



Implementation of the Pancasila Student Profile Strengthening Project in Inclusive Schools

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ABSTRAK

Fakta di lapangan menunjukkan anak kurang termotivasi. Kurangnya motivasi anak disebabkan karena anak merasa sulit untuk menerapkan proyek penguatan profil pelajar Pancasila. Penelitian ini bertujuan untuk membuktikan implementasi proyek penguatan profil pelajar Pancasila pada kurikulum merdeka pada sekolah penyelenggara pendidikan inklusi. Penelitian ini merupakan jenis penelitian kualitatif dengan pendekatan studi kasus. Subjek penelitian ini yakni kepala Yayasan sebanyak 1 orang, dan guru kelas I dan II masing-masing 1 orang. Metode pengumpulan data yang digunakan yaitu observasi dan wawancara. Instrumen pengumpulan data yakni pedoman observasi dan pedoman wawancara. Teknik analisis data yang digunakan yakni analisis data kualitatif model interaktif. Hasil penelitian ini yakni penerapan kegiatan P5 bagi sekolah inklusi bisa dilakukan dengan melalui 3 tahapan. Maka dapat disimpulkan perencanaan, pelaksanaan, dan evaluasi dari proyek penguatan profil pelajar Pancasila berjalan sesuai dengan tahapan pengembangannya dan dari kegiatan proyek tersebut, terjadinya proses perencanaan, pelaksanaan, dan evaluasi pada anak-anak. Hasil terbaru pada penelitian ini dapat berimplikasi pada penggunaannya sebagai referensi atau bacaan untuk bahan pertimbangan dalam pembuatan kebijakan terkait Proyek Penguatan Profil Pelajar Pancasila khususnya pada anak usia dini terutama dengan anak yang memiliki kebutuhan khusus.

ABSTRACT

Facts on the ground show that children are less motivated. Lack of motivation in children is caused by children finding it difficult to implement the Pancasila student profile strengthening project. This study aims to prove the implementation of the Pancasila student profile strengthening project in the independent curriculum in schools that provide inclusive education. This study is a type of qualitative research with a case study approach. The subjects of this study were 1 head of the Foundation, and 1 teacher for grades I and II each. The data collection methods used were observation and interviews. The data collection instruments were observation guidelines and interview guidelines. The data analysis technique used was interactive model qualitative data analysis. The results of this study are that the implementation of P5 activities for inclusive schools can be carried out through 3 stages. So it can be concluded that the planning, implementation, and evaluation of the Pancasila student profile strengthening project are running according to the stages of its development and from the project activities, the planning, implementation, and evaluation processes occur in children. The latest results in this study can have implications for its use as a reference or reading material for consideration in making policies related to the Pancasila Student Profile Strengthening Project, especially for early childhood, especially with children with special needs.

1. INTRODUCTION

Curriculum is an important thing in education. Curriculum has interrelated components (Sukmawati, 2021; Hidayat, 2020; Huda, 2017; Nasbi, 2017). The curriculum used in each school should be able to help achieve educational goals for both normal students and children with special needs. In the same way, the curriculum for children with special needs (ABK) is not affected by the curriculum it adopts. Children with special needs (ABK) and normal children must have the same goals in their curriculum, namely to shape the behavior of students. However, there are differences between children with special needs (ABK) and normal children in terms of curriculum level. But in reality, the implementation of the independent curriculum, especially the P5 content in the implementation in inclusive schools, has not been

maximized. The differences that exist should create similarities rather than differentiate (Angreni & Sari, 2022; Tugiah & Trisoni, 2022). Therefore, education basically teaches self-assessment of one's preparation by using the independent curriculum. In the independent curriculum, learning focuses on students' background knowledge and skill development that is appropriate to their level (Sulistiawati et al., 2023; Vhalery et al., 2022). Thus, learning is deeper, more meaningful, more relaxed and more enjoyable. Curriculum and education are two things that are interrelated and cannot be separated. Curriculum is a renewal of educational tools and means of achieving educational goals (Ulfadilah et al., 2023; Santika et al., 2022). There are 5 important P5 dimensions in the Independent Curriculum, namely Believing in God Almighty and having noble morals, Unity in Diversity, Mutual Cooperation, Independence, and Critical Thinking. The Pancasila student profile in the independent curriculum is able to direct character values in students (Lubaba & Alfiansyah, 2022; Prameswari, 2020).

This study aims to examine more deeply through an analysis of the implementation of the Pancasila student profile strengthening project (P5) on activities carried out by early childhood with special needs and also related to obstacles in implementing the Pancasila student profile strengthening project (P5) activities and solutions or methods used to overcome the obstacles that occur. This study also aims to examine more deeply through an analysis of the implementation of the Pancasila student profile strengthening project (P5) on activities carried out by early childhood with special needs, obstacles in implementing the Pancasila student profile strengthening project (P5), and solutions or methods used to overcome the obstacles that occur. This research was conducted in one of the inclusive schools that implements the Merdeka curriculum. The inclusive school also implements extracurricular activities or activities that are in accordance with the profile of Pancasila students. The school in question is the Cahaya Impian Masa Depan Foundation. The Cahaya Impian Masa Depan Foundation is an inclusive school that has implemented P5 activities in the Merdeka curriculum and curriculum structures such as the Pancasila student profile strengthening project. The government has provided guidelines for the implementation of the Pancasila student profile strengthening project in all educational units. However, the implementation of the Merdeka curriculum and the Pancasila student profile strengthening project in each school has its own adjustments based on the situation and conditions of the participants or educators.

Cahaya Impian Masa Depan Foundation (CIMD), located in Lebah Siung Village, Panji Anom, Buleleng Regency. CIMD is the first inclusive school educational institution in Singaraja that implements the independent curriculum, has its own efforts and strategies to implement the Pancasila student profile strengthening project (P5). Cahaya Impian Masa Depan Foundation is also an inclusive school that develops children's character. Character development is not only carried out in the learning process, but is also inserted into the child's daily life. Cahaya Impian Masa Depan Foundation also does not provide barriers or discrimination against children from various ethnicities, religions, races, and cultures. The diversity of ethnicities, religions, and races (SARA) at Cahaya Impian Masa Depan Foundation leads to an indicator of how school educational institutions are able to direct their children to strengthen and develop their character in the P5 activities.

Based on the study of the problems that have been presented, this study will analyze more deeply descriptively how the implementation of the Pancasila student profile strengthening project in the independent curriculum for children with special needs at the Cahaya Impian Masa Depan Foundation (CIMD). Therefore, This study aims to prove the implementation of the Pancasila student profile strengthening project in the independent curriculum in schools that provide inclusive education. The latest information in this study is expected to be a study and evaluation material for the foundation in implementing P5 in the Merdeka curriculum to be better and can provide benefits for students.

2. METHOD

This study uses a qualitative research type using a case study approach. Qualitative research is used to analyze problems such as relationships, situations, or materials through descriptions and explanations. (Jannah & Rasyid, 2023). The case study approach method directs research on how to examine several conditions, activities, developments and important factors related to and supporting these conditions and developments. Therefore, the research used through a case study approach with a qualitative research type aims to describe, illustrate, or explain the research to be studied, namely, the analysis of the implementation of P5 in the independent curriculum at the inclusive school institution in Lebah Siung Village, Panji Anom. The subjects of this study were the Head of the Foundation, grade I teachers, and grade II teachers who this academic year implemented the Merdeka curriculum and the implementation of the Pancasila Student Profile Strengthening Project (P5). The data collection methods used in this study were observation and interviews. The data collection instruments used were observation

guidelines and interview guidelines. The outline of the instruments used can be presented in [Table 1](#) and [Table 2](#).

Table 1.The Teacher Interview Guidelines for Barriers to P5 Implementation

Variables	Indicator	A list of questions
Barriers to implementing P5 in the Independent Curriculum in inclusive schools at the Cahaya Impian Masa Depan Foundation	Barriers to P5 Implementation	<ol style="list-style-type: none"> 1. What are the main obstacles faced in implementing P5 in schools for early childhood? 2. Why do these obstacles arise in P5 implementation activities? 3. Who is directly affected or affected by obstacles in the implementation of P5? 4. Where do these barriers have the most significant impact, whether at the managerial level, teachers, or young children themselves? 5. When did these obstacles start to emerge in the process of implementing P5 in schools? 6. What strategies have been taken to overcome or reduce the impact of these obstacles?

Table 2.The Teacher Interview Guidelines for Solutions to Barriers to P5 Implementation

Variables	Indicator	A list of questions
P5 implementation solution in the Independent Curriculum in inclusive schools at the Cahaya Impian Masa Depan Foundation	1. P5 Implementation Solution	<ol style="list-style-type: none"> 1. What are the concrete solutions that can be taken and implemented to overcome the obstacles in implementing the project to strengthen the profile of Pancasila students at the Cahaya Impian Masa Depan Foundation? 2. When can this solution plan be implemented in the inclusive school? 3. Why were these solutions chosen as potential steps to overcome the barriers to implementing P5 in inclusive schools? 4. How will the evaluation process be conducted to measure the success of implementing these solutions in improving P5 in early childhood schools? 5. Where can these solutions be applied effectively to achieve the desired results? 6. Who is responsible for implementing these solutions in the school environment?

This study uses data analysis techniques consisting of data collection, data reduction, data presentation, and drawing conclusions or verification. After the data has been collected, the next stage is to analyze the data using the interactive qualitative data analysis model initiated by Miles and Huberman. Data reduction means summarizing, selecting and choosing the main points, focusing on the important things, looking for themes and patterns (Taroreh et al., 2024). Data reduction collection is the first stage carried out in conducting data analysis. However, the use of data reduction in qualitative research is carried out continuously during data collection (Sukmana et al., 2020).

3. RESULT AND DISCUSSION

Result

Cahaya Impian Masa Depan Foundation (CIMD) is an inclusive school with the implementation of education using the independent curriculum in Singaraja. This school is located in Banjar Dinas Lebah Siung, Panji Anom Village, Sukasada District, Buleleng Regency, Bali. Based on the results of an interview with the Principal of the CIMD Foundation, Mrs. Luh Ayu Susila Dewi, SE, regarding the implementation of P5, they include P5 as an integral part of their school curriculum, every year they hold meetings related to planning, implementation, and also evaluation with staff and teachers to determine how P5 will be integrated into the learning plan. They ensure that the values of Pancasila are integrated into every learning and also in extracurricular activities. Through direct observation and interviews in accordance with the name of the curriculum, namely independence, the realization of learning activities that are expected not to burden children. This is also supported by the statement from the Principal of the CIMD Foundation, who said that

the activities in the implementation of P5 in schools have been designed perhaps for children, in order to be able to provide meaningful experiences and must also be fun for children. Documentation of the principal and class teacher meeting can be presented at [Figure 1](#).



Figure 1. The Principal and Class Teacher Meeting

Based on the results of observations and interviews related to the implementation of P5 at the CIMD Foundation, they use the 6-dimensional benchmarks contained in P5, namely believing, being devoted to God Almighty and having noble character. Children carry out an activity of these dimensions such as children praying according to their respective religions and beliefs before starting activities, then children are able to observe plants and animals as God's creations. In terms of noble character, children can show empathy and sympathy for others who are having difficulty in learning or doing independent activities. Children at the CIMD Foundation have begun to take the initiative to do the tasks given independently, choose, and have the initiative to learn or do something without having to be helped or with the necessary assistance, for example, children can organize their own time to do the tasks given even though some children still need to be directed.

Dimension of mutual cooperation, in terms of mutual cooperation children are accustomed to working together in carrying out group activities. For example, some children are able to work together in completing tasks or group activities given and contribute to creating ideas or solutions together with their group members even though only a few children, and some still need direction and guidance. Dimension of Global Diversity, children there are able to show an attitude of accepting differences in culture, race, religion, and other backgrounds among their friends. For example, children appreciate their friends both in the way they dress, the food they eat, and their religious celebrations and also children show interest in listening to stories or fairy tales about other people's cultures and traditions. Usually this is done through videos or image media available at school.

Critical reasoning dimension, children understand the world around them by often asking questions about things they see, hear, or experience. This makes children always participate in discussions or conversations with their peers about activities or things they do or learn through language that they can easily understand. Creative dimension, children show the ability to create new stories, either through speaking, writing, artwork, or sketching. This makes children able to show their interests and talents such as drawing, painting, dancing regional dances, making a work of art from used goods, watercolors, and so on. The implementation of P5 activities can be presented at [Figure 2](#).



Figure 2. The Implementation of P5 Activities at the CIMD Foundation

Based on the results of observations and interviews with teachers regarding the evaluation stage related to the implementation of P5 in schools, at the CIMD Foundation teachers assess the extent to which children can apply P5 activities in everyday life in the school environment. Therefore, teachers conduct observations related to children's behavior and interactions, involve children in activities, and see the development of skills in children. Then teachers observe children's behavior, how active children are in various situations in the school environment including in class, outside class, and during P5 activities. After that, teachers regularly evaluate each child's progress in achieving learning goals and skill development. They use various assessment tools, including classroom observations, and student portfolios, to gain a holistic understanding of each child's abilities and needs.

Based on the results of observations, the implementation of P5 activities in schools will certainly have challenges or obstacles that occur during its implementation. Some of the challenges or obstacles to the implementation of P5 in the school environment are, in terms of children's active participation in activities, children are less active and participate in playing or doing activities with their peers and teachers, both in group and individual activities. This usually happens to children with Down syndrome. In terms of learning creativity, some children, especially children with physical disabilities, find it difficult to operate or do an activity because they have special needs. This obstacle also affects the lack of language skills in children in expressing their interests or desires, especially in children who have hearing impairments and speech delays.

Based on the results of the interview, the solution that was done was that the teacher at the school would talk directly to the children about the activities that would be carried out tomorrow. This is usually done when they gather before going home. The class teacher also did not forget to provide information to the parents of the children about the activities that would be carried out tomorrow, the goal is so that the parents of the children can also help the children to prepare themselves for tomorrow's activities. The learning media at the CIMD foundation can be presented on [Figure 3](#).



Figure 3. The Learning Media at CIMD Foundation

Based on the picture, the class teacher also prepares real media or in the form of pictures about the P5 activities that will be carried out. The solution to other obstacles is that the teacher also provides creative space for children to express their own creativity, for example, let them create their own stories, find new ways to play in school activities. The teacher also observes the children directly and reflects on how they respond to the materials and activities that are adjusted to P5. In addition, related to the obstacle of lack of parental involvement, according to the picture above, this can be overcome by the school providing a shuttle service for parents who have difficulty with transportation so they can attend their children's school activities.

Moreover, the school also works with local services to provide additional support or resources for parents with physical or health limitations. Mrs. Ketut Budiani, SE, said that the children here have more abilities that are below average. These solutions emphasize an individual approach, namely the school provides special attention to each child according to their respective needs. Counseling related to the importance of early detection for children with special needs can be presented at [Figure 4](#).



Figure 4. The Counseling Related to the Importance of Early Detection for Children with Special Needs

The class teacher explained that, it is very important to do in the context of inclusive schools, namely that each child has different needs and levels of ability. This is also important to do in inclusive schools where children definitely need more time to adjust to changes or new activities. Therefore, the school chooses these solutions to overcome the obstacles that occur and also we ensure that each child gets the support they need to succeed in school and in the community.

Discussion

P5 is an abbreviation for “Pancasila Student Profile Strengthening Project”, which is a project-based curricular activity in the Independent Curriculum which is designed to strengthen efforts to achieve competencies and character that are in line with the Pancasila student profile based on graduation competency standards ([Ardianti & Amalia, 2022](#); [Gusteti & Neviyarni, 2022](#)). The Pancasila student profile strengthening project is also a form of development innovation in the independent curriculum. The strengthening project is also said to be an initial step in improving the quality of character education in Indonesia.

The Pancasila student profile strengthening project, often abbreviated as P5, is a project to develop the character of Indonesian students so that students can become students who live out the noble values of Pancasila ([Purnawanto, 2023](#); [Wulandari et al., 2022](#)). With the development of the project, P5 becomes the main goal in implementing the Independent Curriculum. This goal can be achieved when project activities or activities prioritize the process rather than the results.

The implementation of P5 is flexible in terms of content, activities, and scheduling. The government has developed and published a guidebook and learning module for the P5 Merdeka Curriculum, which provides inspiration in designing and implementing project activities to strengthen the profile of Pancasila students starting from early childhood education (PAUD)/TK to Senior High School (SMA) ([Haq et al., 2024](#); [Misnawati et al., 2024](#)). The implementation of the independent curriculum at the Cahaya Impian Masa Depan Foundation (CIMD) has been carried out since 2023.

In implementing the independent curriculum with project learning, teachers are required to be able to get used to and adapt to developments that occur, in line with this statement, the principal and teachers at the Cahaya Impian Masa Depan Foundation (CIMD) continue to work together to study and prepare steps in learning. Although at the beginning of the implementation of learning or P5 activities, it was still not running optimally, but over time, teachers will understand more. The implementation of P5 at the Cahaya Impian Masa Depan Foundation (CIMD) did not find many gaps in the preparation steps that had been carried out by teachers. However, the existing gaps do not reduce the sustainability of the implementation of P5 activities at the Cahaya Impian Masa Depan Foundation. In the results above, the CIMD Foundation will continue to strive for the sustainability of the implementation of P5 to the maximum so that day by day its implementation runs optimally.

The initial step in implementing the implementation of P5 is starting from the principal and teachers starting to do planning, implementation, evaluation related to the implementation of P5. Then there are also obstacles and how to deal with these obstacles in the implementation of P5. The planning of the Pancasila Student Profile Strengthening Project (P5) at the CIMD Foundation refers to the findings regarding the planning of P5 activities at the CIMD Foundation. The first thing to do is the principal and teachers here hold a meeting every week, namely a meeting every Friday.

The things discussed were about the program related to P5 activities for children in the following week or about the problems they found such as children who lack focus, are still difficult to direct, and many other things that were discussed. The principal and teachers also discussed the next teaching methods that will be implemented, for example, relevant extracurricular activities, and how the school facilitates children's understanding related to the implementation of P5 activities. Regarding funds, the school has prepared so that the implementation can run optimally.

Schools certainly support available resources such as funds, facilities, and personnel. Schools receive funds from the government through BOP funds, and the CIMD Foundation also seeks funds through CSR, or perhaps through donations. In terms of facilities, the school optimizes these funds so that what is needed by children, teachers, and educators can run well for daily activities at school. Then regarding personnel, the school has conducted personnel recruitment and development. Teachers and staff are given regular training and professional development, because this can help improve and support the quality of teaching that you will later provide to children, including in the context of this P5 program.

The implementation of P5 activities at the CIMD foundation is carried out once a week every Friday. Teachers also utilize school facilities and infrastructure to support the implementation of these activities. Children will display or show their learning outcomes at school. The activities carried out by children in the implementation of P5 are concrete activities carried out related to the implementation of P5, usually such as holding story sessions that raise Pancasila values such as honesty, unity, or mutual cooperation (Harbelubun, 2023; Syair, Murniati, & Soedjono, 2023).

There are also in terms of art and creative activities, usually the activities carried out are making handicrafts from used materials, drawing using unused materials, then there are Balinese dance activities. Then, the school also invites children to do gardening activities, processing waste into useful items. There are also "cooking class" activities, namely children will make food with their own creations. Furthermore, there are activities to make ecobricks from fruit skins and vegetable skins, with the aim of making ecobricks to minimize waste and of course in these activities there is an element of cooperation between the children there.

The next step is the evaluation of the Pancasila Student Profile Strengthening Project (P5) at the CIMD Foundation. The evaluation of the Pancasila student profile strengthening project at the CIMD Foundation was carried out at the end of the activity by looking at the initial determination of dimensions and themes to reporting the results of the project in the form of a P5 report card. This is in line with the results of previous studies which stated that the evaluation of the implementation of P5 focuses on the process and not the final results (Pratiwi et al., 2024; Hastiani et al., 2023; Irsyad & Fitri, 2023). After the evaluation of the Pancasila student profile strengthening project at the Cahaya Impian Masa Depan Foundation (CIMD), the principal and the team of teachers carried out a follow-up to the project that was created. This is in line with previous research which states that one of the follow-ups and sustainability of the project is to invite the community and establish cooperation with educational unit partners such as parents (Anggraini et al., 2022; Ulandari & Rapita, 2023).

CIMD Foundation teachers assess the extent to which children can apply P5 activities in everyday life in the school environment. Therefore, teachers conduct observations related to children's behavior and interactions, involve children in activities and see the development of skills in children. Then the teacher observes the child's behavior, how active the child is, in various situations in the school environment including in class, outside class, and during P5 activities. After that, teachers regularly evaluate each child's progress in achieving learning objectives and skill development. They use various assessment tools,

including classroom observations, and student portfolios, to gain a holistic understanding of each child's abilities and needs. d. Obstacles and Solutions to the Pancasila Student Profile Strengthening Project (P5) at the CIMD Foundation.

There are several obstacles in the implementation of P5, but it does not rule out the possibility that there is always a way to deal with the obstacles that occur. The obstacles that arise in the implementation of P5 in the school environment include several things, namely the first in terms of active participation of children in activities, children are less active, and less involved in playing or doing activities with their peers and teachers, both in group or individual activities, this usually occurs in children with Down syndrome needs (Amiran, 2016; Warman et al., 2024).

One of the solutions offered is for teachers to use methods or approaches that will encourage children to be more active in the learning process or in P5 activities. For example, in discussion activities with friends or in role-playing games (Muktamar et al., 2024; Halifah, 2020). Another solution is that teachers also insert activities using games, art, music, or drama as a means to introduce Pancasila values. This approach makes learning more fun and interesting for children, while increasing their understanding of these values.

Other obstacles that occur are related to the lack of parental involvement, for example in participating in attending school activities. Parents have a role in supporting the implementation of P5 by providing the resources needed by children, books, stationery, and materials. In addition, motivation and support from parents are also important for children to stay motivated in carrying out P5 (Rahmafitri et al., 2024; Zahrah & Mawasil, 2023). Therefore, the solution provided is for schools to provide pick-up and drop-off services for parents who have difficulty with transportation so they can attend their children's school activities and also for schools to work with local services to provide additional support or resources for parents who have physical or health limitations.

A less than optimal learning environment is also one of the obstacles that occurs because it makes some children lose focus when studying or doing activities (Anggraini et al., 2024; Patriana et al., 2021). One of the things offered is to arrange children's rest time at home so that when at school children do not feel tired and sleepy while studying, another solution is to fully accompany children who we feel are still lacking focus and need assistance. Teachers are starting to try to use several strategies, for example when studying we invite children to play roles, have small discussions with their group friends, and invite children to do art activities such as drawing, painting, coloring their own work, and other activities that can make children comfortable studying, because of that we can get the child's focus.

The implementation of P5 provides an opportunity for children, especially children with special needs, to explore how they develop creativity and knowledge related to P5 in depth. In this phase, children will gain an understanding of how to apply P5 by being directly involved in activities inside and outside the classroom. Therefore, in its implementation, the six dimensions of P5 are also inserted into children's learning and daily lives by carrying out several methods that have been directly applied by early childhood children with special needs.

The latest information in this study has implications for the use of research results as a reference or reading for consideration in making policies related to the Pancasila Student Profile Strengthening Project, especially for early childhood, especially with children with special needs. Schools can insert certain activities to see the development of abilities in children. This does not only apply and is applied to inclusive schools but also to each educational unit. The limitation of this study is that it was only conducted at one foundation, so that further research can determine a wider research location to obtain more maximum information.

4. CONCLUSION

The planning, implementation, and evaluation of the Pancasila student profile strengthening project at the Cahaya Impian Masa Depan Foundation (CIMD) are running according to the development stages and the project activities. There has been a planning, implementation, and evaluation process for children at the Cahaya Impian Masa Depan Foundation (CIMD). In addition, project activities also focus on developing children's character according to the 6 dimensions of the Pancasila student profile strengthening project. In the planning stage, the school discusses the next teaching methods that will be implemented, for example, relevant extracurricular activities, and how the school facilitates children's understanding related to the P5 implementation activities. Regarding funds, the school has prepared so that its implementation can run optimally. The P5 program as an implementation of the Merdeka Curriculum aims to shape the profile of Pancasila students through creative, critical, communicative, collaborative and character education. The latest information in this study can provide information and be used as a reference for the implementation of P5 in inclusive institutions or schools.

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