Implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools in Bandar Lampung City

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Abstract

The purpose of this study is to comprehensively explain the implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools, including: school ecosystem readiness, strengthening project design, management procedures, assessment processing and reporting of results, evaluation and follow-up. The approach used in this study is mixed methods with divergent-convergent techniques. The subjects of this study were Elementary Schools in Lampung Province spread across various districts/cities. The data collection techniques used were: literature studies, observations, interviews, and questionnaires. The data analysis technique used was a combined parallel convergent method. The results of the study indicate that the implementation of the school-based Pancasila Student Profile Strengthening Project (P5) has been successfully implemented optimally; 2) the application of the Independent Curriculum in Learning is in the very good category; and 3) Internalization of the Pancasila Student Profile Strengthening Project has been carried out well in the Learning process.
Keywords: *Pancasila Student Profile Strengthening Project (P5); parallel convergent; character education; School Mover; golden generation*

Abstrak

Tujuan penelitian ini adalah untuk memaparkan secara komprehensif mengenai implementasi Projek Penguatan Profil Pelajar Pancasila di Sekolah Dasar, di antaranya: kesiapan ekosistem sekolah, desain projek penguatan, prosedur pengelolaan, pengolahan asesmen dan pelaporan hasil, evaluasi dan tindak lanjut. Pendekatan yang digunakan dalam penelitian ini adalah *mixed methods* dengan teknik divergen-konvergen. Subjek penelitian ini adalah Sekolah Dasar di Provinsi Lampung yang tersebar di berbagai kabupaten/kota. Teknik pengumpulan data yang digunakana dalah: studi literatur, observasi, interview, dan angket. Teknik analisis data yang digunakan adalah metode gabungan paralel konvergen. Hasil penelitian mnunjukkan bahwa implementasi Projek

Penguatan Profil Pelajar Pancasila (P5) berbasis sekolah telah berhasil diimplementasikan secara optimal; 2) penerapan Kurikulum Merdeka dalam Pembelajaran berada pada kategori sangat baik; dan 3) Internalisasi Projek Penguatan Profil Pelajar Pancasila telah terlaksana dengan baik dalam proses Pembelajaran.

Kata kunci: Projek Penguatan Profil Pelajar Pancasila (P5); paralel konvergen; pendidikan karakter; Sekolah Penggerak; generasi emas.

INTRODUCTION

Character formation is one of the goals of national education. Article I of the National Education System Law (2003) states that among the goals of national education is to develop students' potential to have intelligence, personality, and noble morals. Thus, learning the values of character education is not only at the cognitive level, but also touches on internalization and real practice in students' daily lives in society (Adha, 2011). Of course, a visionary step like this will not have much meaning if it is not balanced and fully supported by various groups to intensively internalize character-based education in individuals, family environments, society, and the Indonesian nation.

Such character creation can be done through education in schools, families, and communities. According to Sakman & Syam (2020), creating noble characters in school education can foster and teach students to learn to become superior individuals because schools are not only required to create students who have high achievements, but also have good attitudes and behaviors and become the pride of parents, schools, and communities. Essentially, in certain parts of the teacher can direct and strengthen student behavior on national wisdom to foster normative student characteristics so that it can gradually form a cultured person and have an identity as a proud child of the nation (Nurchaili, 2010; Suyitno, 2012). However, the current phenomenon is that there is a tendency to decline the values of character education from some students. Factors causing moral degradation of students are weak knowledge and understanding of Pancasila values, negligence of parents in educating children, and the influence of gadgets or social media (Revalina et al., 2023).

The increase in immoral acts starts from minor things, such as skipping school hours, lying, cheating, disobeying rules, violating norms, cursing, to the most worrying level, disturbing parents and society (Aycinena et al., 2022; Vail, 2006). In fact, actions that disrupt public order, comfort, and peace, such as: stealing, mugging, robbing, snatching, brawls between students, anarchic demonstrations, drunkenness, killing and

mutilation (Siska & Saputra, 2018; Yufiarti et al., 2023). Other problems are students who use harsh or dirty words, get angry when advised by teachers, bully friends, and even refuse teacher orders (Rahmawati et al., 2022). This can be seen from the habits of students when they are in the school environment, especially in classroom learning.

The blurring of morality is caused by an unsupportive environment such as high crime rates, social inequality, and so on (Khoirina & Akhmad, 2021). The decline in moral quality in human life, especially in students, is considered the main trigger for the implementation of character education which has now developed into the Pancasila Student Profile Strengthening Project (P5) in a structured and massive manner at every level of education (Firmadani et al., 2018; Ningsih et al., 2023; Sinta et al., 2022).

In order to prepare the Golden Generation of 2045 (Fernandes Andry et al., 2022; Malihah, 2015; Rokhman et al., 2014), the government needs to strengthen the character of the younger generation so that they have an advantage in the 21st century global competition which is packaged in the Pancasila Student Profile Strengthening Project (P5). P5 is an inseparable part of the Implementation of the Independent Curriculum (IKM) (Maharani et al., 2023; Rachmawati et al., 2022; Sulistiyaningrum & Fathurrahman, 2023). P5 is an effort to realize Pancasila Students who are able to behave in accordance with the values of Pancasila, namely believing and being devoted to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Hadi, 2022; Safrijal et al., 2024; Tumembouw, 2023). P5 is cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile (Satria et al., 2022, p. 5).

Based on the Ministry of Education, Culture, Research and Technology No. 56/M/2022, the Pancasila Student Profile Strengthening Project 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. For this reason, schools are required to play a role and responsibility to instill and develop core values and help students shape their character with good values (Sudrajat, 2011). Character education is directed at certain values such as discipline, honesty, responsibility, respect, fairness, tolerance, and others (Fiolanisa et al., 2023) manifested in the Pancasila Student Profile Strengthening Project (P5) which is implemented in the Merdeka Curriculum or the 2024 National Curriculum.

When each educational unit is able to implement this P5 well according to its essence, flow, and assessment, it will certainly provide benefits for the educational unit, namely making the educational unit more open and actively participating and contributing to the surrounding environment (Tumembouw, 2023). For students, providing space and time to develop competencies and strengthen character, planning clear final goals. For teachers, they can develop competencies to collaborate and enrich learning outcomes and train problem- solving competencies (Rahayu et al., 2023). Supporting factors in the implementation of this P5 are various parties, starting from teachers, parents, and the community (Aulia Pramita Sari et al., 2023).

Many studies have been conducted on the Pancasila Student Profile. Here are some studies collected from various sources. Research conducted by Hardoko et al. (Hardoko et al., 2024) which aims to describe school readiness as a form of preparing Indonesian human resources in implementing the Pancasila Student Profile policy. Safrijal et al. (Safrijal et al., 2024) in their research aims to broaden students' awareness of how to implement local wisdom values. Furthermore, research conducted by Rosida et al. (Rosida et al., 2024) aims to analyze the results of implementing the Pancasila Student Profile values in learning. Nurhayati et al. (2022) in their research tried to see how the Pancasila Student Profile is in Elementary Schools. Then, Sari et al. (Aulia Pramita Sari et al., 2023) analyzed the implementation of P5 in forming character as well as supporting and inhibiting factors in its implementation. Next, the research of Fatah & Zumrotun (Fatah & Zumrotun, 2024) which aims to determine the implementation of P5 towards learning independence. Then the research of Ferdiansyah & Kaltsum (2023) which is motivated by the low character of students, one of which is the level of student creativity. Furthermore, Dafitri (2022) in his research found that the Implementation of the Independent Learning Program through the Pancasila Student Profile aims to form student character

RESEARCH METHOD

The research on the Pancasila Student Profile Strengthening Project in Elementary Education Units uses a mixed method approach. The implementation of this mixed approach is a combination of quantitative data and qualitative data (John W. Creswell, 2019).

In this study, the combined method used is a convergent parallel design. This method is used to find out and describe in depth the implementation of the Elementary School Pancasila Student Profile Strengthening Project in Lampung. The primary data of this study were in the form of observations and interviews with elementary school teachers and principals to obtain perception data related to the implementation of the main character values in elementary schools. The main data sources in qualitative research are words and actions (Lofland et al., 2022), the rest are additional data such as documents and others (Moleong, 2018). The data analysis technique used is a convergent parallel combined method, where researchers collect quantitative and qualitative data, analyze them separately, then compare them, whether the findings are related or not (John W. Creswell, 2019; Tomasi et al., 2018). Both data (quantitative and qualitative) are analyzed separately and then combined. Here is how to combine the two data called side-by-side comparison (Ahrq, 2013; Chicoine et al., 2021; McCamish, 2019; Shabdin et al., 2020).

According to Creswell, Interpretation in the convergent approach is written in the research discussion (J W Creswell, 2014). While the research results are in the form of a report of findings from quantitative and qualitative data analysis. The discussion section includes a report that compares the results of two data sets. Usually, the comparison does not produce a convergent (merging) or divergent (flow/branching) situation (Edmonds & Kennedy, 2017). When divergence occurs, there are steps for follow-up. Researchers can state divergence as a limitation in research without follow-up.

RESULTS AND DISCUSSION
Research Result

This study aims to comprehensively explain the implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools in Bandar Lampung City. The implementation of the Pancasila Student Profile Strengthening Project includes several stages, namely school ecosystem readiness, strengthening project design, management procedures, assessment processing and reporting of results, evaluation and follow-up.

The research was conducted for one month, in September 2024 in 7 (seven) Elementary Schools in Lampung Province, namely: Pancasila State Elementary School,

Kesuma Dadi State Elementary School 2, Sumberrejo State Elementary School 5, Gedong Tataan State Elementary School 44, Gedong Tataan State Elementary School 34, Dadimulyo State Elementary School 1, and Teluk Pandan State Elementary School 6. The research subjects consisted of 7 (seven) principals and 7 (seven) class teachers using purposive sampling techniques. The following is a list of schools that were the subjects of the research:

Table 1. List of Schools as Research Subjects

School's Name	Elementary School Principal	Teacher Sample
SDN Pancasila, Lampung Selatan	1	1
SDN 2 Kesuma Dadi, Lampung Tengah	1	1
SDN 5 Sumberrejo, Bandar Lampung	1	1
SDN 44 Gedong Tataan, Pesawaran	1	1
SDN 34 Gedong Tataan, Pesawaran	1	1
SDN 1 Dadimulyo, Tanggamus	1	1
SDN 6 Teluk Pandan, Pesawaran	1	1
Total	**7**	**7**

The table contains information about the research subjects, including the principals and teachers who were taken as research subjects. Each school has a different research sample because it has different characteristics. Next, the following are the research results presented.

1. **Implementation of the Pancasila Student Profile Strengthening Project**

The data description in this study includes the implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools. The research respondents consisted of seven elementary school principals and were spread across the work area of the Elementary Education Sector, Education and Culture Office in Lampung Province. The analysis method used was quantitative descriptive, which involved the use of closed questionnaires. The implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools was measured based on the answers of elementary school principals to questions with five (5) answer options. The analysis was carried out in general by summarizing the results of the Implementation of the Pancasila Student Profile

Strengthening Project in Elementary Schools in a summary table of the analysis results.

Table 2. Summary of the results of the internalization analysis of P5 based on class

No	Indicator	Number of questions	Average	Percentage (%)
1	Implementation Documents	6	3,0	88,1
2	Project Planning	6	3,6	89,3
3	Compiling Project odules	7	3,5	85,7
4	Collecting Assessment Results	3	3,4	84,5
5	Processing Assessment Results	2	3,6	86,9
6	Profile Strengthening Project Report	4	3,6	88,1
7	Project evaluation and follow-up	1	3,6	89,0
	$\sum x$	11	3,55	89

The data from the table shows that the average result of the implementation of the Pancasila Student Profile Strengthening Project in elementary schools is 3.55 with a percentage of 89%. The seven aspects observed include: implementation documents, project planning, compiling project modules, collecting assessment results, processing assessment results, and the Profile Strengthening Project report card as well as project evaluation and follow-up.

2. **Implementation of Merdeka Curriculum in Learning**

The data description in this study includes the implementation of the Merdeka Curriculum in learning at the Elementary School level in Lampung Province. The research respondents consisted of 7 grade IV teachers in 7 different elementary schools. The analysis method used was quantitative descriptive, which involved the use of closed questionnaires. The implementation of the Merdeka Curriculum in learning was measured based on the teacher's answers to questions with 5 options. The analysis was carried out in general by summarizing the results of the analysis of the implementation of the Merdeka Curriculum in classroom-based learning at the

Elementary School level in Lampung Province in a summary table of the analysis results.

Table 3. Summary of Analysis Results of the Implementation of the Merdeka Curriculum in Learning

No	Indicators	Number of Questions	Average	Percentage (%)
1	Learning planning	5	3,77	75,4
2	Implementation of Defense Planning	6	4,64	77,4
3	Assessment, Reflection, and Reinforcement	6	4,57	76,2
	$\sum x$	17	4,4	87,2

The data from the table shows that the average result of the implementation of the Merdeka Curriculum in learning at the Elementary School level in Lampung Province is 4.4 with a percentage of 87.2%. The three aspects observed are learning planning, implementation of learning planning and assessment, reflection, and reinforcement..

3. **Internalization of the Pancasila Student Profile Strengthening Project in Learning**

The data description in this study includes the internalization of classroom-based P5 Strengthening in Elementary Schools in Lampung Province. The research objects consisted of 7 (seven) class teachers spread across 7 (seven) elementary schools in Lampung Province. The analysis method used is quantitative descriptive using a checklist. Internalization of P5 values is measured based on the results of observations of teachers in the form of questions with three answer options with a

score of 2 (Appropriate), 1 (Partially Appropriate), and 0 (Not Appropriate). The analysis was carried out in general by describing the results of the analysis of classroom-based P5 internalization in the table of learning observation results in the classroom.

Table 4. Internalization of the Pancasila Student Profile Strengthening Project in Classroom Learning

No.	Question/statement items	Score	%
1	Providing stimulating questions that motivate and stimulate student discussion and inquiry processes.	2	100
2	Facilitate student activities to observe, listen, and pay attention	2	100
3	Encourage students to ask what, why and how in the form of problem formulation	1,7	86
4	Guide students to collect information/explore in order to answer questions and solve problems.	1,9	93
5	Encourage student collaboration in learning	1,7	86
6	Guide students to conclude/synthesize the collected data or information	1,6	79
7	Motivate students to communicate	2	100
8	Implementing learning that accommodates differentiated learnin	1,6	79
9	Facilitating student learning experiences through exploratory and contextual activities	1,6	79
10	Conduct assessments to measure the success of learning objectives	1,9	93
11	Carry out learning steps according to the flow/stages that have been arranged	2	100
12	Facilitate and guide students to reflect on activities that have been carried out	1,9	93
13	Providing feedback on learning outcomes	2	100

The data from the table above shows that the average result of the internalization analysis of P5 in classroom learning is the highest in points (1) Providing stimulating questions that motivate and provoke the discussion and inquiry process of students; (2) Facilitating student activities to observe, listen, and listen; (7) Motivating students to communicate; (11) Carrying out learning steps according to the flow/stages that have been arranged; and (13) Providing feedback on learning outcomes with a score of 2 and a percentage of 100%. Meanwhile, for the lowest score, the lowest score was 1.6 and a percentage of 79%, namely in the statement points (6) Guiding students to conclude/synthesize collected data or information; (8) Carrying out learning that accommodates differentiated learning; and (9) Facilitating student learning experiences through exploratory and contextual activities.

Discussion

1. **Implementation of the Pancasila Student Profile Strengthening Project (P5) at Elementary School Level in Lampung Province**

The implementation of the Pancasila Student Profile Strengthening Project (P5) at the Elementary School Level in Lampung Province includes five stages, namely: School Ecosystem Readiness, P5 Design, P5 Management, Documentation and reporting of P5 results, and P5 follow-up evaluation.

From the resource persons of the Elementary School Principals, in-depth information was obtained that in terms of ecosystem readiness, the school has prepared a school culture in implementing the profile project, namely Collaborative and inclusive, participatory, innovative, creative, oriented towards values and characters based on the environment and local context and in favor of students. Then, members of the educational unit community involved in bringing to life a culture that supports the implementation of P5 include students, teachers, principals, parents/guardians, school committees, staff and school employees, local communities, and external partners. Students as the main subjects in active learning, develop creativity, and are responsible for learning outcomes and are active as drivers of change. Then, the role of the school in P5 is as a learning facilitator, influencing policy determination, providing a conducive learning environment, monitoring and evaluator, collaborating with external parties as providers of contextual learning and

providing moral support so that the implementation of the Pancasila Student Profile Strengthening Project (P5) can run smoothly and successfully in accordance with the expected goals (Winarni, 2024).

According to Heri Sugianto (2024), the culture of the educational unit that applies at SDN 2 Kesuma Dadi that needs to be prepared for the implementation of the profile project is an innovative, collaborative, student-oriented and project-based culture. Members of the educational unit community in bringing the culture that supports the implementation of P5 are teachers, students, parents, community (community around the school). Next, the role of students in P5 is to be active, think creatively, and work together with friends (collaborative). The role of the school in P5 is to provide the facilities needed during the process, provide resources, and make policies related to the implementation of profile projects. Furthermore, the role of teachers in P5 is to facilitate students in learning, motivate students to evaluate, provide feedback, and demonstrate positive behavior during learning. The role of parents in P5 is to provide moral and material support to students in implementing the P5 project and work together with the school to support the success of P5.

Furthermore, the design aspect of the Pancasila Student Profile Strengthening Project (P5) includes the design and development of profile project activities starting from student interests that are relevant to student life, integrated with various subjects, and combining various learning methods (Sugianto, 2024). Winarni (2024) explains that the stage of readiness to understand the concept of P5 and how to learn the basics of P5 is by designing a project planning for organizing teams such as forming groups, preparing activities or the arrangement of activities to be carried out, implementing projects such as implementing activities, evaluation and reflection, then presenting results and follow-up. The dimensions and themes of the P5 project chosen at SDN 34 Gedong Tataan are about diversity. In this diversity, there are performances in each semester so that students can practice finding their own talents (Sutini, 2024). A different opinion was expressed by Sugianto (2024), in the preparation steps for the P5 module, the things that are done include identifying student needs (analysis), designing interesting activities, and compiling modules that are easy to understand. Learning objectives must be aligned with the dimensions of the Pancasila Student Profile that you want to develop. Activities in mapping elements and sub-elements of P5 include identifying activities, describing sub-elements of each

element and connecting them to each activity. The stages of developing the P5 activity flow must be clear and use various activities to motivate students. Then, formative assessments are carried out during the learning process, while summative assessments are carried out at the end of the project.

Evaluation of the implementation of the profile project that was applied was to collect suggestions/feedback from students, teachers, parents, and directly observe the implementation of the project. The principal of SDN 34 Gedong Tataan conducted observations in classes every 2 months to find out the progress of teachers and students (Sutini, 2024). Surveys were conducted from class to class from the beginning to the end of the activity. The P5 evaluation tools and methods used were interviews conducted to dig deeper into information about the experiences of students and teachers. The follow-up carried out to expand the impact and benefits of the profile project was collaboration with various parties to support the implementation of P5 and continue the project in the following year with a different theme. The implementation of P5 at SDN 2 Kesuma Dadi was appropriate because it was guided by the principles in Pancasila (Sugianto, 2024). The implementation of P5 at SD Pancasila is also in accordance with the values of Pancasila if it is implemented by considering aspects of the values of Pancasila (Winarni, 2024).

The results of this study are in line with the studies conducted by Sari et al. (2023) and Asiati (2022) including: P5 planning is contained in a project module that has been designed by being modified by teachers together with a team of facilitators with components that are in accordance with the guidelines of the Ministry of Education and Culture. The implementation of P5 is in accordance with the flow planned in the project module, namely from the preliminary stage, contextualization, action, reflection of action. The evaluation carried out by teachers to students through an assessment of the development of the Pancasila Student Profile dimensions with the results achieving the expected level of development and very developed and the assessment is in the good category. As a new paradigm in Indonesian education, the Pancasila Student Profile can be used to foster character.

2. **Implementation of the Merdeka Curriculum in Learning at Elementary School Level in Lampung Province**

The Merdeka Curriculum has been implemented in Learning at Elementary School education units in Lampung Province. The implementation of the Merdeka Curriculum in Lampung Province is approaching 100 percent. Almost all schools in Lampung Province implement the Merdeka Curriculum, almost 100 percent. There are around 9,866 schools that implement the Merdeka Curriculum. The improvement of teacher quality in Lampung Province is also going well. This can be seen from the participation of teachers in the Teacher Professional Education (PPG) (Putra, 2024). The following discusses various research findings regarding the implementation of the Merdeka Curriculum in learning at the Elementary School level in Lampung Province.

From the results of interviews with teachers who teach in Elementary Schools, especially those who have implemented the Merdeka Curriculum in learning, it is known that the implementation of the Merdeka Curriculum at SDN Pancasila is still limited, but teachers are given the freedom to prepare learning plans that are in accordance with the needs and characteristics of students. The preparation of the Operational Curriculum of the Education Unit (KOSP) in the Merdeka Curriculum is carried out with the following flow: 1) Analyzing the school context; 2) Determining the vision, mission, and goals of school education; 3) Developing the Pancasila student profile; 4) Compiling the learning flow and objectives; and 5) Evaluating and adjusting the curriculum. In implementing the Merdeka Curriculum, it is necessary to build good communication with parents, including by holding regular meetings, socialization at the beginning of the new school year, utilizing WA groups to convey important information, providing special time for special consultations with parents (Amanto, 2024b). In developing knowledge related to the Implementation of the Merdeka Curriculum, schools do several things, namely: 1) holding training and workshops for teachers; 2) encouraging teachers to collaborate with each other; and 3) developing a periodic monitoring and evaluation system. Another method applied is accessing various available learning resources, both online and offline (Taufiq, 2024b).

According to Amanto (2024b), the difference between the previous curriculum and the Merdeka Curriculum is that the Merdeka Curriculum gives schools and teachers more freedom to design learning that suits the needs and characteristics of students. While the previous curriculum was more structured with stricter standards (K13). Then, the attraction of the Pancasila Student Profile Strengthening Project (P5) is that students can learn while thinking and strengthening students' character according to the Pancasila principles (Taufiq, 2024b). Another attraction is developing students' character and strengthening values such as independence, mutual cooperation, creativity, critical thinking, global diversity, and faith and devotion to God Almighty. Some of the themes raised in the Merdeka Curriculum learning include: a regular lifestyle, local wisdom, cleaning activities, where students learn about mutual cooperation and social responsibility. In relation to the Co-curricular Program that supports P5, schools hold co-curricular activities outside of school regarding local wisdom. There are schools that have not implemented it because the Merdeka Curriculum will only be implemented in the 2024/2025 academic year, but schools will create co- curricular programs.

In the Merdeka Curriculum, co-curricular programs are implemented in the form of the Pancasila Student Profile Strengthening Project (P5) which is developed based on a specific theme set by the government. P5 does not aim to achieve a specific learning achievement target so that it is not tied to the subject matter (Pratama & Dewi, 2023). Co- curricular in P5 is a breakthrough in creating flexible learning, increasing motivation to actively participate in face-to-face learning, working together, creating and expressing to produce ideas and concepts through actions that can have an impact on oneself and the surrounding environment (Shalikha, 2022). Co-curricular activities can improve conceptual understanding and learning achievement. Likewise, the research of Sami et al. (2024) found a positive relationship between co-curricular activities and academic achievement.

3. **Internalization of the Pancasila Student Profile Strengthening Project in Learning at Elementary School Level in Lampung Province**
   a. Pre-observation

      To obtain pre-observation data, interviews were conducted with elementary

school teachers who were the subjects of the study. There are seven class teachers who teach in grade IV elementary school and are spread across different elementary schools. In general, teachers have understood general information about the Pancasila Student Profile Strengthening Project (P5). As stated by Okta Novi Yani (2024), teachers need to improve their skills and knowledge related to learning in schools. Teachers can also learn how technology and learning methods. The projects carried out vary because they include fun learning for students. The topics developed can add students to a learning so that students can learn according to the material adjusted by the teacher. Another opinion was expressed by Yana Amanto (Amanto, 2024a), the Pancasila Student Profile Strengthening Project (P5) is an initiative that aims to develop positive student character through education that is integrated with moral and social values. P5 aims to create a learning environment that supports the development of student character and shapes them into individuals who are not only academically successful but also have good character. Problem topics raised from the student environment that focus on issues that influence the teaching and learning process and students' personal development regarding violence/bullying and academic difficulties.

b. Learning Observation

Based on the results of learning observations as stated in the previous section, the average results of the internalization analysis of P5 in classroom learning that are highest are in points (1) Providing stimulating questions that motivate and provoke the discussion and inquiry process of students; (2) Facilitating student activities to observe, listen, and listen; (7) Motivating students to communicate; (11) Carrying out learning steps according to the flow/stages that have been arranged; and (13) Providing feedback on learning outcomes with a score of 2 and a percentage of 100%. Meanwhile, for the lowest score, the lowest score was 1.6 and a percentage of 79%, namely in the statement points (6) Guiding students to conclude/synthesize collected data or information; (8) Carrying out learning that accommodates differentiated learning; and (9) Facilitating student learning experiences through exploratory and contextual activities.

c. Post-observation (Reflection)

Learning reflection is defined as a feedback activity carried out by students to teachers after carrying out the learning process within a certain period of time. This

learning reflection can be in the form of feelings, messages, and impressions that each student has after receiving learning activities from the teacher (Kusumawardani, 2024). After learning is carried out, the teacher reflects with the researcher as an observer. Some of the contents of learning reflection in class are: 1) the teacher's feelings after carrying out P5 learning today; 2) satisfaction with the learning that has been carried out; 3) strengths of the learning that has been carried out; 4) weaknesses of learning that still need to be improved; and 5) steps that will be taken to improve weaknesses in learning.

From the results of Amanto's reflection (2024a), he felt very happy when implementing P5 learning. Students were actively involved and enthusiastic, they helped each other and solved problems together which was the goal of P5 learning. He also felt quite satisfied with the results achieved, students were very enthusiastic and active, but he also realized that there were several aspects that needed to be improved. The strengths of the learning that had been carried out were student involvement and positive feedback from students. The weaknesses of learning that still need to be improved include time management, support for students who are having difficulties, and opportunities for students to think critically. Then, the steps that will be taken to improve weaknesses in learning are by improving time management, providing more support for students who are having difficulties, and encouraging students to think critically. Furthermore, Ridho Taufiq (2024a) in his reflection after learning felt very happy because it was in accordance with expectations. The strengths of the learning that had been carried out were that students could understand the material presented. The weaknesses that need to be improved are the ability to understand the characteristics of each student so that different actions are required and the methods of capturing them are also different. The steps that will be taken to improve weaknesses in the next lesson are to be more intensive with children who are lacking and weak in learning.

CONCLUSION

In accordance with the research roadmap, the focus of this study is the evaluation of the implementation of the Merdeka Curriculum with a focus on the Pancasila Student Profile Strengthening Project. Based on the results and discussion, it can be concluded that: 1) The implementation of the school-based Pancasila Student Profile Strengthening Project (P5) at the elementary school level in Lampung Province has been successfully

implemented optimally; 2) The implementation of the Independent Curriculum in Learning at the Elementary School level in Lampung Province is in the very good category; and 3) Internalization of the Pancasila Student Profile Strengthening Project has been carried out well in the Learning process at the Elementary School Level in Lampung Province.

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