



## P5 Learning Project Training in Improving the Character of Elementary School Students

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### Abstract

One way to improve learners' character is through learning. The Pancasila Learner Profile Strengthening Project (P5) learning training has a significant influence in improving the character of learners. Through a contextual and participatory project-based approach, it actively involves learners in the learning process that emphasises noble values such as mutual cooperation, independence, creativity, and responsibility. The purpose of this study is to determine whether P5 learning training can shape positive character in students. The methods used are observation, programme implementation such as counselling, project making and evaluation using questionnaires that will be given to students. The results show that P5 training has a positive impact on the character of learners in everyday life. Thus, P5 learning training is proven to be an effective strategy in improving the character of learners who are aligned with the values of Pancasila and the demands of the 21st century.

### Keywords

1. Character
2. P5
3. Elementary School

## 1. INTRODUCTION

Education in Indonesia progressing rapidly, especially in the field of technology. The rise of the digital revolution has had a significant impact on the development of education. In line with the results of research by Hakim and Yulia (2024) which shows that technology has a strong influence on education and is able to improve the quality of learning. The impact of technological development is not always on the positive side, various negative impacts also arise along with these developments. For example, there is a decline in moral values that deviate from the noble culture of the Indonesian nation and social attitudes that are starting to fade. This is also relevant to the results of research by Agnia et al., (2021) which states that technological developments in the world of education are now experiencing a moral crisis.

Problems participants Today's learners vary depending on cultural, social and educational contexts. Some issues often arise among learners, especially at the elementary school level. Based on the results of research by Laelasari et al., (2023) lack of empathy

and social concern, individualistic attitudes, lack of discipline and responsibility, lack of respect, and misuse of technology. It is important to find the right solution to these problems, such as applying learning that integrates character development, providing good role models, and creating a learning environment that can improve student character.

One of one learning capable of fostering students' character is project learning, which is currently part of the independent curriculum. The learning is the Project Strengthening Profile (P5). According to Budiono et al, (2023) implementation learning P5 learning implementation will impact positive if implemented properly and optimally. A project learning training is needed to maximise the achievement of objectives of such learning. P5 project learning training (Project Reinforcement Profile Pancasila Students) at school elementary school is very important to ensure that the implementation of Merdeka Curriculum runs optimally, especially in shaping students' character. since Given P5 emphasises early. Given P5 emphasises based learning With projects that demand creativity, collaboration and an interdisciplinary approach, teachers need

to be equipped with adequate knowledge and skills in order to design and implement projects in a contextualised and meaningful way. According to Yovinda et al., (2024) without proper training, the implementation of P5 risks being ineffective and deviating from its main objective, which is to foster the learner profile of Pancasila through active and reflective learning experiences. The influence of character building According to Suesilowati (2022), learners' character in schools is caused by internal and external factors. Based on internal factors, learners' character is influenced by all aspects of personality such as psychological biological needs, intuition, and thought processes. While external factors are factors that come from outside either directly or indirectly that can affect human behaviour, such as the family environment, social environment, and educational environment.

Schools are places that play an important role in improving the character of learners. The character in learners needs to be developed continuously, One of them is through education at school. This is in line with the research of Annisa et al. (2020) that character can be formed and developed through education in schools by applying it in all subjects.

Norms that are in accordance with the daily lives of students can also be associated with subjects at school. Positive cultural habits taught at school will encourage students to apply good character.

Learning that can shaping students' character is P5 learning. P5 learning provides various positive impacts in its implementation. In line with the research of Rosmana et al. (2023) which shows that P5 learning can shape and improve the character of elementary school students. It is also relevant to the results of Rahmadayanti and Hartoyo's research (2022) which shows that the Pancasila learner profile is used as the main reference in providing educational policies to build the character and abilities of students.

The Pancasila learner profile is also applied in project-based learning which is called with project strengthening the Pancasila Student Profile (P5). P5 is a distinctive feature in the independent curriculum. According to Ulandari and Rapita (2023), one of the things that became the background of the implementation of P5 was due to the concerns of educators and implementers of education. education that learning outside the classroom can link learning to

real life. This is in line with Ki Hajar Dewantara's philosophy which states that learning outside the classroom is as important as learning in the classroom because in addition to having knowledge, participants also experience the learning process.

Learning P5 with everything Its elements are very important to be applied in learning in order to produce students with character. However, this learning has not been optimally implemented in schools throughout Indonesia. Schools that are included in the disadvantaged category are still not optimal in implementing P5 learning. In accordance with the results of research conducted by Maharani et al. (2023), it shows that the implementation of P5 learning still reaps various kinds of cons, thus hampering its implementation. One of the one factors inhibitors The implementation of P5 learning is because P5 is part of the new curriculum which causes a lack of understanding on the part of the school regarding its implementation.

Some factors that affect the low character of students include the lack of awareness and motivation for students to apply good character, the enormous influence of technology and social media, the lack of parental involvement

in character education, and challenges in teaching methods that still emphasise academic aspects compared to character education. In line with the above problems, it is strengthened by the results of previous research conducted by Hendayani (2019) showing that the low character of students is caused by internal factors including instincts, habits, heredity, desire or willpower and conscience and external factors including promiscuity, the influence of gadgets, the negative influence of television, family influence, and school influence. In addition, the results of previous research conducted by Pinta et al., (2024) also strengthened the problem with results the findings show that the character of elementary school students is still relatively low. The cause of the low character of students is due to the lack of awareness in themselves to apply good character and also the influence of peers and parenting. Reinforced by the results of the character of students in the service school can be seen in table 1 below.

**Table 1. Learner Characters**

Percentage of Learner Character					Number of Learners
0-20%	21-40%	41-60%	61-80%	81-100%	
-	11	5	4	-	20

Based on this table, it can be seen that the character of students is still relatively low, for this reason this research is focused on training in making P5 learning projects on the theme of sustainable lifestyles. According to Amanda & Fernandes (2024), this theme can provide understanding learners of the with an potential sustainability crisis that occurs in the surrounding environment and provide encouragement to be ready to mitigate it. The understanding gained is to build learners' awareness to be able to behave more wisely in dealing with environmental conditions by considering the impacts that occur from various aspects such as natural sustainability, economy, quality of life, resilience, and social justice. Examples of contextualisation of this theme are recycling waste, managing plastic waste, and soon.

The training on P5 learning projects is expected to encourage educators and learners to maximise the implementation of P5 learning in schools. the implementation of P5 learning in schools. According to Yuliwinarti et al. (2025), projects made in P5 learning direct students to be able to apply good

character more easily, this is because P5 learning is closely related to students' daily lives.

## 2. METHODS

The method used in the implementation of community service activities has stages that include observation, implementation of programmes such as counseling, making projects and evaluation using questionnaires that will be given to students. In the early stages, we as organisers made observations of the school environment and provided counselling about activities that were not only useful for students, but also for the community planned, in order to build good co operation. The project that will be made through this activity is making handicrafts using used goods. The activities that will be carried out by the service team are as follows:

1. Carry out observations of the school environment to find out the implementation of P5 learning in the school.
2. Providing counselling related to making project in P5 learning.
3. Make a project in the form of handicrafts from used items such as wall hangings, fans, flowers and others.

- Evaluate the success of the programme by giving questionnaires to students.

### 3. RESULT AND DISCUSSION

#### Result

The results of the field experiment are as follows.

**Table 2.** The result of the questionnaire on students character

No	Name	Total Value	Category
1	ZA	67	Medium
2	RAT	60	Low
3	UA	66	Medium
4	RHN	64	Medium
5	RIM	65	Medium
6	AF	58	Low
7	AP	68	Medium
8	VR	63	Medium
9	SNR	72	High
10	FN	65	Medium
11	AN	74	High
12	FCS	62	Medium
13	RA	68	Medium
14	AM	63	Medium
15	NFY	67	Medium
16	KAW	59	Low
17	MF	67	Medium
18	BAF	68	Medium
19	NAR	67	Medium
20	NJ	73	High

Based on the data analysed, it can be seen that a total of 20 students have filled out questionnaires related to

student character The following is the documentation of the service:

**Figure 1.** Documentation

#### Discussion



Project creation training in P5 learning has a positive impact on the character of elementary school students. Where in the development of the Pancasila student profile, project-based learning activities are carried out so that it has an impact on students who are expected to become a society that has character values that are in accordance with the character values embedded in each point of the precepts of Pancasila. In addition, the P5 that has been implemented is a reflection of the value of local wisdom. In line with this, Nurasiah et al. (2022) suggested that the value of local wisdom is a strategy that can realise a new paradigm in global competence to realise global competence towards the profile of Pancasila students through education.

In line with this Satria et al. (2024) stated that the Pancasila Student Profile Strengthening Project (P5) is a form of achievement of the Pancasila student profile by providing opportunities for students to gain knowledge and experience as a process of strengthening character, as well as a means of learning from the surrounding environment. The results of research conducted by Raharjo et al. (2023) also show that there is an effect of P5 implementation on the character of students. Strengthening the character of students can be carried out optimally if there is good programme management from the school, one of which is the programme on P5 learning.

Learning P5 is learning that focuses on building and enhancing learners' character. Every project in P5 learning is related to daily life. Learners get a more meaningful experience and are able to apply good characters such as mutual cooperation, independence, and creativity. In line with the opinion put forward by Damayanti and Al Ghozali (2023) that project-based learning can create a more meaningful experience for students learning that suits the learners' conditions and increases motivation so that they can actively participate in

learning, work together, creatively and expressively to produce ideas and knowledge through actions that can affect themselves and their environment.

The character of students can be formed from the learning process at school. According to Nurhasanah et al. (2024) project learning is an effort to improve the character of students. The expected character achievement in project learning, especially P5 learning, is the character of mutual cooperation, independence, and creativity. The most dominant character of some of the expected characters is the character of mutual cooperation, where students have high enthusiasm in participating in all activities that invite them to do it together, one of which is through project learning. In line with this, several efforts to shape the character of students according to Kholifah (2020), including providing character education through project learning activities, instilling positive character habituation, forming a culture, and developing students' creativity to create a school with character and quality, to make extracurricular activities one of the platforms to create good character, and to develop a school vision and mission

that leads to the improvement of students' character.

Other information obtained is the data analysis of learners' character indicators. The results of the data analysis of the learners' character indicators show that the most dominant indicator of learners' character with the highest average score is the mutual cooperation indicator. These results indicate that the ability of students is good enough in doing a job together. The character of working together needs to be developed in order to increase self confidence, have better social skills, and be able to cooperate well with others in order to achieve the same goals. In line with the results of research conducted by Arpianti et al., (2023) that the character of mutual cooperation must be owned by students so that they are able to collaborate, have a high sense of caring, and have a desire to share with the surrounding environment..

The learning carried out also directs students to always find new ideas so that they are trained to develop their creativity. The explanation is relevant to the results of research by Mavela and Satria (2023) which shows that the creative character value of students can be categorised as good if students are able

to find new ideas, produce new works by changing or modifying them, and have high curiosity. According to Meo et al. (2023) learners' creativity can be improved in several ways, including educators can give freedom to learners to express their desires while still providing direction and guidance, and implementing the cultivation of creativity values through project based learning such as P5 learning.

Indicators average with the lowest is found in the indicator on independence. Indicators of learner independence are still relatively low due to the lack of awareness and motivation of learners to develop independent character. Educators also do not provide opportunities for students to make their own decisions, and do not facilitate students to carry out activities that allow them to make decisions to develop independent character. In line with the results of research by Iffanasari et al. (2023) it shows that there are several factors that can cause low independent character of students, including: the habit of cheating, lack of motivation in students. According to Fepriyanti & Suharto (2021), ow to overcome this is that the role of educators and parents is needed to provide understanding and

motivate students and guide them in the process of forming independent character.

The results of the analysis of the P5 learning indicators, namely holistic, contextual, and learner-centred, were in the high category, while the exploratory indicators were in the moderate category. These results indicate that the indicators the most dominant P5 learning is learner-centred. This means that every implementation of P5 learning must focus on learners in order to develop their abilities. Learner-centred is also a principle in P5 learning that prioritises the active role of learners as the centre of the learning process. . The explanation is relevant to Idayanti's (2023) opinion that P5 learning must have a link to the learning plan that makes students as subjects who play an active and independent role in the learning process. Therefore, learner-centred is a principle that must be applied to P5 learning as much as possible so that it can improve the character of students.

Indicators average with on The lowest is found in the holistic indicator. The application of holistic indicators in P5 learning is done by assessing students as a whole, not only from academic

aspects but also from character development, social skills, and attitudes. This indicator is still low because the P5 learning process is still Many focus on one theme and do not examine the theme as a whole so that the interconnectedness of things is not seen.

The Pancasila Learner Profile Strengthening Project (P5) learning training has significant implications in efforts to improve the character of students in the elementary school environment. Through this training, educators are equipped with an understanding of conceptual understanding and practical skills in designing and Through this training, educators are equipped with conceptual understanding and practical skills in designing and implementing project based learning that is orientated towards strengthening the six dimensions of the Pancasila learner character. According to Safitri et al. (2023) increasing the capacity of teachers as learning facilitators has a direct impact on the quality of P5 implementation which is more contextual, participatory, and meaningful for students. Students gain learning experiences that encourage the development of values such as independence, responsibility, mutual

cooperation, creativity, and critical thinking. In addition, this training contributes to the development of a school culture that supports holistic character building reflective, and learning approaches. through active, collaborative.

Thus, P5 training not only improves the competence of educators, but also becomes a strategic strategy in creating an educational ecosystem focused on strengthening the character of students in a sustainable manner.

The sustainability of the Pancasila Learner Profile Strengthening Project (P5) training programme in elementary schools depends heavily on careful planning, effective collaboration and continuous evaluation. According to the Ministry of Education, Culture, Research and Technology, the success of P5 is not only determined by the implementation of the project itself, but also by the process of deep reflection. According to Safitri & Rahim (2024), this reflection allows educators and learners to assess the strengths and weaknesses in the implementation of the project, and determine the necessary corrective measures. For example, reflection can lead to collaboration with professional partners such as industry or

higher education to improve the quality of future projects.

At school level , roles education unit leaders are crucial in supporting the sustainability of P5. Schools need to design the allocation of appropriate timing and choosing themes that are relevant to the learners' local context.

#### 4. CONCLUSIONS

Character participants learners can be improved through project work in P5 learning. Learners are trained to apply character of gotong royong, independence, and creativity in facing every challenge of the learning process. P5 Learning Project becomes a means effective for growing and strengthening learners' positive character in a real and sustainable way. Through direct involvement in every stage of the project, learners not only gain meaningful learning experiences, but also form attitudes and characters. The challenges faced in the learning process encourage them to think creatively, take initiative, and solve problems independently. According to Rahayu et al. (2024) the character of gotong royong is also honed through teamwork and collaboration between Therefore,

the students. implementation of projects in P5 is an important foundation in the formation of the students' character of the next generation of the nation that is superior and has integrity.

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