



Understanding, Acceptance, and Habituation of Pancasila Behavior from the Implementation of the Pancasila P5 Student Profile Strengthening Project on Global Cooperation and Diversity at SMA Negeri 4 Singaraja

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Abstract

This study examines the implementation of the Pancasila Student Profile Strengthening Project (P5) with a focus on global diversity at SMA Negeri 4 Singaraja, Bali, using a descriptive qualitative approach with a case study design. Data was collected through interviews, observations, document analysis, and focus group discussions to explore the planning process, teacher and student perceptions, and instilled values about global diversity. The findings show that the POACR (Planning, Organizing, Mobilizing, Controlling, Reflecting) strategy supports activities such as cultural video analysis, watching collective films on diversity, and interviews with resource persons, improving students' understanding of "Bhinneka Tunggal Ika". Teachers and students provide positive feedback, although challenges such as time constraints and student motivation are addressed through WhatsApp communication and mentoring. The values of tolerance, cooperation, and acceptance of differences are instilled through student presentations and essays. The research offers practical insights for schools and academic contributions to the Independent Curriculum, with recommendations for multi-site and longitudinal studies.

Keywords: Pancasila Student Profile Strengthening Project, global diversity, Bhinneka Tunggal Ika.

1. INTRODUCTION

Education plays a central role in shaping individuals who excel not only academically but also have spiritual values, self-control, emotional maturity, intelligence, and high moral standards. It serves as a strategic platform to create a generation with strong character and ethics, capable of facing future challenges with mental readiness and positive contributions to an ever-evolving society. However, students' need for meaningful, valuable, challenging, integrated, and enjoyable learning is often hampered by conventional teaching approaches. To overcome this, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the Independent Curriculum, which prioritizes character education through the Pancasila Student Profile Strengthening Project (P5). (Hasanah Lathipah, 2024) (Nurmala, 2025)

Pancasila, as the foundation of the Republic of Indonesia, consists of five principles: Belief in God Almighty, Just and Civilized Humanity, Indonesian Unity, Democracy Guided by Inner Wisdom of Deliberation, and Social Justice for All Indonesian People. These values guide citizens to live in harmony in a diverse society. In education, Pancasila is not only taught as a theory but must be internalized and practiced in daily life. As a component of the Independent Curriculum, the Pancasila Student Profile seeks to develop people who are loyal, pious, moral, independent, collaborative, globally diverse, analytical, and creative. (Lasena, 2024)

To incorporate the principles of Pancasila into education, a strategic plan known as P5 uses projects that actively involve students. This program is designed to encourage an interactive

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learning experience, so that students can truly understand, appreciate, and practice the values of Pancasila. In this program, global diversity becomes a key point that shows how students can live in harmony with others, while still upholding their cultural, religious, ethnic, and traditional identities. This is very much in line with Indonesia's motto, Bhinneka Tunggal Ika, which celebrates the extraordinary diversity of our nation. Therefore, eliminating Pancasila is tantamount to realizing the ideals of the nation's founders to achieve unity. It is clear that Pancasila is able to unite various ethnicities, races, religions, and characters of Indonesian society. (Firdaus, 2023) (Budiarta, 2024)

The global diversity aspect of P5 is not only about understanding differences, but also about developing attitudes and skills so that students can interact peacefully in different communities, whether at the local, national, and international levels. Given that Indonesia has a diverse religion and more than 300 ethnic groups, education about global diversity is essential to foster tolerance, respect differences, and create an inclusive and just society. Multicultural education, which is the foundation of global diversity, has been shown to be effective in promoting social harmony and reducing conflict because it encourages mutual respect and empathy for differences.

The P5 program has been implemented at all levels of education in Indonesia, from early childhood education to secondary school. For example, in kindergarten, basic but significant activities are used to teach young children the principles of Pancasila through the application of P5. To improve children's understanding of the principles of citizenship and ethics, P5 is incorporated into the elementary school curriculum. The Bhinneka Tunggal Ika theme is used to implement P5 at the high school level, such as at Wira Bhakti Gorontalo Integrated High School, through activities such as trips to historical landmarks, traditional dance and music performances, and the creation of images that depict cultural diversity. Through this activity, students are expected to better understand and appreciate the cultural diversity and unity of the Indonesian nation.

In this study, we used a qualitative descriptive approach. Data was collected through observation and direct interviews with principals, teachers, and students at SMA Negeri Singaraja 4. Based on the results of interviews at SMA Negeri 4 Singaraja, the data was systematically analyzed to provide an accurate picture of the implementation of P5, with a focus on aspects of global cooperation and diversity that will measure how students understand, accept, and habituate the implementation of P5 in schools. By using the POACR (Planning, Organizing, Acting, Controlling, Reflecting) approach, the institution is able to create P5 activities that are adaptable and locally appropriate. These include:

- a. Cultural Awareness Activities: Students are divided into small groups to evaluate the film and answer questions about religion, ethnicity, traditional housing, regional songs, cuisine, weaponry, musical instruments, and dance. The class presents the results, giving students the opportunity to discuss their knowledge and experience of Indonesia's cultural diversity.
- b. Religious Diversity in Film Screening and Discussion: This activity seeks to increase students' awareness of the importance of mutual trust and respect for religious differences in Indonesia's pluralistic society.
- c. Interviews and Discussions with Resource Persons: The school invites speakers, such as lecturers from the History Education Program, to deliver seminars on local culture in Buleleng Regency and religious diversity in Indonesia. Students engage in hands-on discussions, gaining deeper insight into local wisdom and the values of tolerance.

This activity is designed to foster the character of global diversity, which is reflected in the increased understanding, acceptance, and tolerance of the habit of differences. This study uses a descriptive qualitative approach, collecting data through observation and interviews with

principals, teachers, and students at SMA Negeri 4 Singaraja. Data are systematically analyzed to provide an accurate picture of P5 implementation, with a focus on global diversity.

This research aims to answer three main questions:

1. What is the planning and implementation process of P5 on the aspect of global diversity at SMA Negeri 4 Singaraja?
2. What are the perceptions of teachers and students regarding the application of P5 on global diversity?
3. What values of global diversity have been successfully instilled through P5 activities?

By exploring these questions, this study seeks to provide insight into the effectiveness of P5 in shaping student characters that reflect the values of Pancasila.

Despite the positive outcomes, such as increased student awareness of diversity and strengthening tolerance, the implementation of P5 at SMA Negeri 4 Singaraja faces challenges, including limited references for module development, limited implementation time due to national and Balinese religious holidays, inadequate supervision of project coordinators, suboptimal communication with parents, and low motivation among some students. To address this, schools have conducted evaluations and taken measures such as increasing collaboration with other schools, improving parental communication through WhatsApp groups, and providing intensive mentoring for less motivated students.

This study is very important, not only for SMA Negeri 4 Singaraja but also for Indonesia's national education system. Understanding the implementation of P5 at the high school level can serve as a reference for other schools aiming to adopt or improve similar programs. In addition, these findings can help policymakers in evaluating and improving the Independent Curriculum, especially in strengthening the Pancasila Student Profile. In the context of globalization, where cross-cultural interaction is increasing, global diversity education through P5 is key to preparing students as responsible global citizens rooted in the values of Pancasila.

Pancasila really teaches us the concept of democratic living substantially as an experimental living process towards a better coexistence in a diverse environment that allows everyone to wisely and lovingly "I, you, us, you, them, and us" towards the goal of living together with the state to build a socially just society together based on the One Godhead. This democratic awareness is impossible to achieve if we all do not realize who we really are as Indonesians. Therefore, the ideological acceptance of the younger generation in Buleleng Regency towards Pancasila as the Ideology of the Indonesian Nation; namely as a form of preventive anticipation to save the young generation as a national asset, successor and supporter of the Pancasila ideology. Although the importance of the implementation of P5 and global diversity has been widely discussed, there has been no specific and in-depth study on how the P5 project with the theme Global Cooperation and Diversity at SMA Negeri 4 Singaraja affects students' understanding, acceptance, and habituation of Pancasila behavior. (Sukadi, 2024) (Sidaryanti, 2024)

2. METHOD

This research is designed to explore in depth the implementation of the Pancasila Student Profile Strengthening Project (P5) with a focus on global diversity at SMA Negeri 4 Singaraja, Bali. Utilizing a descriptive qualitative approach and case study design, this study aims to understand the planning and implementation process of P5, the perceptions of teachers and students regarding its implementation, and the values of global diversity that have been successfully instilled through the activities of this project. The qualitative approach was chosen for its ability to capture the complexity of educational phenomena in their natural context, allowing researchers to explore the experiences, perceptions, and social dynamics that emerged during the implementation of P5. The case study methodology is well-suited to answering

research questions that concentrate on the "how" and "why", such as how the P5 was created and implemented, as well as why some actions are successful in promoting the values of global diversity. Twelve related references, including journal articles and appendices, were used in this study to improve the theoretical framework, methodology, and comparative analysis.

The study used a variety of complementary data collection methods—participatory observation, document analysis, semi-structured interviews, and focus group sessions—to ensure a rich and comprehensive data set. Semi-structured interviews were conducted with key participants. These groups consist of 10 to 15 students who actively participate in P5 activities, 1 to 2 school management representatives (such as principals), and 5 to 10 teachers responsible for designing and implementing P5 activities. The main objective of conducting this interview is to try and gain feelings, experiences, and challenges about the implementation of P5 in a global diversity environment. Some open-ended questions include, "how do you plan P5 activities to understand cultural diversity?" and "what are the main challenges you face in implementing P5?" In the search for appropriate data, all interviews are transcribed for analysis with the respondent's prior permission. This approach is in line with research conducted in Indonesia on multicultural education which reveals that interviews play a very important role in obtaining the views of stakeholders. (Apriliyah, 2024)

The P5 global diversity activity uses participant observation. Cultural discussions, student presentations on ethnic or religious diversity, films about diverse faiths, and visits to historical sites are included in the activities. The aim of this observation was to analyze the actual implementation of P5 by considering teacher teaching methods and student participation levels as well as interactions between students from different backgrounds. Field notes were also taken by the authors, including not only verbal and nonverbal cues and student responses but also teaching methods. This will provide the researcher with something that can triangulate some aspects that are not suitable for interviews, for example, the value of the students located – related to their culture or local issues – that triggers different types of groups interviews, for example, the students' values are located – related to their culture or local issues – that trigger different types of discussion groups Ansari et al. The use of participant observation was also consistent with previous P5 research, which sought to understand the extent to which project activities cultivated character values that had previously been supported in primary schools. (Hartati, 2025)

Document content analysis is used for data collection to evaluate the level of integration of global diversity into the P5 curriculum and related activities. The documents analyzed included RPP Lesson Plans, P5 activity notes; Learning modules and student work such as essays, presentations, or portfolios that demonstrate their understanding of cultural-religious-ethnic diversity. By conducting a systematic review and then coding these documents, we identified common themes such as tolerance, collaboration, and global cultural competence. Examinations in lesson plans, for example, how educators carry out activities that support the global view of religion, while student recordings can show their understanding of this Pancasila principle. Therefore, the document analysis provides empirical evidence on the application—and effects of—P5, which will be published in combination with data from interviews and observations. (Hartati, 2025)

To gather collective insights from all students and teachers involved, we typically hold focus group discussion sessions. In the FGD, we each asked guiding questions: "How did the P5 activity help strengthen your understanding of the value of cultural diversity?" and "Which classroom experiences would you rate as strengths and weaknesses of the P5 activity?" This method provides researchers with the opportunity to observe social group dynamics and consensus-building dynamics that are not possible obtained from individual interviews. A concrete example is the experience of students in organizing tolerance classes, which we can witness in class. FGD is not a prerequisite, but it is indeed one of the best methods to gain

deeper insight into the extent to which P5 classes affect the overall school environment. (Saputra, 2024) (Fernando, 2025)

We carefully selected our participants for this study in anticipation that they would have the long-term experience and insights of the P5. Students and other participants were selected based on their requirements to participate in many of the P5 protest activities. Students are likely selected based on their social and yoga backgrounds, and students from different classes and cultures may have been an important part of the pool of participants. Teachers are selected based on their role in facilitating these activities, and school leaders or professors are also considered to hold this title because of their role in guiding and planning events. In this way, it is shown that the information collected will be relevant to the research question and that the perspective held by the environmental community. The optimal number of participants should consist of 5-10 teachers, 1-2 school leaders, and 10-15 students to ensure that the spectrum of perspectives is maintained without losing focus on the depressing. (Wayan, 2023)

In this study, we applied a combination of theme analysis and content analysis. We applied thematic analysis to data obtained from interviews, observations, focus groups, and focus group discussions to identify patterns such as "P5 strategy", "student role", "cultural understanding", "implementation barriers", and other key themes. This approach starts with open coding, where we assess all the data to create the initial code. The relevant code is then grouped into categories and used in focused coding, axial coding, and frequency coding. Content analysis is applied separately to documents to assess the frequency of references to "perceptions of tolerance" or "collaboration" with appropriate cultures, for example, in modules. To simplify the work and improve clarity, we use NVivo Qualitative Software or ATLAS.ti. The aim of this methodology is to produce findings whose framework is feasible and reliable in accurately describing the complex expression of P5 practices.

To ensure the transparency and validity of the findings, various methods are used to reconfirm the data. Triangulation is carried out by comparing qualitative data from interviews, observations, documents, and focus group discussions to determine consistency and accuracy. In addition, member checks are used by sharing initial findings with participants to ensure their perspectives are accurately reflected. In addition, researchers engage in peer discussions with other researchers to ensure that external perspectives are used to validate the data and reduce bias. Finally, the researchers maintained journal reflections to identify and manage personal biases and ensure the analysis flowed objectively. Each method is used to demonstrate the qualitative validity of the research.

Overall, ethical considerations played an important role in this study, as it involved human subjects. Therefore, we ensure that each participant consents to the study after reading the informed questionnaire, which outlines the research objectives, their rights, and the results of data collection. All data is anonymized to maintain confidentiality, and all respondents are given the right to opt out at any time. We pay close attention to cultural sensitivity, especially when discussing the topic of diversity and religion, to avoid inconvenience. The study also considered various P5 constraints, such as limited modules, schedules interrupted by holidays in Bali, suboptimal coordinator supervision, poor communication with parents, and low student motivation. Some possible solutions include collaborating with others to share resources, utilizing WhatsApp groups for better communication, and providing specialized mentoring for less motivated students.

This research contributes to showing how to incorporate character education into the curriculum, to build the values of tolerance, mutual respect, and cultural awareness in students. At the local level, these findings can assist administrators and teachers at SMA Negeri 4 Singaraja in identifying the strengths and weaknesses of their current approach to P5, enabling them to make informed decisions about project design improvements and implementation. For example, if research shows that activities such as watching a collective film about diversity of

beliefs are very effective, these activities may be emphasized or expanded in the future. At the national level, this study adds to the literature on the Independent Curriculum and P5, providing empirical evidence on how these initiatives are received and implemented in various educational settings in Indonesia. The focus on global diversity is particularly relevant amid increasing global interconnectedness, where individuals need to navigate a multicultural environment with sensitivity and competence. Methodologically, this study shows the value of a qualitative approach in capturing the complexity of educational phenomena, encouraging other researchers to adopt a similar approach.

Because it focuses on only one school, this study also has limitations in terms of generalization. Nonetheless, the depth of the case studies allows for a comprehensive understanding that can be used as a basis for comparative research. Although researcher bias is worrisome, methods such as triangulation and member examination can help mitigate this threat. The impact of P5 can be investigated by expanding the scope of future studies through multisite case analysis, which will compare how a school or region implements P5, and longitudinal studies to evaluate its long-term effects on student character development. In addition, it is also important to include the views of parents and related people from the wider community to deepen understanding of acceptance and support for P5 outside of school settings. It will also be interesting to see how technology plays a role in P5 activities such as incorporating VR for an immersive learning experience or leveraging digital platforms for cultural exchange.

This research is supported by 12 relevant sources that strengthen its theoretical framework and methodology. Works such as Nurmala et al. (2025) and Hasanah (2023) provide context regarding the application of P5 at various levels of education, while Panuntun & Aziz (2023) clarify multicultural education in the context of global diversity. In addition, the choice of data collection methods is validated by references such as Apriliyah & Santoso (2024) and Yirmadani & Zaimudin (2023), which demonstrate the use of qualitative techniques in educational research. Additional references included in the appendix also offer a case study and P5 evaluation, allowing comparison of findings with SMA Negeri 4 Singaraja. As a result, this research not only provides valuable insights for educational institutions but also contributes to academic discourse on multiculturalism and character education in Indonesia.

3. RESULTS AND DISCUSSION

Result

In the context of Pancasila Education, this approach has strong relevance because it is in line with the basic values of Pancasila which emphasizes democracy, social justice, and active participation in the life of the nation and state. Based on data analysis, the following findings were found:

1. P5 Planning and Implementation Process

The implementation and planning of P5 at SMA Negeri 4 Singaraja uses the POACR (Planning, Organization, Actuating, Controlling, Reflecting) strategy, which includes the planning, organizing, implementing, controlling, and reflection phases. Activities included cultural awareness exercises, where students were divided into small groups to analyze videos about religious diversity, ethnic groups, traditional houses, folk songs, local cuisines, traditional weapons, musical instruments, and regional dances, with the results presented in class. Other activities, such as a collective film screening session on diversity of beliefs and interviews with resource persons, such as lecturers from the History Education Program, were conducted to provide in-depth insights into local wisdom and the values of tolerance. Observations show high student engagement, especially in group discussions and presentations. Analysis of documents, including lesson plans (lesson plans)

and activity reports, reveals that global diversity is systematically integrated into the P5 curriculum and activities, focusing on the theme of "Bhinneka Tunggal Ika".

2. Teacher and Student Perceptions

Teachers' perceptions of the implementation of P5 are generally positive, despite challenges such as time constraints due to national holidays and religious festivals in Bali, lack of supervision by project coordinators, and suboptimal communication with students' parents. According to the teacher, P5 improves students' understanding of the principles of Pancasila, especially global diversity. "The P5 activity broadens students' perspectives on the importance of respecting cultural and religious differences," the interview said. [2025]. Students also said that the activities at P5 increased their knowledge of Indonesia's cultural and religious diversity. One student commented in an interview in 2025, "I now better understand how to appreciate friends from different ethnic backgrounds." According to interviews and focus group discussions, students' tolerance and ability to interact with peers from different backgrounds increased, with 88. 9% of them said they were in favor of posting project results on social media.

3. Global Diversity Values Successfully Instilled

Understanding cultural and religious diversity, embracing differences, and fostering tolerant and collaborative behaviors are key global diversity values that are effectively conveyed through the P5. The results of the students, including presentations on regional cultures that emphasized aspects of diversity such as folk songs and traditional dances, as well as essays that discussed the importance of tolerance, illustrate this clearly. Students show a high awareness of Bhinneka Tunggal Ika (Unity in Diversity) after their involvement in activities such as watching films about religious diversity and touring historical sites. One student commented, "This film taught me that religious differences are not an obstacle to living peacefully" (interview, 2025). In addition, the analysis of the documents corroborates this conclusion, revealing that the students' work shows a deeper understanding of global diversity, especially in relation to Indonesia's pluralistic society.

Discussion

This finding is consistent with research conducted by Nurmala et al. (2025), which determined that "P5 effectively increases students' awareness of Pancasila values, including global diversity." Furthermore, the implementation of P5 at the kindergarten level has been proven to help children in understanding the principles of cooperation and tolerance, the P5 program at SMA Negeri 4 Singaraja not only advances students' understanding of diversity, but also fosters critical and creative thinking skills in carrying out projects related to global diversity.

Table 1. Stages of the Project Citizen Learning Model

| Analysis Aspect | Text-Based Project Results |
|-----------------------------|---|
| Increased Student Awareness | Succeeded in increasing students' awareness of Pancasila values, including global diversity. These results are consistent with the research of Nurmala et al. (2025). |
| Skill Development | Foster critical and creative thinking in completing projects related to global diversity. |
| Method Effectiveness | The use of the POACR strategy successfully ensures that P5 activities are carried out and the goals of character education are achieved. |

| | |
|--------------------------|--|
| Response to P5 | The positive attitude of students and teachers shows that P5 is well received. |
| Challenges and Solutions | Challenge: Students' time and motivation are limited. Solution: Improved communication with parents through WhatsApp groups and intensive mentoring. |
| The Role of Local Wisdom | Local knowledge is important for improving the implementation of P5 because it contains moral and spiritual teachings that help students develop character. |
| Research Contributions | Contribute to the understanding of the integration of character education into the curriculum, and can serve as a guide for other schools. Emphasizing the importance of the Independent Curriculum. |
| Research Limitations | Focus on only one school, so generalization of findings is limited. Future research is recommended to involve multiple schools or be longitudinal in nature. |

The POACR methodology adopted by educational institutions has shown its effectiveness in ensuring that each P5 activity is carried out successfully and meets the desired objectives. This approach offers educators a systematic framework for planning, organizing, and executing P5 activities, thus ensuring maximum achievement of character education goals.(Islamiah, 2024)

The school's good attitude towards P5 among students and teachers shows that the school is well received there. Despite challenges such as limited time and student motivation, the school overcomes them through improved communication with parents through WhatsApp groups and intensive mentoring for less motivated students. These findings corroborate Panuntun & Aziz (2023), who highlight the important role of multicultural education in promoting social harmony and reducing social conflict by fostering mutual respect and empathy for diversity.

In addition, local knowledge is essential to improve the implementation of the P5, especially in the area of global diversity, as indicated by the accompanying section. "Local knowledge often has moral teachings and spiritual components that can help students develop their virtuous character and strengthen their faith and righteousness. For example, cultural traditions and ceremonies that embody religious values can be used to teach ethics and morality. Teaching local wisdom to students helps them understand and appreciate global diversity, where they learn to respect and interact positively with people from different cultural backgrounds." Thus, P5 not only enhances students' understanding of national diversity but also prepares them to become global citizens sensitive to cultural and religious differences on a global scale. (Setyawan, 2024)

In a broader context, this research contributes to the understanding of how character education can be integrated into the school curriculum to foster values such as tolerance and mutual respect. These results, especially in the context of high school, can be used as a guide by other institutions considering implementing P5 programs or equivalent. . In addition, this research emphasizes the importance of the Independent Curriculum in fostering a generation with morals and global perspective. (Saputro, 2024)

However, the study has limitations, such as its focus on one school, that may limit the generalization of the findings to other schools with different contexts. Future research may involve several schools to provide a more comprehensive picture of the implementation of P5 across Indonesia. In addition, longitudinal research can be conducted to monitor the long-term effects of P5 on students' personality growth.

4. CONCLUSION

The Pancasila Student Profile Strengthening Project (P5) which emphasizes global diversity at SMA Negeri 4 Singaraja has succeeded in strengthening the character of students in accordance with the principles of Pancasila, as shown by this study. The school uses the POACR (Planning, Organizing, Mobilizing, Controlling, Reflecting) approach to create activities that include diversity video analysis, watching group films on diversity of beliefs, and interviews with resource persons, all of which increase students' awareness of unity in diversity. Most students respond positively to activities such as sharing project results on social media and showing high participation in group discussions and presentations. The school successfully overcame various challenges such as limited time, limited supervision, communication with parents, and student motivation by improving communication through WhatsApp groups and providing intensive guidance, so that P5 was successfully implemented.

Through student work, such as presentations and essays on regional cultures, as well as activities that promote multicultural harmony, global diversity values—such as cultural understanding, acceptance of differences, and tolerance—are successfully instilled. Activities such as watching films about diversity and visiting historical sites also deepen students' understanding of living in harmony in a pluralistic society. The role of local wisdom, such as Balinese traditions, further enriches P5 with moral and spiritual values. Although this study was limited to one school, the results provide practical insights to improve the implementation of P5 at SMA Negeri 4 Singaraja. The research also contributed to the development of the Independent Curriculum, with recommendations to conduct research in more locations and in the long term, as well as involving local communities and technology in development programmes.

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