Implementation Of The Pancasila Student Profile Strenghening Project (P5) In The Independent Curriculum In High Schools

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Abstract: The purpose of this study is to provide an overview of the successful implementation of the Pancasila Student Profile Strengthening Project (P5) in Senior High Schools through a literature review of several related articles. The research method used is library research by accessing the Google Scholar database using the keywords "Implementation" and "Pancasila Student Profile Strengthening Project". The results of the study show that the readiness of schools, teachers, supervision, and students greatly affects the success of the implementation of P5. Schools need to provide adequate facilities, involve school committees and communities in planning, and periodically evaluate programs. Teachers play an important role in the implementation of P5, so it is necessary to receive training to understand the preparation of modules, develop learning methods, and master contextual principles, holistic, exploratory, and student-centered. These principles encourage students to be more active, creative, and independent in the learning process. In addition, internal and external supervision is also an important supporting factor. School supervisors provide direction and motivation, while principals and teachers guide and monitor the course of student activities. Structured oversight helps identify constraints and provide timely solutions. With good support from all elements of the school, the implementation of P5 can run more optimally, allowing students to develop academic competence, social skills, and character in accordance with the values of Pancasila, which is the main foundation of education in Indonesia.

Keyword: Independent Curriculum, P5, Implementation

INTRODUCTION

In general, the curriculum emphasizes flexibility in learning, strengthening students' independence, and the relationship between education and the demands of the world of work and daily life. One of the advantages of the independent curriculum is the thematic approach that allows students to gain learning through direct experience. The curriculum has a very important role in the entire educational process, even becoming an essential and inseparable element from the education system itself (Sanjaya & Vienna, 2008).

The independent curriculum is a step in educational reform designed by the Ministry of Education, Culture, Research and Technology to answer specific challenges related to the situation faced in the national education system, for example in the quality gap between regions, the relevance of the curriculum to the needs of the 21st century, and strengthening the character of students through a more contextual approach. The independent curriculum in schools has begun to be implemented in stages starting from 2022. As for the legal basis of the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning guidelines for the implementation of the curriculum in the context of learning recovery, the decision provides guidance for education units in implementing the independent curriculum as an effort to recover learning after the pandemic. Furthermore, Ministerial Decree Number 262/M/2022 concerning amendments to the Ministry of Education and Culture Number 56/M/2022 concerning guidelines for the implementation of the curriculum in the context of learning recovery.

This curriculum change aims to better accommodate students' interests, talents, and abilities, as well as adjust their workload and manage the integrity of certified teachers. Ministerial Regulation No. 16 of 2022 regulates the implementation of the independent curriculum for early childhood education, elementary school, junior high school, high school, and vocational school levels. This regulation sets the standards of the learning process that must be met by educational units in implementing the independent curriculum (Ministry of Education & Technology, 2022).

The independent curriculum structure for primary and secondary education levels, such as high school/MA or equivalent, is divided into two main activities, namely intracurricular learning and the Pancasila Student Profile Strengthening Project (P5). The P5 project is allocated around 30% of the total lesson hours (JP) per year. The implementation of the P5 Project is flexible, both in terms of content and implementation time In terms of content, the P5 Project must refer to the achievements of the Pancasila student profile in accordance with the phase of student development, without having to be directly connected to the learning outcomes of certain subjects. Meanwhile, in terms of time management, projects can be implemented by combining time allocation from various subjects. The total implementation time for each project is also not required to be the same, allowing adjustments according to the needs and characteristics of students (KEMENDIKBUDRISTEK, 2022).

The Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in accordance with the Pancasila Student Profile which is compiled based on graduate competency standards. The implementation of the Pancasila Student Profile Strengthening Project (P5) is carried out flexibly, both in terms of content, activities and implementation time. The Pancasila Student Profile Strengthening Project (P5) is designed separately from intracurricular. The implementation of the Pancasila Student Profile Strengthening Project (P5) does not have to be tied to intracurricular goals or subject matter. The education unit can involve the community and the world of work in designing and implementing this project. At the level of SD/MI, SMP/MTs, SMA/MA, SMK/MAK, and other levels, P5 requires a time allocation of 20-30% of the total lesson hours in one year. The division of time for each activity does not have to be uniform; One project can have a longer duration than another. In terms of time management, project implementation can combine the allocation of lesson hours from various subjects, and the total time for each project can vary as needed (Education, 2022).

The Pancasila Student Profile Strengthening (P5) project basically emphasizes a project-based thematic approach that can help students develop 21st century skills, such as increased collaboration, creativity and critical thinking while remaining rooted in the nation's culture and values. So that the implementation of the Pancasila Student Profile Strengthening Project (P5) is very relevant to the needs of modern education contextually with the aim of building the character of Indonesian students. The implementation of the Pancasila Student

Profile Strengthening Project (P5) can also help in instilling Pancasila values in students to be able to build student character such as mutual cooperation, independence, creativity and a sense of diversity. The implementation of the Pancasila Student Profile Strengthening Project (P5) generally has stages of planning, implementation and evaluation so that the implementation of the Pancasila Student Profile Strengthening Project (P5) can be carried out in accordance with the expectations and goals that are desired to be conveyed to students.

Planning for the implementation of the Pancasila Student Profile Strengthening Project (P5) begins with designing time allocation and determining the dimensions of the Pancasila Student Profile. At this stage, the head of the education unit sets the time allocation and project dimensions for each theme in order to map the distribution of project implementation in the education unit. The next step is to form a facilitation team that is tasked with compiling project modules, managing implementation, and assisting students in P5 activities. After that, the head of the education unit identifies the readiness level of the education unit to assess the stages of project implementation. Next, the facilitation team chose the theme that had been provided by the Ministry of Higher Education as the basis for the implementation of the project. Then, the team determines the scope of the specific problem that will be the focus of the project. Finally, the facilitation team designs a project module that includes the flow of activities as well as the type of assessment that is appropriate to the project goals and activities. (Ministry of Education and Culture, 2021). The implementation of the Pancasila Student Profile Strengthening Project (P5) involves a thematic approach that integrates various disciplines. The project is designed to cover social, environmental and cultural issues relevant to local and global contexts. This means that students not only learn theoretically in the classroom, but can also understand the real application of the knowledge they have acquired. In the implementation of the role of stakeholders needed in the implementation of project-based learning.

Among them is the head of the education unit who has duties within the scope of implementation planning. Furthermore, the role of educators as facilitators in the implementation of activities, then students who are expected to actively participate in the learning process (Azizah et al., 2023). There are other elements outside the school such as the education office which functions to ensure that the education unit has adequate resources, facilities and infrastructure in its implementation. Supervisors who function to oversee whether the project is running as expected. Then another element is the education unit committee which plays a role in providing supervision and support related to the implementation of the project. The latter is the community or parents who help in finding problems or problems that exist in the environment. (Ministry of Education and Culture, 2021). Through the explanation above, there needs to be an evaluation that can help in improving the implementation of P5.

The implementation of P5 is not only a responsibility for all educational units in Indonesia, but P5 is necessary and important to continue to be carried out to be able to build awareness of each educational unit so that it becomes a need to be fulfilled immediately. P5 is implemented so that students can take real action in answering issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life according to their learning stages and needs. It can be simplified that P5 can be used as a learning tool that can help in encouraging students to behave competently, have character and act in accordance with the values of Pancasila. In order to achieve the implementation of P5, it is necessary to review the implementation process of P5 in the field that has been carried out by schools at the elementary to high school levels. Analyze the success factors of the implementation of P5 as a reflection material to be able to determine important points as the key to the successful implementation of the project.

METHOD

The research method used in this study is *Library research* (Researchliterature)(Sari & Asmendri, 2020). This research was carried out by reading, recording and also reviewing the literature or reading materials selected and considered in accordance with the subject of the research study, namely identifying the advantages and disadvantages related to the implementation of the project to strengthen the profile of Pancasila students in schools. The references that have been obtained are then filtered and also theoretically poured into the framework of thinking related to P5. The following technique is carried out with the aim of being able to strengthen the facts and compare differences or similarities both in theory and practice that is being studied. Furthermore, the *website* method (accessing internet sites) is also carried out in this study using the *Publish or Perish* application on the Google Scholar *database* by typing the keyword "Implementation" or with "Pancasila student profile project".

RESULTS AND DISCUSSION

Results

The results of the literature review that can be identified are 5 articles that meet the criteria for the main study of the research, namely the findings from the results of the implementation of the project to strengthen the profile of Pancasila students in high schools which are summarized in the following table 1;

Table. 1 Literature Review Results

It	Writer	Heading	Source/ journal	Findings
1.	Nugrah Alvina, Amrian, Irmawati Thahir, Nasir	Implementation of the Pancasila Student Profile Strengthening Project in the X5 Independent Curriculum at SMA Negeri 9 Maros (Nugrah et al., 2024)	Perspective: Journal of Education and Linguistics. Volume. 2 No. 1 March 2024 e-ISSN : 2988-5914 p-ISSN : 3025-0641, Page 187-197 ORDER: https://doi.org/10.59059/perspektif.v2i1.106	The findings show that the implementation of the Pancasila student profile strengthening project (P5) with the theme of the voice of democracy at SMA Negeri 9 Maros can provide full awareness to students that their votes have meaning even though they are novice voters. This is shown by the participation of students voting. They have taken part in the democratic process in schools.
2	Galih Sekar Kinasih, Inas Jihan Nafi'ah, Meirida Kartika Jati, Sri Dwi Retnaningsih, Muhamm	Implementation of the Pancasila Student Profile Strengthening Project (P5) for Improving Communication Skills in the	Journal of Education and Learning Sciences Vol. 07, no. 1, January 2024 DOI: https://journalpedia.com/1/index.php/jipp	The findings show that the P5 implementation designed With project-based activities, such as group discussions, presentations, and reflections, it significantly improves students' communication skills. However, the study also identified some limitations, including a lack of

	ad Sabandi	Independent Curriculum Senior High School (Kinasih et al., 2024)		technical training for teachers and limited time in project implementation.
3.	Praise Dinda Melati, Eko Puspita Rini, Musyaiyadah, Firman	Implementation of the Pancasila Student Profile Strengthening Project (P5) in Independent Curriculum in Senior High School (SMA) (Puji et al., 2024)	Educational Journal: Journal of Educational Sciences. Vol. 6 No. 4 August 2024 Pages 2808 - 2819 https://edukatif.org/index.php/edukatif/index	The findings of the research results of the P5 implementation process in Senior High Schools (SMA) have gone well, the active participation of students is also clearly seen in the themes that have been implemented, namely "Entrepreneurship" and "Bhineka Tunggal Ika". Even so, in its implementation there are several challenges such as the allocation of resources, time, funds, and lack of teacher assistance, which also need to be considered seriously and deeply. With continuous support from all relevant parties such as the government, teachers, school staff, and the community are also very important to ensure the sustainability and success of the P5 program. However, the limitations in this research and the implications of the article on scientific development are still very minimal so that it can be continued by the next generation of researchers.
4.	Irsyad, Yulia Fitri	Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum at SMKN 1 Batusangkar (Irsyad & Yulia, 2023)	INNOVATIVE : Journal Of Social Science Research Volume 3 Number 4 of 2023 Page 5149-5157 E-ISSN 2807-4238 and P-ISSN 2807-4246 Website: https://j-innovative.org/index.php/Innovative	Findings The results of data processing show that SMKN 1 Batusangkar has implemented an independent curriculum starting in July 2022 and has implemented P5 activities since the start of the implementation of the independent curriculum which shows 1) P5 planning starting from determining the dimensions and themes to determining the learning flow, 2) in its implementation starting

				from learning activities related to projects in the classroom to the performance or implementation of P5 peak events, 3) In P5 evaluation activities looking at the development of students, school readiness and teachers' ability to implement P5, 4) Factors The supporting factors are adequate facilities and infrastructure while the inhibiting factors is that there is still a lack of understanding and skills of teachers related to the implementation of P5.
5.	Amelia Anugrah Putri. Mi, Faishal Yasin, Hefni	Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum In phase F at SMAN 1 Sawahlunto (Amelia et al., 2023).	JPS : Journal of School Education 2023 Vol 2 No 1 E-ISSN : 3026-7609 DOI: https://ejournal.upgrisba.ac.id/inde.php/jps	Findings One of the supporting factors for the implementation of P5 is good facilities and infrastructure at SMAN 1 Sawahlunto, such as a large room, sufficient infocus, and a podcast room that can be used for P5 promotions and activities. However, there are still obstacles in the preparation of learning modules, where teachers still modify modules from other parties rather than making their own modules. Overall, the implementation of P5 at SMAN 1 Sawahlunto has gone well but there are still several obstacles that need to be fixed. Efforts are needed to improve teachers' understanding of the independent curriculum, manage P5 learning time to be more effective, and develop learning modules that are in accordance with the needs of the school.

Source: Research Results

In the implementation of P5 in the field at the high school level, based on the results of the review of 5 P5 implementations, some of them have gone well. But even so, there are still many obstacles in its implementation. So it can still be said that the success of the

implementation of P5 depends on several aspects such as school readiness, teacher readiness, supervision, and student readiness.

Discussion
School Readiness

The readiness of schools or organizers of the Pancasila student profile strengthening project in the education unit greatly affects the optimization of the implementation of P5. So that schools have an important role in helping the implementation of P5 to be even better. Schools are explained as places or containers, there needs to be adequate facilities to be able to help the implementation of a learning goal. The readiness of schools that need to be prepared to support the implementation of P5 is facilities and infrastructure, then conduct training for teachers and facilitators and conduct evaluations with the aim of being able to increase the effectiveness of the implementation of P5 (Istiqomah & Nunuk, 2022). Schools also need to manage all elements involved in the implementation of P5, including schools with learning committees and socialized to all teachers, then education staff, students and parents through agreements. Furthermore, it involves school committees, communities, and school supervisors in P5 planning, up to the implementation and evaluation stage of programs that are able to maximize the implementation of the P5 program (Syallika et al., 2024). Schools also need to improve their time allocation with the intention that teachers can work in a good collaborative way, so that the goals they want to achieve will be easier

Teacher Readiness

Teachers are an important element in the implementation of P5. So it is necessary for a teacher to have an understanding in the preparation of the P5 implementation module. In the implementation of P5, the findings were obtained that there are still quite a lot of teachers who still do not understand and do not have skills in implementing P5. Thus, the education unit needs to provide capacity development in teachers' ability to carry out the project to strengthen the profile of Pancasila students (Devantri et al., 2024). Capacity building for teachers can be carried out starting from participating in training, conducting discussions, so that teachers will later know what things need to be considered when implementing P5 so that the implementation of P5 will run according to the desired goals.

Teachers need to be equipped with principles that uphold learning objectives. First, teachers must have contextual principles, in this principle teachers are able to make the surrounding environment and reality in daily life as the main material in learning. The two holistic principles, in this principle the teacher views something as a whole and comprehensively, not separately. The third is the exploratory principle, in this principle is related to the spirit to be able to open a wide space for the inquiry and development process of students. The fourth is the student-centered principle which focuses on students with the intention of encouraging students to become active learning subjects so that they can manage the learning process independently (I et al., 2022).

Supervision

In the implementation of P5, there needs to be supervision or control from outside the school, namely school supervisors. School supervisors are very helpful and affect the performance of teachers and principals, while the supervision is carried out in accordance with their duties and functions and authorities which have an impact on the creation of improved quality of education in schools. School supervisors are needed with the intention of providing assistance and guidance such as motivating and providing direction and services so that they can help in improving teachers' abilities, on this topic the implementation of P5 (Syaharani & Fathoni, 2023). Internal supervision also needs to be carried out by teachers and principals in the implementation of P5. Supervision in P5 activities, especially for each group, is monitored

every day by the supervisor with the intention of awakening students' curiosity. Furthermore, supervision is generally carried out to the principal and the team in the school curriculum (Shelyana et al., 2023). So that teachers can guide and send daily activity reports and attendance lists for student activities.

Student Readiness
The readiness of students greatly affects the optimization of readiness elements in the implementation of P5, including school readiness, teacher readiness and supervision that supports the implementation of P5.

CONCLUSION
The readiness of schools greatly affects the success of the implementation of the Pancasila Student Profile Strengthening Project (P5). Schools need to provide adequate infrastructure, train teachers and facilitators, and conduct periodic evaluations to increase the effectiveness of the program. Good management involves all elements, including teachers, education staff, students, parents, school committees, the community, and supervisors in planning to evaluating programs. Teachers play an important role in P5, so it is necessary to develop capacity through training and discussion to better understand the modules and skills of implementing P5. Teachers must also apply the principles of contextual, holistic, exploratory, and student-centered learning so that the learning process is more meaningful. Internal and external supervision also supports the success of P5. School supervisors provide direction and motivation, while principals and teachers guide and monitor student activities regularly. The readiness of students also plays an important role in optimizing the success of P5. With the support of schools, teachers, and good supervision, the implementation of P5 can run more effectively, helping students develop competencies and character according to Pancasila values.

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