

**THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT:
EXAMINING TEACHER AND STUDENT COLLABORATION IN
PUBLIC ELEMENTARY SCHOOLS**

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Article Info	Abstract
<p>Article History:</p> <p>Accepted January 2025</p> <p>Revised February 2025</p> <p>Approved March 2025</p>	<p>Education is a process of individual development aimed at acquiring knowledge and skills and improving the quality of human resources to achieve better outcomes. SDN Kencong 01 is one of the elementary schools that has implemented the P5 (Project to Strengthen Pancasila Student Profile) program within the Kurikulum Merdeka, achieving a collaboration rate between teachers and students of up to 80%, despite facing challenges such as limited teacher training, inadequate facilities, and variations in students' abilities and motivation. This research employed a qualitative method with a phenomenological approach to describe the direct experiences of students and teachers in implementing the P5 program with the theme of sustainable living, mainly focusing on the sub-theme of sorting organic, inorganic, and hazardous (B3) waste. Data were collected through observations, interviews, and document analysis involving the principal, 6 teachers, and 163 students from grades 1, 2, and 3 as the research subjects. The findings reveal that collaboration between teachers and students in this project successfully enhanced students' sense of cooperation (gotong royong), independence, and critical thinking skills. Implementing outing class activities to the landfills (TPA) enabled students to engage in experiential learning, which aligns with Piaget's constructivist theory. As a follow-up, the school can further develop sustainable programs, such as providing teacher training on the concept of the P5 program. This research offers valuable insights into the effectiveness of P5 in shaping students' character and can serve as a reference for other elementary schools.</p> <p>Keywords: Pancasila Student Profile; Teacher-Student Collaboration; Project-Based Learning</p>

A. Introduction

Education is a crucial process for individuals to acquire knowledge, develop skills, and enhance human resources to improve (Ujud et al., 2023). One of the frequent problems in education is character education, as it also determines the direction of the nation's future generations (Halawati, 2020). In the context of the Kurikulum Merdeka, character education is embodied through several dimensions of the P5 (Project to Strengthen Pancasila Student Profile) program, which emphasizes building resilient generations capable of facing the challenges of the modern era and aims to develop these values within each student (Restyowati et al., 2024). However, in practice, teachers often deliver learning in a conventional and monotonous manner, which fails to fulfil the expected educational standards. Consequently, students tend to be less attentive during the lessons (Angelina & Qurrotaini, 2024). It causes students to be unable to think critically when the material is presented by teachers (Rahayu et al., 2024) and this phenomenon also occurs in public elementary schools, one of which is SDN Kencong 01.

SDN Kencong 01 has integrated the *P5* project as an essential part of its educational activities to foster effective collaboration between teachers and students. Teachers act as facilitators, mentors, and guides, while students are expected to be active subjects in learning, not merely passive recipients of material (Shelemo, 2023).

Previous research has examined the implementation of P5 in elementary education (Aulia, 2023). The research results indicated that implementing P5 through the entrepreneurship theme can help students develop competencies and the character profile of Pancasila students, namely having faith, being devoted to God Almighty, and having noble character, global diversity, cooperation, independence, critical reasoning, and creativity. However, this research differs from prior research, which focuses on the value of P5 through teacher-student collaboration, specifically at SDN Kencong 01.

This research explores how teacher-student collaboration in implementing the *P5* project at SDN Kencong 01 contributes to more meaningful learning experiences and fosters students' social skills through project-based learning

(Vanissaputri et al., 2025). Furthermore, using the P5 project can enhance students' sense of care in completing projects with peers (Fitrianingtyas et al., 2023). P5 learning projects can also increase student independence in carrying out individual tasks given by teachers (Fatah & Zumrotun, 2023). Students can also develop critical thinking skills through P5 learning projects (Khairunnisa et al., 2024). Implementing P5 at SDN Kencong 01 has significantly improved teacher-student collaboration within project activities (Sobakh et al., 2022).

Generally, project-based learning is carried out in a conventional way, where teachers instruct students and students simply follow directions, which makes students feel bored in carrying out projects in the field (Maula et al., 2025). In contrast, SDN Kencong 01 successfully employed P5 to enhance students' ability to observe, problem-solve, and make decisions during project activities. Pancasila Students refers to students whose character is deeply rooted in the philosophy and values of the Pancasila principles (Radhaina et al., 2024). This research is essential as it provides a valuable guideline to strengthen teacher-student collaboration at SDN Kencong 01 and potentially for other schools implementing similar programs.

B. Methods

This research employed a qualitative method using a phenomenological approach to describe the experiences directly encountered by the research subjects. The phenomenological approach also emphasizes an in-depth exploration of individuals' lived experiences to uncover the phenomenon's essence under investigation (Creswell & Poth, 2016). The primary focus of this research was to explore the collaboration between teachers and students in implementing the Pancasila Student Profile Strengthening Project (P5), specifically as carried out at SDN Kencong 01.

Data collection techniques in this research included observation, interviews, and document analysis. Observation was conducted to directly observe the dynamics of the P5 implementation at SDN Kencong 01. In-depth interviews were conducted to gather detailed information regarding the experiences, perspectives,

and contributions of teachers and students involved in the project. Document analysis was conducted to study relevant documents, such as teaching modules, project activity reports, and evaluation records supporting the research (Mulyasa, 2023).

The research subjects consisted of teachers and students from grades 1, 2, and 3 at SDN Kencong 01 who were directly involved in implementing the P5 project. The participants were selected using a purposive sampling technique, which involves selecting participants based on specific predetermined criteria. The research subjects included teachers and students who were considered to have active involvement in the P5 project, thus capable of providing relevant and in-depth information to address the research questions. This purposive sampling technique refers to the theory proposed by Sugiyono (2013), which emphasizes that subject selection should be based on their significant experience and engagement with the phenomenon under study. Through this approach, the collected data were able to clearly illustrate how the P5 project was implemented and how teacher-student collaboration took place at SDN Kencong 01. The purposive sampling data in this research are presented as follows:

Table 1
Research Subjects

No	Subjects	Total
1.	Principal	1
2.	Teachers	6
3.	Students	163

The data were presented descriptively to provide a detailed depiction of the collaboration process between teachers and students, the challenges encountered during project implementation, and the resulting impact on strengthening the values of gotong royong (cooperation), independence, and critical thinking skills. This descriptive data presentation aimed to illustrate every stage and interaction throughout the project. To ensure the validity of the data, the researcher applied a triangulation technique. This technique involves comparing results from multiple data collection methods: in-depth interviews, participatory observations, and document analysis.

The interview findings provided insights into the participants' experiences and perceptions regarding the project implementation, while the observations enabled the researcher to witness the collaboration process directly. Document analysis examined supporting materials, such as activity records, teaching modules, and project evaluation reports. The findings of this research offer a detailed and comprehensive description of how teachers and students collaborated to implement the values of P5 through project-based learning. This collaboration not only fostered an interactive learning environment but also contributed significantly to strengthening the core values of the Pancasila Student Profile, such as gotong royong, independence, and critical thinking. Thus, this research is a valuable reference for developing educational strategies based on Pancasila values in elementary schools.

C. Results and Discussion

Implementing the Pancasila Student Profile Strengthening Project (P5) at SDN Kencong 01 is more student-centred, with teachers acting as facilitators or mentors to assist students in carrying out the project.

SDN Kencong 01 is a public elementary school located at Jl. Krakatau No. 31, Kencong Village, Jember Regency, East Java Province. It was established based on Establishment Decree No. 41 of 2007, dated 20 June 2007. The school began operating under Operational Decree No. 34 of 2018, dated 26 November 2018. On 24 October 2018, SDN Kencong 01 received an A accreditation based on Accreditation Decree No. 133/BAN-S/M.35/SK/X/2018. With this accreditation status, SDN Kencong 01 is committed to providing quality education to the local community.

This research focused on exploring the implementation of the P5 project with the theme of Sustainable Lifestyle, specifically the sub-theme of Sorting Organic, Inorganic, and Hazardous Waste (B3). The research analyzed the collaboration between teachers and students, which significantly contributed to representing Pancasila values, such as cooperation (gotong royong), independence, and critical thinking. The researcher directly observed the collaboration between teachers and students of grades 1, 2, and 3 during the implementation of the project within the

school environment and through an outing class to the landfills (Tempat Pembuangan Akhir-TPA). In an interview, Mrs. Yola, the homeroom teacher of class 2A, explained that the outing class was designed as part of the P5 project on the theme of a sustainable lifestyle to foster student environmental awareness. The primary objective of this activity was to provide students with direct experiences to understand the importance of maintaining environmental cleanliness and developing environmental awareness.

Before the outing, students from grades 1, 2, and 3 were equipped with introductory materials on waste management, types of waste, and the environmental impact of waste. Teachers also provided guidance on the objectives of the visit, including enabling students to distinguish between organic, inorganic, and hazardous (B3) waste. In addition, students were trained in cooperation, independence, and critical thinking. Teachers also prepared student worksheets (LKPD) containing images of various types of waste to assist students in classifying waste according to its type.

During the landfills visit, students interacted directly with waste management staff to learn about sorting, recycling, and waste management. Under teacher guidance, the students worked together to sort waste and transfer it to the appropriate collection areas using protective gloves. Teachers then facilitated discussions to help students reflect on their understanding of the types of waste they had learned. After the discussion, students completed the worksheets prepared by their respective teachers regarding the types of waste found at the landfills. Teachers further engaged students in discussions to clarify any remaining doubts. Teachers also trained students' thinking patterns to analyze environmental problems due to organic, inorganic, and B3 waste and provide solutions according to the type of waste that can solve problems in the surrounding environment.



Figure 1. Students' Worksheets Completion at the Landfills

Based on purposive sampling with the collaboration of teachers and students in grades 1, 2, and 3, the formation of Pancasila profile values in students was as follows:

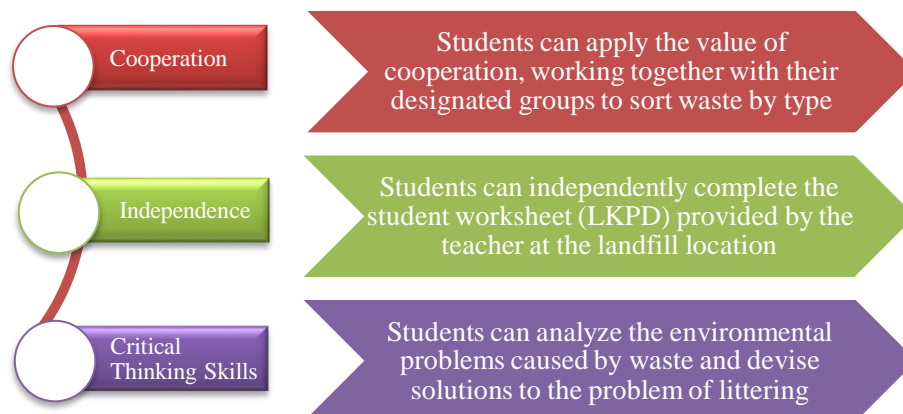


Figure 2. Formation of Pancasila Student Profile Values among Students

Analyzing the outing class activities at the waste disposal site gave students and teachers opportunities to engage in experiential learning. This approach aligns with the constructivist learning theory, emphasizing that students better understand concepts through direct interaction with their environment (Piaget, 1954). Waste sorting simulation involved students' motor, cognitive, and affective domains, making it easier for them to grasp the importance of proper waste management. This activity also strengthened the value of cooperation, as students worked together to accomplish the tasks assigned by their teachers. Moreover, the independent completion of student worksheets (LKPD) is an application of the problem-based learning approach, which is designed to train students' critical thinking skills in analyzing environmental problems (Barrows & Tamblyn, 1980).

The positive impact observed was that students in grades 1, 2, and 3 could distinguish between organic, inorganic, and hazardous waste and formulate corresponding management solutions. The waste sorting simulation provided a memorable direct experience likely to be retained in long-term memory (Kolb, 1984). Group activities during waste sorting demonstrated that students learned to collaborate, share responsibilities, and help one another, reflecting the dimension of cooperation within the Pancasila Student Profile. Furthermore, students were encouraged to understand environmental problems and critically analyze solutions, such as recycling plastic waste into valuable products, which aligns with the dimension of critical thinking.

The evaluation of the P5 project implementation by teachers and students of grades 1, 2, and 3 successfully provided contextual learning, allowing students better to understand the relevance of waste management in everyday life. This activity also applied project-based learning, which has been proven effective in enhancing 21st-century skills, such as critical thinking and problem-solving (Fletcher et al., 2000).

However, 20% of students experienced difficulties in understanding the concepts delivered through the P5 activities. This challenge was managed through additional teacher-led discussions to assist students with limited comprehension. Consequently, the collaboration-related constraints, which initially affected about 10% of the activities, were gradually reduced through the principal's intervention by providing monthly teacher training on the P5 project. This training helped teachers fully comprehend the P5 concepts and become more professional facilitators for their students. In addition, the principal of SDN Kencong 01 initiated a school recycling program, such as a waste bank, and incorporated sustainable projects into the school curriculum.

The findings of this research distinguish it from previous research, which mainly focused on secondary data analysis, character dimension planning, and challenges in P5 implementation. Studies conducted by Widhi et al. (2021) and Irvan & Admoko (2020) emphasized secondary data analysis, while Ulandari & Rapita (2023) focused on the importance of character dimension planning. In

contrast, this research prioritized the concrete implementation of project-based activities emphasizing cooperation through direct interaction between students and their social and natural environment. Likewise, while Sobakh et al. (2022) discussed P5 implementation in general terms, this research emphasized teacher-student collaboration in building the character of cooperation. Similarly, Septiany et al. (2024), examined P5 implementation broadly, whereas this research at SDN Kencong 01 demonstrated the success of project-based approaches in shaping students' character directly. Thus, this research enriches the theoretical discourse and serves as a practical model for elementary schools seeking to optimize the effective implementation of P5.

D. Conclusion

Education is an effort to advance students' character, encompassing the development of moral virtues, inner strength, intellect, and physical well-being, enabling them to achieve accomplishments within and beyond the school environment. SDN Kencong 01 has successfully implemented the P5 project, achieving an 80% effective collaboration between teachers and students. However, approximately 20% of the collaboration dynamics remain suboptimal due to various technical and non-technical challenges, including limited teacher training, inadequate facilities, diverse student capabilities, and difficulties motivating low-confident students.

This research employed a qualitative method with a phenomenological approach to describe the lived experiences of teachers and students in implementing the P5 project at SDN Kencong 01. Data were collected through observations, interviews, and document analysis to understand teacher-student collaboration dynamics comprehensively. The research subjects were selected through purposive sampling, involving teachers and students from grades 1, 2, and 3 actively engaged in the P5 project. This research specifically explored implementing the P5 project under Sustainable Lifestyle, with the sub-theme of Selecting and Sorting Organic, Inorganic, and Hazardous (B3) Waste. In this project, teachers acted as facilitators, while students were actively involved in developing environmental awareness, cooperation (gotong-royong), and critical thinking skills.

As part of the project, students from grades 1, 2, and 3 participated in an outing class to landfills (TPA) to observe the impact of waste management practices directly. Before the visit, students received foundational materials regarding types of waste and proper waste management strategies. During the visit, students directly interacted with waste management personnel, participated in waste-sorting simulations using plastic gloves, and completed student worksheets to reinforce their understanding.

Implementing the P5 project at SDN Kencong 01 has yielded positive impacts, enabling students to better comprehend waste categorization and management solutions through hands-on experiences, teamwork-based activities, and a project-based learning approach that enhances critical thinking and social collaboration skills. Unlike previous studies that predominantly focused on secondary data analysis, policy evaluation, or theoretical challenges of P5 implementation, this research highlights practical experiences in fostering the value of cooperation and student engagement through real-life activities. Therefore, this research offers a concrete model for other primary schools seeking to implement the P5 project effectively and contextually.

The authors recommend that future research emphasize theoretical analysis or challenges in P5 implementation and practical applications, particularly those involving direct collaboration between teachers and students in project-based learning contexts.

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