is how to teach students to be independent(Interview, LN).

This is also in accordance with what was stated by Mrs. DN that:

We accustom our students to taking care of daily needs, such as wearing uniforms, preparing school supplies, and maintaining personal hygiene (bathing, brushing teeth). Children begin to learn to divide their time between study and play. They can begin working on schoolwork without constant reminders from parents or teachers. Elementary school children can already make simple decisions, such as choosing extracurricular activities, organizing their lunchboxes, or deciding how to spend their free time (Interview, DN).

In line with that, WN as the homeroom teacher for Class 4 also explained that:

in the learning process using the blended learning model, The ability of children to dare to express their opinions, both in the classroom and at home, and take the initiative in solving problems faced, dare to appear in front of many people such as during the Ramadhan Islamic boarding school, children learn to be responsible for the tasks given, such as taking care of personal belongings, taking care of stationery, or carrying out cleaning duties in the classroom. By developing this independence, children in elementary school will be better prepared to face the challenges of life in the future, both at school and outside the educational environment (Interview, WN).

The ability of students to perform tasks or make decisions without relying on the help of others. In the context of individual development, independence is very important because it reflects a person's ability to manage their own life, solve problems, and be responsible for their actions and choices. This can also be seen in the Pancasila Student Profile strengthening project activities programmed by the School. The independence of students at this school can also be seen in the work produced by students published on the YouTube account of the vice principal for curriculum at the following link.<https://www.youtube.com/shorts/VJptN47wCOc>. Apart from that, student independence can also be seen in the activities carried out in the Pancasila Student Profile strengthening project which is documented in the following

documentation.<https://www.youtube.com/watch?v=Fo2ObWhfh0o>.

Discussion

The implementation of the Pancasila Student Profile Strengthening Project (P5) in Islamic Religious Education (PAI) learning at SD Negeri 149 Palembang shows that the integration of Pancasila values and religious values can take place synergistically through a contextual project-based approach. This is evident in how students not only understand the concept of values, but also implement them in everyday life through real activities designed in the project. Activities that begin by linking the real conditions of students' lives indicate that learning has fulfilled the contextual principle as stated by Zahrah & Mawasil (2023), that the implementation of P5 begins with an introduction to the reality of everyday life. In addition, the involvement of the facilitator team in designing and implementing the project strengthens the structured implementation, in line with the opinion of Melati et al. (2024) who emphasized the importance of facilitators in determining the allocation of resources, time, and teacher mentoring. This process shows that learning is no longer partial, but rather is comprehensively integrated between cognitive, affective, and psychomotor aspects. The choice of a theme like sustainable lifestyle also demonstrates an effort to simultaneously connect Pancasila values, religious teachings, and the realities of students' lives. This reinforces the finding that project-based learning can build deeper and more relevant understanding for students. Therefore, the implementation of P5 in Islamic Religious Education (PAI) learning can be viewed as a form of holistic learning implementation aligned with the objectives of the Independent Curriculum.

The research findings, which demonstrate the development of the dimensions of faith and piety, mutual cooperation, and independence, reinforce the effectiveness of the project-based approach in instilling character values. The religious dimension, instilled through memorization of the Qur'an and Hadith, serves as the foundation for developing students' noble behavior. Meanwhile, the mutual cooperation dimension develops through collaborative activities such as maintaining environmental cleanliness and market day activities that involve cooperation between students. The independence dimension is also evident in students' ability to complete project assignments independently and produce creative work. These findings align with research by Farhana & Cholimah (2024), which states that P5 can improve students' character dimensions, especially in the aspects of religion, mutual cooperation, and creativity. Furthermore, these results are supported by the findings of Javanisa et al. (2021), which show that project activities can be a

means to improve students' quality and character. The process of internalizing values becomes more effective because students are directly involved in meaningful learning experiences. This demonstrates that integrating P5 into Islamic Religious Education (PAI) learning can bridge the gap between theory and practice. Thus, learning is oriented not only toward cognitive achievement but also toward the development of sustainable attitudes and behaviors.

Overall, the findings of this study indicate that the implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education (PAI) learning is not merely an additional program, but rather a strategic approach to holistically shaping students' character. This aligns with the views of Asariskiansyah & Ramadan (2024), who emphasize the importance of interactive and exploratory learning in building an understanding of Pancasila values. A learning process that integrates religious and national values contextually can create meaningful and sustainable learning experiences. Furthermore, the implementation of P5 also demonstrates that learning can be designed flexibly without losing the essence of the values to be achieved. These findings imply that the integration of P5 in Islamic Religious Education (PAI) learning can be an effective learning model for strengthening student character in elementary schools. Furthermore, the results of this study also open up opportunities for further research on more optimal implementation strategies and their long-term impact. Thus, character strengthening through the integration of P5 and PAI can be a solution to address increasingly complex educational challenges.

CONCLUSION

State Elementary School 149 Palembang City has comprehensively implemented the strengthening of the Pancasila Student profile since 2023 with an implementation scheme carried out every Saturday, the theme taken is in accordance with government policy and its implementation is improved by stakeholders in the school, the implementation of the strengthening of the Pancasila student profile as follows Implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education (PAI) learning at State Elementary School 149 Palembang. Based on the results obtained. Islamic Religious Education (PAI) learning is integrated with the values in the Pancasila Student Profile, such as faith and piety to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity. These values can be taught through various relevant religious themes. These Pancasila values are applied in schools to strengthen character education through holistic thematic learning through the Pancasila Student

Profile Strengthening Project (P5). State Elementary School 149 Palembang has a driving teacher who is directly involved in the planning that will be implemented. This learning project is planned in an organized manner, with specific timelines. During the planning stage, teachers have the opportunity to select learning tools developed with various specific themes. During the preparation stage, the school forms a facilitator team tasked with developing project modules to strengthen the Pancasila Student Profile and analyzing the modules developed collaboratively through discussion. Facilitators are not only classroom teachers but also selected from competent teachers in their fields. This school has five driving teachers who act as motivators for other teachers, namely the introduction, contextualization, action, reflection, and feedback stages. This is then continued with implementation. Finally, teachers also conduct assessments.

The results of the implementation of the Pancasila Student Profile Strengthening Project in Islamic Religious Education learning at the Driving School at SD Negeri 149 Palembang The Pancasila Student Profile strengthening program at SD Negeri 149 Palembang provided results, namely the achievement of the dimensions of faith and piety in God Almighty and noble character in accordance with student indicators in elementary schools based on their respective phases. The Islamic Religious Education teacher's strategy requires students to memorize first before participating in the project, then for the assessment or language of the independent curriculum we apply it with five phases, namely starting to develop, developing, developing as expected, and very developed. The results of the Pancasila Student Profile strengthening activity in accordance with the module developed by the teacher show students' awareness of its usefulness in everyday life. The second result is mutual cooperation to build cooperation, solidarity, and a sense of togetherness among students carried out at SD Negeri 149 Palembang. Evidence of mutual cooperation is shown, among others, by the results of student mutual cooperation in terms of cleanliness with neat, clean classes and clean fields even though the school is located on the outskirts of Palembang. In addition, in each class, there are targets for verses of the Qur'an and hadith that must be memorized by students according to their respective levels. Student independence after implementing P5. In the context of individual development, independence is very important because it reflects a person's ability to manage their own life, solve problems, and be responsible for their actions and choices, this can also be seen in the Pancasila Student Profile strengthening project activities programmed by the School, student independence in this school can also be seen in the work produced by students published on the YouTube account of the vice principal for curriculum at the following

link<https://www.youtube.com/shorts/VJptN47wCOc>. In addition, student independence can be seen in the activities carried out in the Pancasila Student Profile strengthening project, which is documented in the following documentation.<https://www.youtube.com/watch?v=Fo2ObWhfh0o>

REFERENCES

- A.Muri Yusuf. (2014). *Metodologi Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Prenamedia Group.
- A'Yun, Q., & Dkk. (2023). Penerapan nilai iman, taqwa dan akhlak mulia profil pelajar pancasila dalam membentuk karakter islami siswa". *Jurnal Pendidikan Islam*, 16(1), 15.
- Asariskiansyah, & Ramadan, Z. H. (2024). Peran Penting Guru dalam Penerapan Proyek Penguatan Profil Pelajar Pancasila di Sekolah Dasar : Studi Kasus di SD Negeri 17 Pekanbaru. *Didaktika: Jurnal Kependidikan*, 13(2), 1425–1434.
- Aulia Pramita Sari, Zumrotun, E., & Sofiana, N. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila pada Siswa Sekolah Dasar. *Pedagogia: Jurnal Ilmiah Pendidikan*, 16(1), 43–46. <https://doi.org/10.55215/pedagogia.v16i1.9884>
- Emzir. (n.d.). *Metodologi Penelitian Kualitatif Analisis Data*. PT. Raja Grafindo Persada.
- Farhana, G., & Cholimah, N. (2024). Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Peningkatan Karakter Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 8(1), 137–148. <https://doi.org/10.31004/obsesi.v8i1.5370>
- Indrawan, Rully, Yaniawati, R. P. (2014). *Metodologi penelitian: Kuantitatif, kualitatif, dan campuran untuk manajemen, pembangunan, dan pendidikan*. Refika aditama , 2014.
- Javanisa, A., Fauziyah, F. ., Melani, R., & Rouf, Z. A. (2021). *Implementasi Kurikulum Merdeka Terhadap Motivasi Peserta Didik*.
- Kepmendikbudristekdikti. (2022). Pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran. *Menpendikbudristek*, 1–112. https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix_Salinan_JDIH_Kepmen_Perubahan_56_Pemulihan_Pembelajaran.pdf
- Khosiyati, K., Tamam, B., Wahyuni, E. A., Sidik, R. F., & Rakhmawan, A. (2023). Identifikasi Kemampuan Berargumen Siswa Smpn 24 Gresik Pada Materi Pencemaran Lingkungan. *Natural Science Education Research*, 6(1), 35–43. <https://doi.org/10.21107/nser.v6i1.16613>
- Maula, A., & Rifqi, A. (2023). Peran Kepemimpinan Sekolah dalam Mewujudkan Project Penguatan Profil Pelajar Pancasila (P5) di SDN Sidotopo I/48 Surabaya. *Journal Edu Learning*, 2(1), 73–84.
- Melati, P. D., Rini, E. P., Musyaiyadah, & Firman. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dalam Kurikukulum Merdeka di Sekolah Menengah Atas (SMA). *Edukatif: Jurnal Ilmu Pendidikan*, 6(4), 2808–2819.
- Miles, M.B, Huberman, A.M, dan Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3. Terjemahan Tjetjep Rohindi Rohidi*. UI-Press. Sage Publications.
- Nurlaeli, Febriani, T., Syarifuddin, A., Hamzah, A., & Tastin. (2023). Creativity of Driving Teachers in Developing Learning Interests of Class V Elementary School Students. *MIMBAR PGSD Undiksha*, 11(2), 324–334. <https://doi.org/10.23887/jjpgsd.v11i2.61615>
- Rizkasari, E. (2023). Profil pelajar Pancasila sebagai upaya menyiapkan generasi emas Indonesia. *Jurnal Ilmiah Pendidikan Dasar*, 10(1), 50. <https://doi.org/10.30659/pendas.10.1.50-60>
- Sufyadi, S., Harjatanaya, T. ., Adiprima, R., Satria, M. R., Andiarti, A., & Herutami, I. (2021). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. Pusat Asesmen dan Pembelajaran

Kemendikbud.

- Susilawatii, E., & Dkk. (2021). Internalisasi nilai Pancasila dalam pembelajaran melalui penerapan profil siswa pancasila berbantuan platfotm merdeka mengajar. *Jurnal Teknodik*, 25(2), 155–156.
- Tri Sulistiyaningrum dan Moh. Fathurrahman. (2024). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) Pada Kurikulum Merdeka di SD Negeri 18 Kota Padang. *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa*, 3(1), 194–199. <https://doi.org/10.58192/insdun.v3i1.1819>
- Wati, S. O. A., & Andari, S. (2022). Perencanaan Projek Penguatan Profil Pelajaran Pancasila (P5) dalam Implementasi Kurikulum Merdeka di SMA Pertiwi I Padang. *Jurnal Inspirasi Managemen Pendidikan*, 11(4), 875–888.
- Yunazar, R., Aranssy, A. P., Utami, D. P., Irsandhi, M. M., & Karimah, W. Al. (2023). Analisis Tematik Hambatan Projek Penguatan Profil Pelajar Pancasila di Sekolah. *Edutech Journal of Educational Tecnology*, 22(3), 295–310.
- Zahrah, F., & Mawasil, H. (2023). Penerapan Projek Penguatan Profil Pelajar Pancasila (P5) Untuk Melatih Soft Skill Siswa Madrasah Ibtidaiyah. *Jurnal Prakarsa Paedagogia*, 6(2), 812–817.