

Creating Students with Superior Character: Implementation of P5 Project in Mobilizing Schools

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Abstract

This study aims to show and describe the implementation of the Pancasila Student Profile Strengthening Project (P5) at Bina Mulya High School, one of the pioneers of mobilizing schools in Pringsewu Regency, Lampung Province. The implementation of the project is crucial because there have been many incidents of violence, discrimination, and disrespect between religious communities in Indonesia due to a lack of understanding of the values of Pancasila as the basis of national unity and unity to realize the strengthening of the profile of Pancasila students and prepare a superior generation in the 21st century. The research method used is Descriptive Qualitative with data collection techniques through observation, interviews, and documentation. The results showed that the P5 Pancasila student profile strengthening project positively impacted students' understanding of Pancasila values and students' activeness in applying these values in daily life. The themes used by Bina Mulya High School are Voice of Democracy (24 Activities), Entrepreneurship (17 Activities), and Building His Spirit to Build His Body (19 Activities) which are carried out in 5 stages of the activity flow, namely Introduction, Contextualization, Action, Reflection, and Follow-up.

Keywords

Independent Curriculum; Pancasila Students; P5 Program; Mobilizing Schools

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1. INTRODUCTION

Education in the 21st century continues to develop following technological developments and globalization. Therefore students need to be prepared to be able to have abilities and skills that are relevant to the needs of that era. Problem-solving skills, critical thinking, initiative, self-direction, and social and cross-cultural skills are emerging as essential in 21st-century education for sustainable careers (Karaca-Atik et al., 2023). This is also by the Ministry of Education and Culture (2022) in the Project Development Guide for Strengthening the Pancasila Student Profile, which states that the competence of the Pancasila student profile pays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors associated with the context of life and challenges of the Indonesian government in the 21st century which is facing the industrial revolution 4.0. Education in the 21st century also emphasizes life skills and includes digital information technology as part of the learning process, intending to help students understand and use technology effectively. In 21st-century education, teachers act as facilitators, help students find and understand information independently, and develop creative and innovative thinking skills (Mondal, 2019). The approach focuses on active and problem-based learning to ensure students have a solid understanding and can apply their knowledge and skills in real situations. In a problem-based approach, teaching activities are carried out with challenges, finding solutions, and producing or developing project products (Hwang et al., 2020). Therefore, students have an active role in the learning process and are guided to obtain solutions to the problems faced. Learning in the Pancasila student profile strengthening project becomes a means of achieving the Pancasila student profile. It allows students to "experience knowledge" as a process for enhancing character and a chance to learn from the surrounding environment. This P5 project is a program run by the Ministry of Education of the Republic of Indonesia to instill the ideology of the State of Pancasila in students to face 21st-century education in all schools in Indonesia.

The Indonesian government is essential in preparing education for the 21st century. The Government of Indonesia has done many things to face the challenges that will arise in the development of education in the 21st century; this includes curriculum changes. The curriculum implemented is the Merdeka Curriculum which emphasizes the skills and competencies needed to overcome the challenges of this century, such as problem-solving, collaboration, creativity, communication, and information technology capabilities. The government has focused on educational innovations by introducing programs integrating technology and focusing on quality learning by identifying skills to be acquired. Identifying the skills acquired by these students will produce students who can become independent learners, and teachers can use their role as facilitators. As an educator, designing quality learning in the form of challenges also allows students to use and improvise skills to progress (Ahmed et al., 2021).

Changes and transformations in the field of education in Indonesia with the existence of the Merdeka Curriculum aim to prepare students as future generations who are ready to face the new challenges of the 21st century. The curriculum has a crucial role in developing the world of education because, without the right curriculum, students cannot obtain learning goals and targets in time (Yana. A.D. et al., 2022). To improve the quality of education in Indonesia, in addition to implementing the Independent Curriculum, the government also introduced new programs, namely the Pancasila Student Profile Strengthening Project (P5). According to (Kemdikbud, 2022), The Pancasila Student Profile Strengthening Project (P5) is a cross-disciplinary learning in observing and thinking of solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile. Through the Pancasila student profile, it is hoped that Pancasila, which is the State Ideology, can become a new strategy in responding to challenges and as a unique solution to the problems that occur in Indonesia by improving the skills of skilled Human Resources and realizing a society with a strong character with Pancasila ideology (Masitoh & Nursalim, 2023).

The Pancasila Student Profile (PPP), as part of the Merdeka Belajar Curriculum, is designed to describe the competencies that the Indonesian education system wants to produce with character (Aisyah & Nawawi, 2023). The Merdeka Curriculum and the P5 Project are closely related and

complementary. The P5 project encourages students to understand and have attitudes and behaviors based on Pancasila values such as Gotong Royong, People's Sovereignty, and Democracy. This is very much in line with the objectives of the Merdeka Curriculum, which wants to form students who have the spirit of Pancasila and can hold fast to these values in everyday life.

The Strengthening the Profile of Pancasila Students (P5) project in the Independent Curriculum can significantly impact Mobilizing Schools. With P5 implemented in Sekolah Pengmobil, students can better understand the values of Pancasila as the foundation of the country and build strong character based on these values. The Mobilization School program is an effort to realize the vision of Indonesian Education in learning an advanced Indonesia that is sovereign, independent, and personable through creating Pancasila students (Syafi'i, 2021). The Mobilization School can be an example for other schools in instilling character education for the Pancasila student profile. The characters in the Pancasila student profile emphasize faith, fear of God, mutual assistance, independence, global service, critical reasoning, and creativity. (Mariana, 2021).

Implementing P5 in Mobilizing School can help students develop an attitude of tolerance, mutual respect, and respect for diversity in the learning environment. Sekolah Penggerak is a school that focuses on developing overall student learning outcomes by realizing the Pancasila Student Profile, which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with excellent human resources (Simarmata et al., 2022). The government has carried out the distribution of Mobilizing School in realizing the optimization of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum to all regions in Indonesia, one of which is at Bina Mulya High School in Pringsewu Regency, Lampung Province. Bina Mulya High School is the Mobilization School in the district and has implemented the P5 project and has been successful.

Based on the results of an initial interview with a mobilizing teacher at Bina Mulya High School, Pringsewu Regency, Lampung, on March 6, 2023, together with Mrs. Lulu Mutoharoh, M.Pd, that Bina Mulya High School has become a Mobilization School in Pringsewu Regency and has implemented the latest curriculum, namely the Independent Curriculum and has implemented the Pancasila Student Profile Strengthening Project (P5). Bina Mulya High School was chosen as the location for research on the Strengthening the Profile of Pancasila (P5) Students project because this school is Mobilization School, Pringsewu Regency in the implementation of the Independent Curriculum, besides that this school provides relevant data and information on the topic of problems related to the implementation of this P5 project such as data related to the performance of learning, understanding of the P5 project and extracurricular activities related to Pancasila, and so on. Bina Mulyan High School also has varied student backgrounds in terms of social, ethnic, or cultural experiences and easy accessibility and affordability. As a Mobilization School, of course, Bina Mulya High School is one example of surrounding schools implementing P5 because the Mobilization School focuses on holistically developing student learning outcomes by realizing the Pancasila Student Profile, which includes competencies and characters starting with superior human resources. Therefore, based on this, researchers are interested in researching the Implementation of the Pancasila Student Profile Strengthening Project (P5) at the Mobilization School at Bina Mulya High School.

Research on implementing the P5 project in Mobilizing School is critical because Mobilizing School is a program to improve the quality of education in schools as a whole, both for principals, school supervisors and, teachers, students. The Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 162/M/2021 concerning the Driving School Program (2021) states that the Mobilizing School Program is a program that focuses on improving the competence of students holistically further to encourage the realization of the Pancasila student profile. The selection of Mobilizing School is carried out through the selection of school principals and is determined jointly between the Ministry of Education and Culture and the Regional Government. Based on this, the Mobilizing School Program is a collaboration between the Ministry of Education and Culture and Regional Governments, so financing is budgeted by both parties, from the APBN and APBD. Based on

this presentation, research on the project to strengthen the profile of Pancasila Students (P5) in Mobilizing School is fascinating to be carried out. Especially in the current era of globalization, national identity based on Pancasila values is an essential factor in maintaining the integrity and unity of the nation. In the face of the challenges of globalization and rapid social change, it is crucial to strengthen the younger generation's understanding of the values of Pancasila. This research is urgent to provide a better experience of the profile of Pancasila learners and provide concrete steps to increase their awareness and understanding. This study aims to describe the Implementation of the Pancasila Student Profile Strengthening Project at the Mobilizing School, namely the P5 Project at Bina Mulya High School.

2. METHODS

This research uses research methods with a Qualitative Descriptive Approach. Field observation, interviews, documentation, and literature studies were carried out in data collection in this study. Data collection is conducted to find information, research data, and analyze documents related to research problems. Field observations are carried out to know, observe, and research directly and closely related to the activities and implementation of the P5 program. In addition, researchers conducted interviews with principals, teachers, and leaders of the Pancasila Student Profile Strengthening Project (P5) at Bina Mulya High School. Here are 26 questions for a structured interview:

Table 1. Interview Questions

Interview with Muhammad Alimi, S.Pd., Gr (Principal of Bina Mulya High School)		
No	Question	Answer
1	How did it start to become a Mover School?	Initially, the Ministry of Education and Culture opened registration for principals in Provinces and Districts / Municipalities selected to organize the Mobilizer School program. Principals who apply will be selected and then determined by a panel team.
2	What are the school's vision, mission, and goals related to the implementation of the Strengthening the Profile of Pancasila Students (P5) Project in your school?	This school's Vision, Mission, and Goals are very much to the values of the Pancasila Student Profile, namely 1. Have faith, fear God Almighty, and have a noble character. 2. Global diversity. 3. Work together. 4. Independent. 5. Critical reasoning. 6. Creative
3	What themes are used in P5 activities at this school?	The P5 themes were Voice of Democracy, Entrepreneurship, and Build Body and Soul.
4	What are the results of the project generated from this P5?	Voice of Democracy: Student Council President Election Campaign Poster, Candidate Debate Forum, Ballot, Election Smart Home (RPP), and Gallery Walk Entrepreneurship: Utilization of Wood Waste as a potential area to produce Stationery Boxes, Tissue Boxes, Potog Pads, Miniatures, and Wooden Dolls Build the Body Soul: Anti-Bullying Movement, Films about Bullying, Posters, Poetry Music
5	What is your and your staff's experience implementing P5 in schools, and what are the challenges?	This implementation is very memorable and teaches students about life skills, the challenge is adjusting class hours, and projects carried out.
6	How do schools ensure that the values of Pancasila are reflected in the learning and extracurricular programs held at the school?	The school always evaluates every P5 activity carried out and uses assessment sheets to see the project's success through the Role of Formative and Summative Assessment in the Project Profile and the rubric of achievement.
7	What is the role of parents and communities in supporting P5 implementation in schools?	The community and parents become partners in implementing P5 through projects carried out.

8	How do schools ensure that teachers and staff also understand the values of Pancasila and can set an example for students?	Conduct regular coaching for educators in the school environment, such as In House Training and training from local agencies.
9	Does the school carry out any special programs or activities to strengthen the implementation of P5 and Pancasila values in schools?	To strengthen the P5 Project in schools, additional activities were also given, such as the Daughterhood Program and BBQ (Bina Baca Al-Quran)

Results of Interview with Lulu Muthoharoh, M.Pd (Teacher Mobilizer)

1	What benefits do students derive from implementing P5 in schools?	Students can obtain direct learning on each project and learn in class by the dimensions of the Pancasila student profile.
2	What is the series of activities in the P5 activity?	The series of activities are divided into 2, namely Conceptual Activities, namely explaining the theme and things that will be used in the project, and Contextual Activities, which are activities related to activities directly jumping into the project place.
3	How do you integrate Pancasila values into your lesson plan?	These values are integrated in the Problem Based Learning method or problem-based learning in the classroom.
4	What was the biggest challenge you faced in implementing P5 in your classroom?	The biggest challenge is to make students consistent to continue to develop their abilities and skills in the project.
5	How do you work with your colleagues to strengthen school-wide P5 implementation?	The collaboration carried out is to create P5 project modules with colleagues in the same field, as well as do learning modules in the classroom.
6	What benefits do you see from implementing P5 in your classroom?	Students become more active in the learning process, independent, and critical in discussing
7	Are there any suggestions or recommendations you would like to give to improve P5 implementation in schools?	We recommend that the implementation of P5 can pay attention to the calculation of learning hours in each project.

Interview Results with Dwiky Arya Itmamul Wafa (Student Council of Bina Mulya High School)

1	How many Themes in P5 Activities do students do?	All students at Bina Mulya High School carry out at least three themes in Project P5.
2	How are the values of Pancasila applied in your school?	Pancasila values are applied to all classroom learning at every meeting.
3	How do you feel after learning about the values of Pancasila at school?	Being active when learning and better understanding each learning has values that are important for life in society.
4	How is P5 applied in this School? Is it per individual or group?	P5 Project activities are carried out in groups.
5	How do you apply the values of Pancasila in family and community life?	The values that have been taught in my school are transferred to my neighborhood as to my sister.
6	What do you think about the importance of understanding and applying the values of Pancasila in everyday life?	This is very important because the values contained help me in socializing in society.
7	What do you think about extracurricular activities at your school that support P5 implementation?	Extracurriculars at school support this P5 activity and even collaborate for film performances of works at the time of the P5 work degree.
8	What do you like most about implementing P5 at your school?	The most preferred thing is that learning to be successful is not monotonous because it is taught new things that have not been encountered before.
9	How do you play a role in strengthening P5 implementation in your school?	I am actively involved in every P5 Project activity either as a member of the Group Project or as chair.
10	What are your hopes for implementing P5 in your school in the future?	Hopefully, P5 projects like this will continue to be carried out and accompanied by newer, more exciting sub-programmes.

For data collection, researchers also conduct documentation to collect written archives, images, photos, videos, and other documents relevant to the research. In addition, the researcher conducts a literature study of various references pertinent to the observed problem and uses additional sources. Additional data sources come from shareable written sources from scholarly books and magazines, sources from archives, personal documents, and official documents. After collecting the data, the following process is to analyze the data. The data analysis method that researchers do is to use the Miles & Huberman Data Analysis Method.

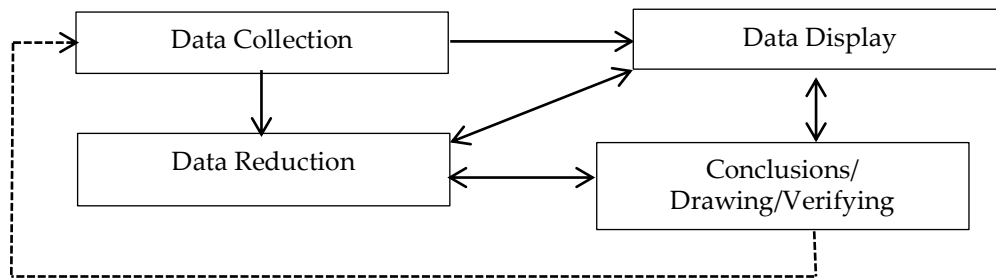


Figure.1. Interactive Data Analysis Model

Based on this, the framework researchers use in this case is data reduction, then displaying the data, and the final step is to verify the data or draw conclusions (Hashimov, 2015). This stage can be understood, namely, (1) Data reduction; at this stage, researchers carry out a series of activities in reducing and summarizing the findings in the field through observation, interviews, and documentation, so that the data collected get the primary data that describes the conditions in the field; (2) Data Presentation is a stage where researchers compile a series of data obtained so that it is easy to understand; (3) Drawing Conclusions, at this stage, the researcher conducts data verification activities and reviews the data collected, so that reasonable conclusions are obtained. The framework demonstrates the interactive nature of data collection and analysis processes, so it can be understood that data collection processes are an integral part of data analysis (Rijali, 2019). This research institution uses 26 questions, nine questions for the principal of Bina Mulya High School, 7 for mobilizing teachers, and 10 for students. Based on the procedures passed, the results of this research can provide new benefits and insights for readers about implementing the Pancasila Student Profile Strengthening Project at the Mobilizing School at Bina Mulya High School.

3. FINDINGS AND DISCUSSIONS

Findings

Bina Mulya High School is a private school in Pringsewu Regency Lampung and has become a Mobilization School under the auspices of the Ministry of Education, Culture, Research, and Technology; this has caused the school to implement the Independent Curriculum in which it implements efforts to realize the Pancasila Student Profile through the Pancasila Student Profile strengthening project (P5). Based on the results of an interview with Mr. Muhammad Alimi, S.Pd., Gr as the Principal of Bina Mulya High School on March 13, 2023, it can be seen that Bina Mulya High School has become a Mover School in Pringsewu Regency, this began when the Ministry of Education and Culture opened registration for school principals in Provinces and Districts / Municipalities who have been selected to organize the Mobilizer School program. The principals who register will be selected and then determined by the panel team, as the Mobilization School of Bina Mulya High School has implemented the Pancasila Student Profile Strengthening Project well and with a series of stages running successfully. The projects carried out are expected to strengthen the profile of Pancasila Students. (Nurasiah et al., 2022) State that the Pancasila student profile is a character and ability built in students' lives through the habituation of school culture and implementation of extracurricular, co-

curricular, and extracurricular learning.

As a cross-disciplinary project, implementing the P5 Project at Bina Mulya High School has applied principles by the guidelines, namely Holistic, Contextual, Student-centered, and exploratory, to provide benefits for academic units, educators, and especially for students. The results of an interview with the Driving Teacher at Bina Mulya High School, Mrs. Lulu Muthoharoh, M.Pd on March 13, 2023, it can be seen that the P5 Implementation at Bina Mulya High School is divided into a series of activities, namely Conceptual Activities, namely explaining the theme and things that will be used in the project and Contextual Activities, namely activities related to activities directly jumping into the project place.

Implementing the P5 Project at the Mobilization School at Bina Mulya High School has allowed students to explore their potential abilities further and learn from the surrounding environment to strengthen their character-building process. This is in line with Gunawan & Suniasih's (2022) opinion which states that students can apply Pancasila values by studying Pancasila student profiles, such as devotion to God Almighty, and noble morals, global diversity, mutual assistance, critical thinking, creative, independent. Students' character development process requires social support from the setting of these learners. It provides encouragement that influences children's psychological, social, and emotional experiences, including family, teachers or coaches, and peers (Pramono et al., 2023). In addition, three aspects of school components support the formation of the character of its students, namely facilities and infrastructure, participating in activities or competitions, and awards or awards. Therefore, implementing the P5 Project at Bina Mulya High School has positioned itself to become an institution that strives to support learning and strengthen citizenship in students. Every material delivered in the learning process will apply character values.

The P5 project implemented at Bina Mulya High School as part of the Independent Curriculum implemented by the government in facing changing times has undoubtedly become an essential solution in the development of student character because technological developments such as the internet cause the development of student character in the Industrial Revolution 4.0 to be very different from the previous generation (Huda et al., 2022). This is why character education needs to be implemented with the Strengthening Pancasila Student Profile (P5) Project as early as possible. Character education is required for primary education, which is the entrance for a person to be able to continue the journey to the next level. As a way of life, Pancasila provides direction and a foundation for developing the nation's character. (Maisyaroh et al., 2023). By guide P5 of (Kemdikbud, 2022), Class X has provisions for SMA/MA/SMALB/Package C level by taking 3 to 4 profile projects with different themes. The themes at Bina Mulya High School are selected through the readiness stage of education units, educators, and students, national learning calendars, and issues or topics currently hot. Bina Mulya High School, as a Mobilization School in Pringsewu Regency, carries out projects that help create Pancasila students with solid character by taking several themes, namely:

Table 2. P5 Project Theme at Bina Mulya High School

No	Theme	Subthemes	Description	Activity	Project Builder
1	Voice of Democracy	Democratic System in the School Environment	This theme aims to train students to use systematic thinking skills and understand the relationship between the role of individuals in the continuity of Pancasila democracy.	26 interrelated activities with a total allocation of 64 meeting hours.	Arica Imbaro Setiawan, S.Pd. , Lulu Muthoharoh, M.Pd., Niken Khaira Umami, S.Psi.
2	Entrepreneurship	Utilization of Wood Waste as a Regional Potential	This theme aims to identify economic potential at the local level and the problems that exist in developing this potential,	17 interrelated activities with a total allocation of 162 Lesson Hours	Muhammad Alimi, S.Pd., Gr., Desy Andriyani, S.Pd., Ayu Dewi Ningrum, S.Pd.,

			as well as its relation to environmental, social, and community welfare aspects as well as training in implementing entrepreneurship programs.		Gr.
3	Build His Body and Soul	Prevent School Bullying (CAKEPLAH)	This theme aims to build awareness and skills to maintain physical and mental health for himself and those around him.	Nineteen interrelated activities with a total allocation of 107 hours.	Niken Khaira Umami, S.Psi., Arica Imbaro Setiawan, S.Pd., Lulu Muthoharoh, M.Pd.

The Pancasila Student Profile Strengthening projects have been carried out at Bina Mulya High School with project subthemes tailored to school needs and designed a series of activities by each teaching teacher. As a ginger school, the school has many benefits in implementing these projects. The Mobilization School Program is a refinement of the previous school transformation program. The mobilizing school program has caused the acceleration of public and private schools to be more advanced in several stages. Many benefits include accelerating the achievement of the Pancasila learning profile, obtaining an additional budget for purchasing books for learning with a new paradigm, receiving intensive assistance, and accelerating school digitalization (Sakdiah et al., 2023).

In the Development of the Pancasila Student Profile Project Activity Flow at Bina Mulya High School, Educators, in collaboration with the Project Facilitator Team, create a flow containing project activities, using a mutually agreed activity structure, in this case, Bina Mulya High School uses five stages of activity flow, namely Introduction, Contextualization, Action, Reflection, and Follow-up. The following are the details of the activity flow of the Pancasila Student Profile Strengthening Project at Bina Mulya High School:

Table 3. Profile Project Activity Flow Development

Phase	Voice of Democracy	Entrepreneurship	Build His Body and Soul
A: Introduction	Seven activities: Creating a Mandala, Equal Discourse, Simple Research, Guest Speakers, Self-Understanding and Situations, Role Playing, Critical Discussions, and Presentations	Four activities: Getting to Know Entrepreneurship, Exploring Your Potential, Fostering an Entrepreneurial Attitude, Guest Speaker (Entrepreneur)	Guest Speakers, Self-Understanding and Situations, Formation of the Committee, Mini Concert, Role Playing Mini Concert, Critical Discussion
B: Contextualization	Four activities: Social Media Usage Styles, Expressing Opinions through Social Networks, Discussion on Building a Culture of Democracy in Schools, Collection of Learning Documentation (Portfolio)	Eight activities: Getting to Know the Potential of the Region, Entrepreneurial Ethics, Regional Resource Analysis through entrepreneurship case studies, A Visit to a Woodworker's Site, Presentation of the results of problem identification, Exploring Ideas, Business background Business analysis, production aspects, finance,	Seven activities: Building an Anti-Bullying Culture , Establishment of an Anti-Bullying, Task Force in schools , Documentation of Anti-Bullying, Embodiment Activities , Student Appointments and Pledges, Scenario Socialization, Scenario Guidance Period for the Expert Team, Best Screenplay, Announcement

C: Action	13 activities: Formation of the Committee, Planning the Student Council, President Election Mechanism, Campaign, and Counseling on the Importance of Democracy , Voting planning for elections, Role Playing Simulation, Registration, Selection, and Candidate Assignment, Election Preparation Meeting, Realization, and Action, Candidate Debates, Election Smart Home, Voting Evaluation Democracy Student Pledge, Gallery Walk	Proposal development Two activities: Creating Works, Product Evaluation	and Reflection Three activities: The Process of Making Anti-Bullying Socialization Media, Formation of the Celebration Committee, Teamwork Meetings and Simulations
Reflection	Individual reflection on the entire learning process	Individual reflection on the entire learning process	Individual reflection on the entire learning process
Follow-up	Summative assessment	Summative assessment	Summative assessment

The Pancasila student profile project at Bina Mulya High School was carried out in the middle of the semester of the 2021/2022 academic year, with scheduling carried out regularly on Saturdays. This project is carried out by dividing groups in each class. The division of groups in each category is divided into 4-5 groups with members of about 5-10 students. The results of an interview with Dwiky Arya Itmamul Wafa (Student Council of Bina Mulya High School) on March 13, 2023, showed that through the division of groups for the Strengthening Project, strengthening the profile of Pancasila students (P5), it has added to his understanding that being active when learning. A better experience of every learning has essential values for life in society.

At the end of the successful implementation of the project at Bina Mulya High School, an event called the Exhibition or Work Degree was held. An exhibition is a show of works of art, production goods, and so on that present, show a product both from technology, industry, academia, and so on with the purpose of promotion and in the framework of scientific exhibitions held indoors and outdoors (Wangsa et al., 2020). Work Degree activities at Bina Mulya High School implement ideas or innovations students have developed by their respective groups. This working title is carried out according to the end of the performance of each theme so that in 3 themes, three work titles are carried out. This work degree activity is also used as an event to introduce the P5 Project to school residents, the surrounding community, and guardians or parents. The following are some of the works of Bina Mulya High School students in the Implementation of the Pancasila Student Profile Strengthening Project:

Table. 4. Results of the P5 Project at Bina Mulya High School

No	Theme	Works
1	Voice of Democracy	Student Council President Election Campaign Poster, Candidate Debate Forum, Ballot, Election Smart Home (RPP), and Gallery Walk
2	Entrepreneurship	Utilization of Wood Waste as a potential area produces Stationery Boxes, Tissue Boxes, Cutting Mats, Miniatures and Wooden Dolls, Key Chains.
3	Build His Body and Soul	Anti-Bullying Movement, Movies about Bullying, Posters, Poetry, Music, Mental Health

Based on the table, the P5 projects organized by the Mobilization School at Bina Mulya High School display various works. The implementation of the exhibition began with an opening carried out by the facilitator project team, which each group then assessed by conducting questions and answers on matters related to the project. As a Mobilization School in Pringsewu Regency, the Strengthening Pancasila Student Profile (P5) Project also participated in inviting the Pringsewu District Education

Office, all high school principals in Pringsewu Regency, Student Council administrators in Pringsewu Regency, and parents of students. The following is the work of the students at Bina Mulya High School:



Figure 2. Student Council President Candidate Debate Activities (Democratic Voice Theme)



Figure 3. Wood Waste Processed Products (Entrepreneurship Theme)



Figure 4. Film Appearance (Theme Build Soul and Body)

However, in the implementation of the P5 Project, some problems still become obstacles, but on the other hand, the Project implemented in the school has advantages. The shortcomings still found are problems regarding the efficiency of Class Hour (JP) time in each theme; besides that, there is a need for improvement again regarding the P5 Project. Still, on the other hand, it also has advantages because Bina Mulya High School is a Mobilization School that related parties have more intensively guided, besides that school residents have also carried out their duties optimally so that the projects displayed are very creative and innovative so that the objectives from the Strengthening the Profile of Pancasila Students (P5) project at Bina Mulya High School can be fulfilled.

Discussion

Bina Mulya High School, as a Mobilization School in Pringsewu Regency, has implemented the Independent Curriculum to realize the Pancasila Student Profile, which is carried out through Intracurricular activities (Learning Content Activities/learning experiences), Extracurricular (Activities to develop interests and talents), as well as the Pancasila (P5) student profile strengthening project and has been pursued in the culture of the academic unit at Bina Mulya High School. In the Independent Curriculum, it can be known the flow in helping to shape the character and leadership of students from an early age, starting from the P5 Project, which helps understand and uphold the values of Pancasila and includes lessons that lead to character-building and leadership. The Merdeka curriculum introduces character education from an early age. It places education as part of daily life, thus helping to form students who have Pancasila values and understand the importance of holding fast to these

values in everyday life. (Kemdikbud, 2022).

The challenges that arise in the 21st century must be balanced with the character-building of Bina Mulya High School students. Forming a superior generation with the character of the Pancasila profile must also be balanced with the foundation of cultivating ethics so that the nation's identity is not lost. The multicultural and heterogeneous Indonesian society must firmly hold Pancasila (Kartini & Kuswanto, 2022) because the Pancasila student profile includes the identity of the country, especially Indonesian culture, and the implementation or implementation of Pancasila values in everyday life (Hamzah et al., 2022).

The project theme that has been carried out at Bina Mulya High School can run well because it gets regular assistance from the facilitator team every week and assists students in planning and organizing each stage of the profile project activities that are the scope of student learning so that students can report the progress of the theme project carried out and get direction regarding the problems they encounter. From this, the P5 Project at Bina Mulya High School teachers have helped students in the learning process of their learning success. Because as facilitators, teachers actively assist students in developing academic integrity literacy through instructional and curricular interventions (Çelik & Razi, 2023). In the implementation stage, the P5 Profile Project planning flow at Bina Mulya High School has followed the guidelines issued by the Ministry of Education, Culture, Research, and Technology, which consists of 5 stages, namely the formation of a facilitator team, identifying the readiness of academic units, designing dimensions, themes, time allocation, preparing project modules and creating reporting strategies.

The selection of themes in Bina Mulya High School has been adjusted according to the conditions and needs of the school by taking 3 themes for Phase E, namely the Voice of Democracy, Entrepreneurship, and Build Body and Soul. The decision-making begins with reflecting on mastery of project-based learning to identify early readiness for projects or problem-based learning. According to (Bai et al., 2023), the nature of learning carried out by a student in problem-based learning or PBL is highly dependent on the quality of the case or problem plan presented to them by the educator. Through problem-based learning, the teaching can be student-centered so that students will be given various open problems based on real-world problems in the surrounding environment. It will hone their essential skills, such as critical thinking, problem-solving, communication, and lifelong learning (Bhatia et al., 2022). Because project-based learning is not only an activity to make a product or work but an activity that bases its entire series of activities on a contextual problem. Based on identifying the importance of problem-based learners in projects that pay attention to the surrounding environment, Bina Mulya High School and the facilitator team agreed that the three themes taken were ready to include all dimensions of the Pancasila student profile in these themes. The measurements in the Pancasila student profile are 1. Have faith, fear God Almighty, and have a noble character. 2. Global diversity. 3. Work together. 4. Independent. 5. Critical reasoning. 6. Creative (Kemdikbud, 2022). These dimensions are inserted in each project theme chosen by Bina Mulya High School. These projects are designed so that students can investigate, solve problems, and make decisions.

The achievement and success of doing projects at Bina Mulya High School are exhibited in the Learning Celebration. In this activity, students can display their learning processes or products in an event involving various parties as participants. The implementation of all series of activities of the P5 celebration requires an assessment of Learning analytics; this is intended to provide visibility into student participation and progress in each mission, performance in formative assessment and summative assessment, and to enable evaluation of group performance (Casey et al., 2023). According to (Man et al., 2022) Require constant critical evaluation of the assessment feedback practice to check whether it has met the educational objectives of promoting student development and to complement the focus on achieving the Graduate Competency Standards at each level of the academic unit regarding character cultivation by the values of Pancasila.

The final result of all projects in implementing the Pancasila Student Profile (P5) strengthening project is that students will also get a report card that is informative in conveying student development but does not bother educators. The achievement of the sub-elements of the Pancasila student profile in the report card is based on four criteria, namely Starting to Develop (MB), Developing (B), Developing According to Expectations (BSH), and Very Developing (SAB). Every theme applied at Bina Mulya High School has provided meaningful learning for its students to practice the values in the Pancasila student profile. This can be seen in the Pancasila Student Profile Strengthening Project, which raised the theme "Voice of Democracy" with the title of the activity "Democratic System in the School Environment," which expresses the style of democracy in Indonesia. Practices democratic values and principles through deliberation to reach consensus through negotiation, argument, and discussion.

For this reason, schools need to work together to develop the skills needed to participate intelligently and healthily in the democratic process. In addition, the High School Entrepreneurship Theme, which refers to the dimensions of the Pancasila Student Profile, with the Project "Utilization of Wood Waste as Regional Potential" aims to build awareness, explore self-and regional potential, and empower the knowledge and skills possessed in developing entrepreneurship and the Pancasila Student Profile Strengthening Project with the theme "Build the Spirit and Body" with the activity title "Prevent Bullying in Schools (CAKEPLAH)" creating learning opportunities for students to form themselves according to the Pancasila Student Profile. It aims to train physical and mental health continuously and build a sense of security and comfort in daily life. With an active and student-centered learning method, this project is expected to be a tool that offers a meeting point for collaboration and identifies related parties to solve bullying problems in the school environment.

4. CONCLUSION

Based on the implementation of the Strengthening the Profile of Pancasila Students (P5) Project at the Bina Mulya High School Mobilization School with the project theme Voice of Democracy, Entrepreneurship, and Building the Spirit of Building the Body, it can be concluded that P5 can have a positive and significant impact on student character education. Through P5, students can better understand the values of Pancasila and how to apply them in everyday life. The Voice of Democracy project's theme, carried out in 24 activities, has trained Bina Mulya High School students to understand the rights and obligations in democracy as Indonesian citizens. The theme of entrepreneurship projects carried out in 17 activities has encouraged students to develop the skills and abilities needed to become successful entrepreneurs by understanding the values of Pancasila. The Building His Spirit to Build His Body project's theme, carried out in 19 activities, can help Bina Mulya High School students better understand health and a healthy lifestyle. Overall, implementing P5 in Bina Mulya High School can contribute positively to student character education and the development of the Indonesian nation.

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