



Implementation of P5 in the Merdeka Curriculum towards Strengthening the Character of Love for the Motherland

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ABSTRAK

Pendidikan nasional di Indonesia menerapkan berbagai aspek pengembangan dalam bentuk peningkatan kemampuan dan pembentukan watak yang bermatabat kepada para peserta didik. Penelitian ini bertujuan untuk menganalisis isi implementasi P5 dalam kurikulum merdeka pada karakter cinta tanah air. Jenis penelitian ini adalah penelitian yang menggunakan metode penelitian deskriptif kualitatif. Penelitian ini memfokuskan pengimplementasian P5 dan penguatan karakter cinta tanah air pada anak usia dini. Populasi dari penelitian ini adalah siswa dan guru dari anak. Penelitian ini juga menggunakan metode pengumpulan data observasi, wawancara, dan dokumentasi, untuk mengumpulkan data-data, dari, subjek guru kelompok dengan informan Kepala Sekolah. Keabsahan data menggunakan teknik analisis data berupa triangulasi, yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Hasil penelitian ini menunjukkan bahwa penerapan P5 sebagai upaya peningkatan karakter cinta tanah air dilaksanakan melalui tiga tahap. Tahap permulaan, guru melakukan pendalaman minat bakat anak untuk penyesuaian kegiatan dan tema proyek P5. Pada tahap pengembangan kegiatan proyek akan dikembangkan dan disusun berdasarkan tema proyek yang sudah ditentukan. Pada tahap penyimpulan, guru akan melakukan evaluasi dan refleksi kegiatan yang sudah dilaksanakan berdasarkan hasil capaian dari anak dan feedback dari orang tua. Selain itu, dalam pengimplementasiannya, enam dimensi Profil Pelajar Pancasila juga disisipkan kedalam pembelajaran dan kehidupan sehari-hari anak untuk pembiasaan pengembangan karakter pada anak-anak.

ABSTRACT

National education in Indonesia implements various aspects of development by increasing abilities and forming dignified character in students. This research aims to analyze the implementation of P5 in the independence curriculum on the character of patriotism. This type of research is research that uses qualitative descriptive research methods. This research focuses on implementing P5 and strengthening the character of patriotism in early childhood. The population of this research is students and children's teachers. This research also uses observation, interview, and documentation data collection methods to collect data from group teacher subjects and principal informants. Data validity uses data analysis techniques such as triangulation, which consists of data reduction, data presentation, and drawing conclusions or verification. The results of this research show that implementing P5 as an effort to increase the character of patriotism is carried out in three stages. In the initial stage, the teacher deepens the child's talent interests to adjust the activities and themes of the P5 project. Project activities will be developed and arranged at the development stage based on a predetermined project theme. At the conclusion stage, the teacher will evaluate and reflect on the activities that have been carried out based on the children's achievements and feedback from parents. Apart from that, in its implementation, the six dimensions of the Pancasila Student Profile are also inserted into children's learning and daily life to familiarize children with character development.

1. INTRODUCTION

Education is a pillar in the development of quality, intelligent and superior human beings, so that it can benefit the nation and state (Amirudin, 2019; Ridwan, 2014). As an indicator in developing the quality

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of human resources, the quality of national education in Indonesia is also under public scrutiny by the community. Society and the global world will always see the quality of their nation and country through the implementation of the education process. The high quality of education in a country will direct the people within it to constructive or constructive qualities (Ahmad et al., 2021; Mundiri, 2015). In order to realize the direction and goals of a quality education process, national education in Indonesia implements various aspects of development in the form of increasing abilities and forming dignified character for students. (Pasaribu, 2017; Pawero, 2021). Therefore, in facing these challenges, people in Indonesia need a foundation and basic foundation from an early age, through early childhood education, to develop their personal qualities.

Early childhood education (PAUD) is a coaching effort provided from birth to 6 years old so that children are ready to continue their education to a higher level. During this educational period, aspects of child development in terms of religious, social-emotional, physical-motor, cognitive and language values will also be developed in order to prepare children to achieve a higher level of education. (Ariyanti, 2016; U. Hasanah, 2016). On the other hand, early childhood is also known as the golden age of children. In this golden age, children are able to quickly recognize and absorb the things around them (Lubis, 2019; Mulyani, 2014; Zaini, 2015). This is an important reference for exploring the child's inner potential. Thus, early childhood education requires basic educational development and must be carried out in a comprehensive and integrated manner so that children are able to develop optimally.

Based on the problems that occur in the misalignment of education for children of this age, the government has taken a solution to make changes to the education system in Indonesia. The government has carried out several transformations in education so that the learning process for children has a balance between the development of knowledge and the formation of values in children, such as the character value of love for the country. Then, among the many changes that have occurred in the world of education, the curriculum has become clear evidence of the transformation of national education. The independent curriculum is a new breakthrough in the world of education. This curriculum was proposed in February 2022 by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim. (Ningrum & Andriani, 2023; Usman et al., 2022).

Based on the learning concept promoted in the independent curriculum, students will have improved quality in the field of competency. Not only competence, students will also have the ability to create and innovate in various fields, have good character and positive social skills. (Lase, 2019; Ulum, 2018). The concepts in the independent curriculum are also very relevant to the process of implementing early childhood education (PAUD). Previous research states that implementing an independent curriculum in the PAUD world prioritizes children's learning development without reducing or limiting their rights to play. Similar research also reveals research that touches on the learning concept designed by an independent curriculum which positively offers the concept of developing all children's potential in accordance with their world, namely play.

On the other hand, through the existence of one of the independent curricula, namely, the project to strengthen the profile of Pancasila (P5) students, the character of students is strengthened again through several project activities. (Azis, 2023; Syafe'i, 2017). This strengthening project is emphasized through the themes of the project to strengthen the Pancasila student profile which has been implemented by the Ministry of Education and Culture (Anggara et al., 2023; Ibrahim et al., 2023; Rofiah & Kibtiyah, 2023). The application of several project activities in early childhood learning does not just increase knowledge and abilities related to scientific fields. However, these activities are more in-depth, preparing children so that they will be able to master various challenges in the future.

Similar research has been conducted and states that the form of implementation of the value of patriotism expressed by students is that it starts with maintaining the cleanliness of the school environment, being a good student and always behaving positively, maintaining the school arch, participating in ceremonies, singing the national anthem, following school rules and regulations. and study seriously (SU Hasanah et al., 2022; Kurniawaty et al., 2022). This research focuses on how to implement P5 in the independent curriculum on the character of patriotism. Regarding educational expectations for early childhood along with the presence of an independent curriculum and one of its structures is the project to strengthen the profile of Pancasila students, this research will examine in more depth how these two things are implemented. This research will conduct a research study in the form of an analysis, namely how the implementation of the project to strengthen the profile of Pancasila students (P5) in the independent curriculum is towards strengthening character. However, the character value that will be focused on in this research is the character of love for one's country. This is because, as time goes by, especially in the era of globalization, the character of love for one's country is often ignored in the learning process in early childhood education.

2. METHOD

This research adopts a qualitative descriptive research approach as its methodological framework. This approach was chosen because it provides a strong foundation for analyzing complex problems, such as relationships, situations, or material by prioritizing in-depth descriptions and explanations (Imran, 2013; Rorong, 2019). The focus of this research is to explore strengthening the character of patriotism in early childhood through the implementation of P5 in the Merdeka curriculum. The location of this research is Pelita Kasih Kindergarten, which is located on Jl. Yudistira No.1B, Astina, Buleleng District, Buleleng Regency, Bali. The selection of Pelita Kasih Kindergarten as the research location was based on the consideration that this school had implemented the Merdeka curriculum with a focus on P5 and the character of patriotism. This research was conducted from December 2022 to May 2023, allowing sufficient time to observe the learning process and interactions between educators and children at Pelita Kasih Kindergarten.

In collecting data relevant to the research objectives, three data collection methods were used. First, observations are carried out to directly observe the behavior and interactions between educators and children in the P5 learning context. Second, interviews were conducted with Pelita Kasih Kindergarten educators to gain in-depth insight into the approaches and strategies they use in developing the character of patriotism in children. Third, documentation is used to collect data related to the implementation of the Merdeka curriculum and notes related to P5 learning. After all the data has been collected, the data analysis stage will be the main focus. Data analysis will involve three key steps, namely data reduction, data presentation, and drawing conclusions or verification. Data reduction will involve organizing and simplifying data so that it can be better interpreted. Presentation of data will describe the main findings in narrative form and may also involve the use of relevant tables or graphs. Finally, drawing conclusions or verification will involve in-depth analysis of the findings to identify emerging patterns, trends, or relationships. The overall methodology of this research is designed to provide a comprehensive understanding of how the implementation of P5 in the Merdeka curriculum influences the strengthening of the character of patriotism in early childhood at Pelita Kasih Kindergarten. Presentation of data will describe the main findings in narrative form and may also involve the use of relevant tables or graphs. Finally, drawing conclusions or verification will involve in-depth analysis of the findings to identify emerging patterns, trends, or relationships. The overall methodology of this research is designed to provide a comprehensive understanding of how the implementation of P5 in the Merdeka curriculum influences the strengthening of the character of patriotism in early childhood at Pelita Kasih Kindergarten. Presentation of data will describe the main findings in narrative form and may also involve the use of relevant tables or graphs. Finally, drawing conclusions or verification will involve in-depth analysis of the findings to identify emerging patterns, trends, or relationships. The overall methodology of this research is designed to provide a comprehensive understanding of how the implementation of P5 in the Merdeka curriculum influences the strengthening of the character of patriotism in early childhood at Pelita Kasih Kindergarten.

3. RESULT AND DISCUSSION

Result

Based on the driving school status currently held by Pelita Kasih Kindergarten, the school has officially used an independent curriculum with an independent sharing curriculum type, where the process of implementing learning activities follows two activity structures, including; intracurricular learning and projects to strengthen the profile of Pancasila students (P5). In implementing intracurricular learning, Pelita Kasih Kindergarten uses a learning implementation plan based on the Foundation Phase Learning Achievements (CP). In contrast to intracurricular learning which prioritizes classroom learning with special learning outcomes for children, the project to strengthen the profile of Pancasila students prioritizes project-based learning. (Khoeriah et al., 2023; Mayar, 2013). Competency standards for graduates in early childhood education, standards for achievement levels in early childhood development are focused on 6 aspects of child development, which include; 1) religious and moral values; 2) Pancasila values; 3) physical-motor, 4), cognitive; 5) language; and 6) social-emotional (Rahmah et al., 2022; Retnaningsih & Khairiyah, 2022).

Based on the results of interviews with group B teachers at Pelita Kasih Kindergarten, it was stated that the implementation of the project to strengthen the profile of Pancasila students in schools was carried out based on themes that had been determined by the government. One of the teachers said that the choice of theme could not be changed or replaced with another theme, because this had been regulated by the government. The Ministry of Education and Culture has determined several themes at each level of educational units in Indonesia. However, specifically for early childhood education units, the Ministry of Education and Culture has prepared four themes for the project to strengthen the profile of Pancasila

students, including; I Love Indonesia, I Love the Earth, We Are All Brothers, and My Imagination and Creativity.

Through these four themes, the project strengthens the profile of Pancasila students in PAUD units, emphasizing the development of insight and instilling character from an early age. The implementation of the project to strengthen the profile of Pancasila students is carried out in every context of celebrating local traditions, national and international holidays (Nurkholis, 2023; Zuhriyah et al., 2023). This is because, to strengthen the realization of the six characteristics of the Pancasila student profile in the foundation phase. Apart from that, among the four main themes, the school can narrow down or make theme specifications according to the regional context and characteristics of students. . Through interviews with teachers and principals at Pelita Kasih Kindergarten, there are two project themes chosen for the 2022/2023 academic year, namely, I Love Indonesia and I Love the Earth. The selection of the two project themes was based on considerations of phenomena and social conditions in society.

During the implementation of the first project theme, namely, I Love Indonesia, it cannot be separated from children's daily lives. The Principal of Pelita Kasih Kindergarten, also added that in implementing this project theme, sometimes the school and teachers often insert it into the daily lives of children at school, such as how children are able to appreciate diversity among each other at school. Apart from that, this theme aims for students to know the identity and characteristics of the country, cultural diversity and other characteristics of Indonesia so that they understand their identity as Indonesian children, and are proud to be Indonesian children. The project to strengthen the profile of Pancasila (P5) students at Pelita Kasih Kindergarten is carried out in stages to get more optimal results. Based on the results of interviews with the principal at Pelita Kasih Kindergarten, There are three main stages in the implementation of the project to strengthen the profile of Pancasila students, at Pelita Kasih Kindergarten, including; initiation, development and conclusion stages. The implementation of these three stages is mandatory before implementing the Pancasila student profile project activities so that the implementation of the activities runs smoothly. The first stage is the initial stage. At this stage, it is carried out by exploring the interests and talents of the children at Pelita Kasih Kindergarten, so that teachers have an important role in its implementation. Discussions developed together with children are needed to find out students' interests and preferences, as shown in Figure 1. The implementation of these three stages is mandatory before implementing the Pancasila student profile project activities so that the implementation of the activities runs smoothly. The first stage is the initial stage. At this stage, it is carried out by exploring the interests and talents of the children at Pelita Kasih Kindergarten, so that teachers have an important role in its implementation. Discussions developed together with children are needed to find out students' interests and preferences, as shown in Figure 1. The implementation of these three stages is mandatory before implementing the Pancasila student profile project activities so that the implementation of the activities runs smoothly. The first stage is the initial stage. At this stage, it is carried out by exploring the interests and talents of the children at Pelita Kasih Kindergarten, so that teachers have an important role in its implementation. Discussions developed together with children are needed to find out students' interests and preferences, as shown in Figure 1.



Figure 1. Development Stage with Parents of Students

After passing these two stages, the final stage for developing the project to strengthen the profile of Pancasila students is the reflection stage. This stage is carried out by reflecting on the activities that have been carried out. Reflection includes feelings felt by students during the project and feedback given by students about the project carried out. Teachers also reflect on the values that students can learn, whether

students gain knowledge from these activities or not. This aims to ensure that the activities carried out can be beneficial for students and the community. The evaluation carried out on the project can be used as a guide for carrying out subsequent projects. Based on the presentation delivered by the principal of Pelita Kasih Kindergarten,

From the explanation of the three stages and the process of implementing these stages, it can be seen that the process of implementing the project to strengthen the profile of Pancasila students can run if the school as the organizer, collaborates with teachers as activity coordinators, children as students, and parents of students. Based on the results of observations via TK Pelita Kasih's social media account, on April 19 2022 at Taman Bung Karno RTH, TK Pelita Kasih held a cultural festival with the theme Bhinneka Tunggal Ika.

After implementing the theme I Love Indonesia, TK Pelita Kasih continued the project of strengthening the profile of Pancasila students with the theme I Love the Earth. This theme aims to introduce students to environmental issues, explore in finding creative solutions that students can implement, and foster concern for nature as an embodiment of love for the creation of Almighty God. Based on the choice of the theme I Love the Earth from the natural disaster situation or phenomenon that had befallen the community some time ago, Pelita Kasih Kindergarten is running a project to strengthen the profile of Pancasila students among children. When children carry out projects, especially with the 3R theme (reduce, reuse, and recycle), children will indirectly learn to know and how to protect the environment, as shown in [Figure 2](#).



Figure 2. Activity P5 I Love the Earth

In [Figure 2](#) above, children learn to process plastic waste through project activities to strengthen the profile of Pancasila students with the theme I Love the Earth. Apart from that, through these project activities, children will also be able to solve problems in the future, if the same phenomenon happens to the children. This is supported by the statement of one of the group A teachers who said that with this project, children are expected to become more independent and able to think critically to solve a problem. The themes of the project to strengthen the Pancasila student profile, not only emphasize results for children, but children are also able to provide a process in order to strengthen the six dimensions of the Pancasila student profile. Based on interviews with the principal of Pelita Kasih Kindergarten,

Pelita Kasih Kindergarten is an early childhood education institution that prioritizes character education for students. This can be seen from the use of the school's vision, namely, "To create school residents with character, superior academics, talent, culture and Pancasila." Apart from the school's vision, based on an interview with the principal of Pelita Kasih Kindergarten, the school also has three supporting mottos that reflect strengthening character education for children, including; character building, academic excellence, and talent discovery. These three things become a unit that cannot be separated during character education learning at Pelita Kasih Kindergarten. One of the teachers also added that in the character building program, Schools and teachers work together to incorporate character values into children's daily lives. The sustainability of the Pelita Kasih Kindergarten school program to strengthen character values, does not only focus on simple daily activities. Character building, which is used as a reference by the school, has become a routine activity, which is specifically held every week for students and teachers at the school. One of the teachers said that every Friday the school will hold character building for the children. Another teacher also added that for teachers this character building program is available every Tuesday. which is used as a reference by the school, becomes a routine activity, which is specifically held every week for students and teachers at the school. One of the teachers said that every Friday the school will hold character building for the children. Another teacher also added that for teachers this character

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During the implementation of character strengthening for children at Pelita Kasih Kindergarten, there was one character value that became a habit and even an obligation to carry out at school, namely, the character of love for one's country. The character of love for one's country includes a way of thinking, behaving, acting that shows loyalty, concern and high appreciation for the nation's language, physical, social, cultural, economic and political environment. (SU Hasanah et al., 2022; Kurniawaty et al., 2022). The essence of developing the character of patriotism is how a person can foster a sense of nationalism by loving their country and homeland, such as maintaining the unity and integrity of the nation. (Rulyansah et al., 2018; Utami, 2018). One of the group A teachers at Pelita Kasih Kindergarten, also expressed his opinion about the character of love for the country, that children who have the courage to show respect for the country of Indonesia as the place where they were born is the true meaning of love for the country.

The character of love for one's country is not just knowing one's own country and culture, but also how each individual can appreciate cultural differences and be able to love one's own culture before foreign cultures. (Firdaus, 2023; Ratih & Najicha, 2021). In connection with the presentation of the character of love for the country, Pelita Kasih Kindergarten consists of diverse students, teachers and staff. The meaning of diversity here is, coming from different tribes, religions and races (SARA). The entire school community comes from different regions and has different cultures. Pelita Kasih Kindergarten continues to direct its residents to maintain mutual tolerance. All institutions, including education, are required to wear traditional Balinese clothing, every Thursday. So, students at Pelita Kasih Kindergarten are required to wear traditional Balinese clothing as a form of children's tolerance for Balinese traditional culture. Even though most of the children are not from Bali, Pelita Kasih Kindergarten still directs them to respect Balinese traditional culture by asking them to wear traditional clothes every Thursday. Apart from wearing traditional clothing, strengthening the character of love for the homeland for children at Pelita Kasih Kindergarten can also be implemented through celebrating religious holidays. Every time there is a celebration of a religious holiday, be it Hindu, Muslim, Protestant, Catholic, Buddhist and Confucian, the Pelita Kasih Kindergarten school always celebrates it together with the children. This is done by the school to foster a sense of religious tolerance in children, which is an indicator of strengthening the character of love for the country. The Pelita Kasih Kindergarten school always celebrates together with the children. This is done by the school to foster a sense of religious tolerance in children, which is an indicator of strengthening the character of love for the country. The Pelita Kasih Kindergarten school always celebrates together with the children. This is done by the school to foster a sense of religious tolerance in children, which is an indicator of strengthening the character of love for the country.

Based on the religious day celebrations that are often held by Pelita Kasih Kindergarten, teachers also often teach children the character of love for their homeland, through a sense of nationalism towards the nation. The sense of nationalism in the nation is also taught by Pelita Kasih Kindergarten through cultural festival activities. Pelita Kasih Kindergarten created a cultural festival as part of a project to strengthen the profile of Pancasila students to strengthen the character of patriotism. The special theme of the cultural festival organized by TK Pelita Kasih for the project of strengthening the profile of Pancasila students is Bhineka Tunggal Ika. One of the cultural festival activities organized by TK Pelita Kasih in a series of projects to strengthen the profile of Pancasila students with the theme I Love Indonesia. Apart from holding cultural festivals, in the project to strengthen the profile of Pancasila students to strengthen children's character of patriotism, the school often inserts habits into children's daily lives. P5 project activities enable children to learn more about the culture and customs of Indonesia. By implementing one of these simple activities, children have indirectly developed the character of loving their country through P5 activities implicitly or in everyday life.

The development of the P5 project can also develop a sense of nationalism in children, as an indicator of the character of love for the country. Developing a sense of nationalism in children can be introduced through flag ceremonies every Monday or Indonesian holidays. Apart from the flag ceremony activities, it was conveyed that strengthening the sense of nationalism as an indicator of the character of love for the country can also be implemented by introducing state symbols, introducing the president of the Republic of Indonesia, and singing the Indonesian national songs. This is done to teach students to know, love and respect Indonesian culture, country and nation.

Discussion

The project to strengthen the profile of Pancasila students, as stated in previous research, is that the project to strengthen the profile of Pancasila students or what is often abbreviated as P5, is a student character development project in Indonesia so that students can become students who live up to the noble

values of Pancasila. (Azis, 2023; Syafe'i, 2017). With the development of this project, P5 became the main goal in implementing the Independent Curriculum. This goal can be achieved when the project activity or activities prioritize the process rather than the results. On the other hand, the expected outcome of this project is that students will love the homeland where they were born and appreciate the culture of Indonesia (Nursalam et al., 2023; Santoso et al., 2023). In the development of the project to strengthen the profile of Pancasila students, there is a theme that supports strengthening the character of love for the country. The theme of the project is I Love Indonesia. This theme aims to enable children or students to explore and get to know identity, characteristics of countries, as well as cultural diversity and other characteristics. (Aries, 2022; Fadillah & Yusuf, 2022).

Previous research suggests that in implementing early childhood education, strengthening the character of patriotism can be included through daily habits (Fadillah & Yusuf, 2022; Rulyansah et al., 2018; Utami, 2018). Such as by instilling a sense of nationalism in children through learning activities, namely, singing national songs, getting to know the basis or symbol of the country, participating in ceremonial activities are also related to a sense of pride in the State of Indonesia. These activities must be carried out regularly, such as flag ceremonies so that children continue to develop and strengthen the character of love for their country. What makes this theme even stronger with the development of the character of love for the country is the direction of the dimensions that are emphasized and expected after project implementation. In the teaching module of the project to strengthen the profile of Pancasila students with the theme I Love My Country, there is a dimension of the profile of Pancasila students that is emphasized more, namely, global diversity. (Ibrahim et al., 2023; Rofiah & Kibtiyah, 2023). Key elements of global diversity, which include; recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for experiences of diversity.

Based on the explanation given by the principal at Pelita Kasih Kindergarten, the students who have carried out the project to strengthen the profile of Pancasila students have shown development in their character of love for their homeland. Children's enthusiasm for trying other regional foods, wearing traditional clothes, knowing and even mentioning the principles of Pancasila, are included in the indicators of children's achievement in developing the character of love for the land. This is because, what is meant by developing the character of patriotism is how a person can show loyalty, concern and appreciation for the nation (Anggraeni & PF, 2018; Nuryanto, 2014). Apart from that, the teachers at Pelita Kasih Kindergarten also added that apart from children being able to love Balinese culture, children also love culture from other regions more. Having a feeling of love for regional culture and one's own country is another indicator of strengthening the character of love for one's country. So, it can be concluded that the implementation of P5 carried out by Pelita Kasih Kindergarten has a deep strengthening in developing the character of love for the country in early childhood.

During efforts to implement or implement the project to strengthen the profile of Pancasila students in strengthening the character of patriotism, the implementation of activities cannot be separated from obstacles or obstacles. The implementation of something new will experience obstacles or obstacles during its implementation. This also applies to the implementation of the project to strengthen the profile of Pancasila students at Pelita Kasih Kindergarten. Several obstacles experienced by schools during the implementation of P5 activities include difficulties in managing student schedules, maintaining students' moods, and time constraints that hinder the implementation of P5 activities. (Azis, 2023; Ibrahim et al., 2023; Ulum, 2018).

Early childhood is still in the learning stage to manage emotions properly so that mood swings can be avoided. Sudden changes in students' emotions and difficulties for young children in maintaining their focus for long periods of time are obstacles faced in implementing P5 activities (Ariyanti, 2016; Mulyani, 2014). Limited implementation time also means schools have to work harder in preparing schedules for students. P5 activities require extra time and energy in arranging project tasks and administration. This requires teachers to be able to design learning activities creatively and carefully so that learning can be participated in by all students and the expected outcomes can be achieved. Teachers as facilitators do not only focus on intracurricular activities but become facilitators during P5 activities. P5 activities which involve many parties in their implementation require the role of schools, especially teachers, to be able to become a "bridge" for all parties involved. (Azis, 2023; Santoso et al., 2023).

Obstacles faced during the implementation of P5 need to be overcome so that implementation continues well and previously planned outcomes can be achieved well. The solution taken by the school regarding the obstacles faced is to reflect, insert P5 activities into daily activities, and collaborate with many parties. Reflection on activities is carried out so that deficiencies or results obtained during the implementation of P5 activities can be identified and follow-up actions can be determined. Reflections on the Strengthening Pancasila Student Profile Project will provide follow-up information to improve the progress of the project. If the expected outcome in implementing P5 is the character of love for the country,

So reflection can help schools to see the achievements of implementing the project and determine follow-up actions. Limited implementation time can be overcome by inserting patriotism character training into learning. This is in line with the role of P5 itself. P5 activities act as co-curricular activities. Co-curricular activities are student activities outside of intracurricular activities that really support the success of intracurricular activities. This definition shows that training in the character of love for the country through the application of the dimensions of the Pancasila Student Profile can be inserted into learning so that the attitude of love for the country can still be realized through learning. Limited implementation time can be overcome by inserting patriotism character training into learning. This is in line with the role of P5 itself. P5 activities act as co-curricular activities. Co-curricular activities are student activities outside of intracurricular activities that really support the success of intracurricular activities. This definition shows that training in the character of love for the country through the application of the dimensions of the Pancasila Student Profile can be inserted into learning so that the attitude of love for the country can still be realized through learning. Limited implementation time can be overcome by inserting patriotism character training into learning. This is in line with the role of P5 itself. P5 activities act as co-curricular activities. Co-curricular activities are student activities outside of intracurricular activities that really support the success of intracurricular activities. This definition shows that training in the character of love for the country through the application of the dimensions of the Pancasila Student Profile can be inserted into learning so that the attitude of love for the country can still be realized through learning. Co-curricular activities are student activities outside of intracurricular activities that really support the success of intracurricular activities. This definition shows that training in the character of love for the country through the application of the dimensions of the Pancasila Student Profile can be inserted into learning so that the attitude of love for the country can still be realized through learning. Co-curricular activities are student activities outside of intracurricular activities that really support the success of intracurricular activities. This definition shows that training in the character of love for the country through the application of the dimensions of the Pancasila Student Profile can be inserted into learning so that the attitude of love for the country can still be realized through learning.

4. CONCLUSION

The implementation of the project to strengthen the profile of Pancasila students at Pelita Kasih Kindergarten is proceeding in accordance with the development stages and project activities. The structure of the independent curriculum in the world of early childhood education (PAUD) consists of two activities, including; intracurricular learning and projects to strengthen the profile of Pancasila students (P5). Intracurricular learning focuses on children's development to achieve Developmental Achievements (CP) in the foundation phase. Implementing the project to strengthen the profile of Pancasila students, project activities are focused on prioritizing the process rather than the results. During the implementation of the project to strengthen the Pancasila student profile, Pelita Kasih Kindergarten also prioritized the development of children's character based on the achievements of the dimensions of the Pancasila student profile, such as the character of love for the country.

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