Implementation of Pancasila Student Profile Character Education in the Independent Curriculum

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Abstract

Implementing character education in the context of the Pancasila Student Profil (P5) in the Independent Curriculum in elementary schools is a strategic effort to form a generation with character, competence, and competitiveness. This research examines the implementation of P5 character education in the Independent Curriculum in elementary schools and identifies the challenges and strategies educators use in the implementation process. The research method used is qualitative, using a case study approach at Islamic elementary schools Ashopa and Public Elementary School 5 Praya, which have implemented the Merdeka Curriculum. Data was collected through observation, in-depth interviews, and document analysis. The research results show that implementing P5 character education in elementary schools involves the integration of Pancasila values in teaching and learning activities, developing a positive school culture, and the active role of parents and the community. Good, in terms of the quality of the learning tool, and the activity program strategy uses habituation and strengthens time. Continuous training and mentoring for teachers and cooperation between schools, parents, and the community is needed to overcome this. This research significantly contributes to understanding the implementation of P5 character education. It offers practical recommendations for improving the quality of character education in elementary schools within the Independent Curriculum framework.

Keywords: *Character Education; Pancasila Student Profile; Independent Curriculum*

Introduction

Education in Indonesia has a vital role for its people, including increasing potential and competence and forming a national character with manners and dignity. Education not only focuses on learning competencies but also on building students' character. The success of education in Indonesia is seen not only from the insight and technical competence (hard skills) possessed by students but also from the students' character skills (soft skills). Therefore, the Indonesian nation can be said to be a nation with character. Character is the behavioral value of each individual towards God Almighty, himself, others, the environment, and the country, which is formed from thoughts, attitudes, feelings, words, and actions based on various other norms such as religion, law, manners, culture, and customs. customs (Muhlisch, 2011).

Character can also be said to be an identity that shapes a person through attitudes, thought patterns, and polite values obtained through various interactions between people and the environment. These values become a foundation that influences one's way of seeing, thinking, and acting (Soraya, 2020).

Students in Indonesia are not only intelligent in terms of knowledge but also must have good character. It can be seen from the many incidents where children still bully their friends, fight, do drugs, and do harmful things. From data obtained by the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), cases of bullying are still widely discussed and are frightening for children at school. From this data, it was found that in 2022, there were 226 cases of bullying recorded, then in 2021, there were 53 cases, and in 2020, there were 119 cases (Ayu, 2023). Meanwhile, in 2023, 3,800 cases of bullying or harassment will be recorded (Elaine, 2023). So, it can be seen that this bullying case is still an urgent matter among our students because it is still within the scope of the school.

The types of bullying that victims or children often experience are physical bullying at 55.5%, verbal bullying at 29.3%, and psychological bullying at 15.2%. Judging from the level of education, elementary school students account for 26%, followed by junior high school students at 25% and high school students at 18.75%, so currently, elementary school students are the most victims of bullying (Ayu, 2023). Therefore, character education is the most essential thing in the world of education today because students not only have to be intelligent but also have to be accompanied by good character.

Character education must be a common concern in the current Indonesian education system. Indonesia needs intelligent people, but it also needs people with character. Quality education is not enough just for children who excel academically; quality education is where children develop character.

Character education encourages the birth of good people with attractive, ethical, modest, honest, intelligent, caring, and challenging personalities. Developing good character in students can promote the capacity and commitment to do things the best, do everything right, and have a purpose in life. Individuals with excellent and challenging character try to do their best for God Almighty, themselves, each other, the environment, the nation and state, and the international world by optimizing their potential and accompanied by awareness, emotions, and motivation.

They are looking at various phenomena that occur in the educational environment at this time, which are related to the problem of moral degradation, as a solution to overcome the multiple issues that arise. In Permendikbud number 22 of 2020 concerning the plans and strategies of the Ministry of Education and Culture for 2020 to 2024, the Minister of Education and Culture, namely Nadiem Anwar Makarim, made the profile of Pancasila students one of the Visions and Missions of the Ministry of Education and Culture as a form of improvement character building.

The Ministry of Education and Culture's policy regarding determining the profile of Pancasila students is one of the Ministry of Education and Culture's efforts to create students who have a character in themselves, can face life in the future, and can face and solve problems well, through the curriculum developed by Mr. Nadiem Anwar Makarim as Minister of Education, namely the Independent Curriculum, where the Pancasila Student Profile is the spirit of the Independent Curriculum itself because the existence of the Pancasila Student Profile will form students whose character is by one of the characteristics of the independent curriculum. "Indonesian students are lifelong students who are competent, have character, and behave by Pancasila values" (Sufyadi, 2021). This is in line with the vision of Indonesian Education, namely "to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students.

The newest curriculum that is currently being implemented is the Merdeka Curriculum. The Merdeka Curriculum is a curriculum that is implemented and based on developing the profile of students

so that they have the spirit and values contained in the Pancasila principles in their lives. The independent curriculum still prioritizes character education through the Pancasila student profile (Rosmana, 2022). The Pancasila student profile in the independent curriculum helps develop students' character and abilities in learning activities. Philosophically, character formation through character education is needed and must be given to students to achieve the nation's educational goals.

In line with Ki Hadjar Dewantara's view, education cannot be separated from students' character and physical and mental values, which will one day become "humans" in society. So, character education has a vital role in developing the potential of students, and in the future, they will become virtuous Indonesian citizens (Wawan, 2022). The Pancasila profile of students symbolizes cultured Indonesian students with character and Pancasila values (Rosmana et al., 2022). The Pancasila student profile program, character education in the independent curriculum, is an innovation to strengthen character education in the previous curriculum.

The Pancasila student profile project is cross-disciplinary learning in the independent curriculum that aims to observe and think about solutions to problems that occur in the surrounding environment. This project to strengthen the profile of Pancasila students is different from the extracurricular programs that are often carried out in the classroom.

In this project-based learning, students are given many opportunities to learn in formal conditions, the learning structure is more flexible, so that the learning process becomes more interactive because students are directly involved with the surrounding environment with the aim of strengthening various competencies in the Pancasila student profile. So, implementing character values through the Pancasila student profile through the project to strengthen the Pancasila student profile has become an interesting study. Because the Pancasila student profile was just rolled out by the government in 2020 as an effort to strengthen Pancasila moral values for the character of the younger generation. So it is hoped that learning carried out through the project to strengthen the Pancasila student profile can shape students' character and guide students in thinking critically, analytically and behaving democratically in accordance with Pancasila and the 1945 Constitution of the Republic of Indonesia.

Referring to previous research conducted by Wahyuningrum, et al (2022), there are three strategies implemented, namely differentiated learning, project learning and habituation. This strategy is implemented to strengthen the character of students referring to the Pancasila student profile. In implementing this strategy is carried out well, but there are still students who sometimes forget to carry out the strategy implemented by the teacher. To overcome this problem, teachers implement strategies continuously with various innovations so that the strategy implemented run smoothly and achieve the goals of the Pancasila student profile to strengthen students' character.

Salsanada's research (2023) shows that the Pancasila Student Profile is realized through learning the art of developing used goods into more useful goods, and examining obstacles to the implementation process and finding solutions to overcome the obstacles faced. Listianingsih's research (2023), namely habits carried out by the six characteristics of the Pancasila Student Profile, namely Faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity.

Ningrum's research (2023), namely that implementing the independent curriculum in strengthening the profile of Pancasila students was carried out through habituation which was grouped into routine habituation and spontaneous habituation and went well. The habituation carried out can develop students' character who is religious and has noble character according to the main characteristics of the Pancasila student profile.

From the presentation of the relevant research results above, there are similarities and differences with the research that will be carried out by researchers; the similarities between previous research and

the research that will be carried out by the author are that they both discuss the Pancasila Student Profile and Character Education and the research was carried out in elementary schools and there are also those in high school level, then the difference between previous research and what the researcher will do is that the author will conduct research in two schools with the same class. So the novelty that will be obtained in this research is obtaining information about learning tools designed by two different schools, so that later you will get different information. Obtain information on strategic activity programs for implementing character education for Pancasila student profiles in 2 different schools. Obtain information regarding the differences and similarities in implementing Pancasila student profile character education in two different schools. Develop standard guidelines for Strengthening Pancasila Student Profile Project (P5) character education according to the Independent Curriculum. Obtain information regarding supporting and inhibiting factors in implementing Pancasila student profile character education in two different schools.

Based on the explanation of the problem formulation above, this research aims to describe the quality and strategy of learning tools used in implementing P5 character education in the independent curriculum at Integrated Islamic elementary schools Ashopa and Public Elementary School 5 of Praya.

Literature Review

P5 Character Overview

The government implements character education by strengthening the profile of Pancasila students in the current new curriculum, namely the independent curriculum. By strengthening character through the Pancasila student profile, it is hoped that students will be able to instill the spirit of Pancasila in their daily lives. The Pancasila student profile is a translation of national education goals. The Pancasila student profile acts as the primary reference that directs education policies, including being a reference for educators in building the character and competence of students. All stakeholders must understand the profile of Pancasila students because of their essential role. The Pancasila student profile needs to be simple and easy to remember and implemented by both educators and students so that it can be brought to life in daily activities (Kemendikbudristek, 2022)

According to Koesoema (2010), the character can be defid as a psychosocial element linked to education and environmental context. Character, when viewed from a behavioral perspective, emphasizes an individual's personality elements from birth. Character is considered the same as personality because personality is a characteristic or characteristic of a person originating from the environment. Character is personality, behavior, character, attitude, and character. The character also refers to attitudes, behaviors, motivations, and skills.

According to Ki Hajar Dewantara's book, character education is an integral part of the educational process that aims to form a complete human being. Dewantara's views regarding character education include several main principles, namely observing, imitating, and adding.

Implementation in the education system can be seen in practice; Ki Hajar Dewantara's views are realized in the Taman Siswa education system he founded. This system applies the importance of a) learning that is fun and not stressful (naturally), b) character building through artistic, cultural, and cooperation activities, and c) close relationships between educators and students, where educators act as facilitators and role models. Ki Hajar Dewantara's views on character education are very relevant today, especially in forming a young generation who is not only intellectually or academically intelligent but also has strong character and good morals. Ki Hajar Dewantara's views on character education are similar to the Pancasila Student Profile in the Independent Curriculum. Both emphasize the importance of holistic character development, including intellectual, moral, and social aspects.

Character education aims to shape and develop students' thought patterns, attitudes, and behavior so that they become positive individuals with noble character, a noble spirit, and responsibility. It is a conscious effort to shape students into positive individuals with noble character in accordance with Graduate Competency Standards so that they can be implemented in everyday life (Ministry of National Education, 2010).

According to Zubaedi in Fadilah's book, the values developed in Indonesian national character education come from four sources, namely religion, Pancasila, culture, and national education goals, namely:

1) Religion

Religion is a source of goodness. Therefore, character education must not conflict with religion because Indonesia is a country where most people are religious and recognize that goodness and obligations originate from religion. Thus, religion is the first and foremost foundation in developing character education in Indonesia.

2) Pancasila

The Unitary State of the Republic of Indonesia was established based on the principles of national and state life called Pancasila. Pancasila is contained in the preamble to the 1945 Constitution, which means that the values contained in Pancasila regulate political, legal, economic, social, cultural, and artistic life. Therefore, the context of character education is intended to prepare students to become good citizens, namely citizens who have the ability and willingness to apply Pancasila values in their daily lives.

3) Culture

Indonesia is a country that has a diversity of different cultures. So, it has become a necessity for character education to be based on culture. Therefore, the cultural values in Indonesia are used to give meaning to the concept of communication between members of society and become a source of value in national education. It aims to ensure that education does not disappear from the cultural roots of the Indonesian nation.

4) National Education Goals

In the Republic of Indonesia Law Number 2003 concerning the national education system, it is stated that the aim and function of national education is to develop abilities and shape the character and civilization of a dignified nation to make the life of the nation intelligent, which aims to develop the potential of students to become human beings who believe and are devoted to God. God Almighty has a noble character, is healthy, knowledgeable, creative, independent, and a democratic and responsible citizen. Therefore, national education aims to be the most operational source in developing a nation's character education. Based on the four sources of values above, the value of character education in Indonesia has been developed into several values. Eighteen values of character education must be applied in every education or learning process.

The Ministry of Education and Culture (2022) states that there are six indicators of character values from the Pancasila student profile. The six indicators of the character values of the Pancasila student profile are listed in the Indonesian Ministry of Education and Culture (2020) and explained by the Minister of Education and Culture the six indicators of the character values of the Pancasila student profile include:

a. Have Faith and Devotion to God Almighty and Have Noble Morals

This point discusses that students with faith fear God Almighty and have noble morals. With noble morals, students will have morals in relating to God Almighty. Students also understand religious teachings and beliefs and apply the knowledge they have in everyday life. In the Pancasila student profile, they also understand the meaning of morality, social justice, and spirituality and love their religion, human relations, and nature.

It is known that there are five elements in believing and being devoted to God Almighty and good morals, including morals in religion, individual or personal morals, morals towards other humans, morals towards the universe, and morals towards the nation and state. (Kemdikbudristek, 2022)

b. Global Diversity

Global diversity means that students maintain existing cultures, including national and local cultures, and also their identity and always pay attention to an open attitude when strengthening ties with other cultures as a form of how to create a feeling of respect for ancestral culture, Which is positive and also does not deviate from the ancestral culture of the Indonesian people. Global diversity is a feeling of mutual respect for existing diversity and differences. It means that we can appreciate the existence of disagreements without feeling forced or judged or judged or feeling ethnocentrism. Having diversity does not mean judging or feeling ethnocentrism. The existence of global diversity not only applies to our country but can also be the basis for understanding and respecting cultures across cultures. (Kemdikbudristek, 2022)

c. Worked together

Students have cooperation skills, namely the ability to carry out an activity sincerely so that it can be carried out smoothly and easily. As Pancasila students, we understand how to work together and how to collaborate with other friends. Moreover, as we know, we are in industry 4.0, where collaboration is an important part. The elements of cooperation include collaboration, a sense of mutual care for one another, and a sense of sharing. (Kemdikbudristek, 2022)

d. Independent

Independence here means that students in Indonesia are students who have independence. Where students have a sense of responsibility for a process and the results of their learning activities. Part of being independent is self-understanding, understanding the situation one is facing, and how one uses self-knowledge. (Kemdikbudristek, 2022)

e. Critical Reasoning

Students can carry out critical and objective reasoning when asked to work on qualitative and quantitative information, put together relationships with the various information they receive, examine the information, and evaluate and draw conclusions. The elements of critical reasoning include receiving information and processing information and ideas, reviewing and assessing reasoning, and reflecting on thoughts and processes in thinking and making decisions. (Kemdikbudristek, 2022)

f. Creative

Students who have creativity can adapt and create things that are original, meaningful, useful, and impactful. Pancasila students also can solve a problem and have the ability to solve a problem and have the ability to create and produce something proactive and independent to obtain innovative methods. The

elements of creativity include creating an original idea and creating original work and activities (Kemdikbudristek, 2022).

Independent Curriculum

According to Sukmadinata in Triwiyanto (2015), the curriculum is an educational plan that provides guidelines regarding the type, scope, and sequence of educational content and processes. The curriculum has a central position in education and directs all forms of educational activities to achieve educational goals.

According to Beauchamp in Sukmadinata (2017), the curriculum is also a teaching plan and a system (a curriculum system that is part of the school system). As a teaching plan, the curriculum contains the objectives, materials to be presented, teaching activities, teaching tools, and teaching schedule. As a curriculum system, it is a part or subsystem of the entire school organizational framework or school system. The curriculum as a system concerns determining all policies regarding the curriculum, personnel composition, and improvement. The primary function of the curriculum system is curriculum development, implementation, evaluation, and improvement.

Curriculum development can be initiated through awareness regarding the challenges that arise to adapt to the needs of students and schools that must be met. For this reason, there is a need for a school curriculum that can facilitate the development of students' potential to gain knowledge, skills, and attitudes as provisions for life in society.

The National Education System is required to always carry out reforms in a planned, directed, and sustainable manner so that it can guarantee equality of education, quality improvement as well as the relevance and efficiency of education management to prepare students to face challenges according to the demands of changes in life both locally, nationally and globally (Faiz et al., 2022). The government makes Curriculum changes to keep up with current developments so that existing education is not stagnant. Nowadays, in general, learning in schools only focuses on completing learning material and sometimes forgets to develop students' talents and character.

The concept of Independent Learning is relevant considering the vision and mission of Indonesian Education, which wants to create quality people who can compete in various fields of life in the future and humanize humans. The liberating independent curriculum is a process that guides students to develop according to their potential and abilities, free from various pressures both from within the individual and from outside the student. (Zainuri, 2023). So that later, they will receive critical, quality, exclusive, applicable, varied, and progressive learning. However, to achieve this goal, cooperation, strong commitment, seriousness, and actual implementation are needed from all parties so that the Pancasila student profile can be well ingrained in students.

According to Ki Hadjar Dewantara, liberating education is an educational process that allows students to organize themselves to grow and develop according to their nature, both externally and internally. Meanwhile, according to Erwin Junardi (Zainuri, 2023), liberating education is an individual's process toward safety and happiness by freeing the individual from various internal and external pressures.

Independent Curriculum Content Standards

Referring to government regulation Number 57 of 2021 concerning national education standards as amended by government regulation Number 4 of 2022 concerning amendments to government regulation Number 57 of 2021 concerning national education standards, content standards were developed to determine the criteria for the scope of material that is by graduate competencies which have been formulated in graduate competency standards. This content standard covers the scope of primary

education material in formal and non-formal education pathways. The content standards for extraordinary primary schools/package A/other equivalent forms are the same as the content standards for primary schools, and the content standards for extraordinary junior secondary schools/package B/other equivalent forms are the same as the content standards for junior high schools. The content standards for the equality education program are also enriched with the scope of empowerment and skills material.

The scope of empowerment material is directed at fostering awareness, self-esteem, self-confidence, active participation, and access to decision-making so that students can be creative and develop independence in their individual and social lives. The scope of material in the content standards is packaged to strengthen self-development, capacity development, and socio-economic strengthening. The scope of skills material is developed by considering the variety of potential natural and socio-cultural resources, developments in science and technology, and work and business opportunities.

Besides containing mandatory content according to the level, the content standards for special education also include the scope of program material for special needs and skills. Students with special needs can follow content standards by paying attention to the profile of students with special needs. The development of content standards refers to competency standards for graduates in primary education level education units which are focused on (Purwanto, 2017):

a. Preparation of students to become members of society who believe and are devoted to God Almighty and have noble morals

b. Cultivation of character by Pancasila values

c. Students' literacy and numeracy competencies are growing to participate in further education.

The scope of material in the content standards is packaged to strengthen self-development, capacity development, and socio-economic strengthening. The scope of skills material is developed by considering the various potential natural and socio-cultural resources, developments in science and technology, and work and business opportunities.

Framework of Thinking

The Pancasila student profile listed in the independent curriculum helps develop students' character and abilities in carrying out learning activities. Philosophically, character formation through character education is necessary for students to achieve the nation's educational goals. The Pancasila profile possessed by students symbolizes cultured Indonesian students with character and Pancasila values (Rosmana et al., 2022).

From the explanation above, the researcher tries to summarize the framework of thinking using the following scheme:
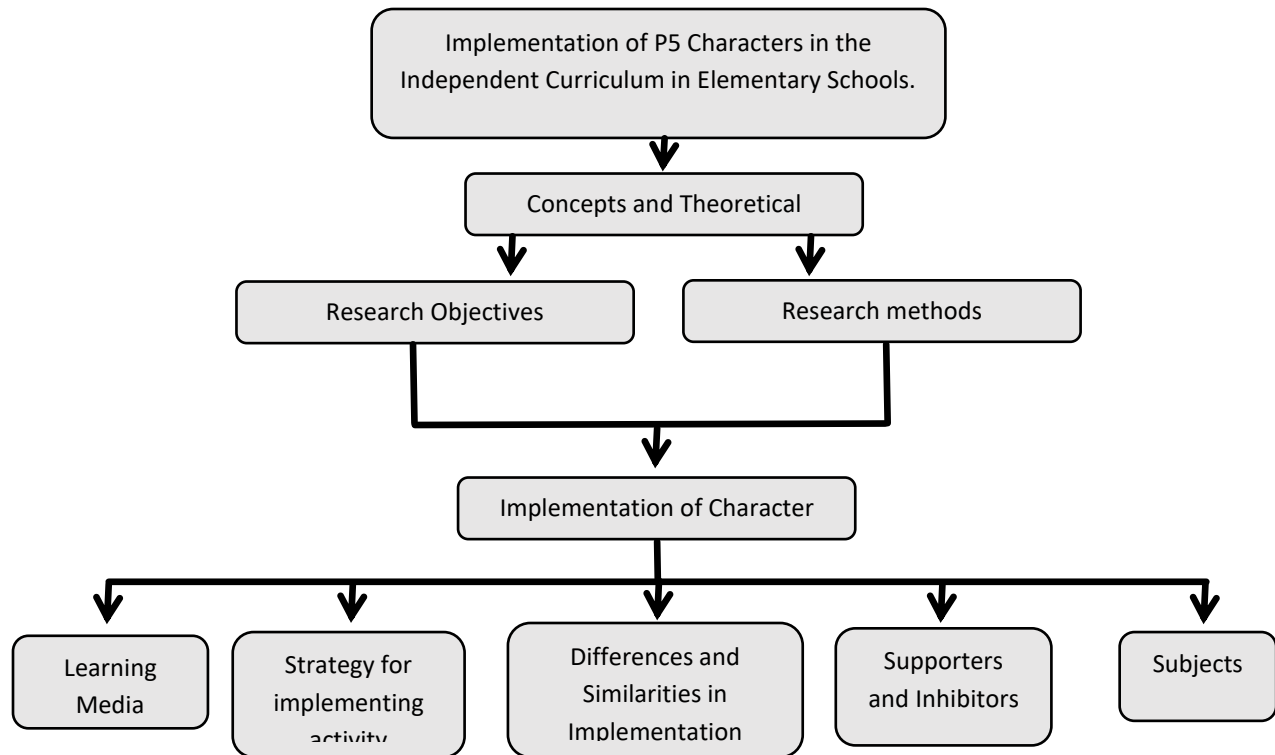
Figure 1. Framework of Thinking

The Pancasila student profile program as character education in the independent curriculum is an innovation from the Ministry of Education and Culture to strengthen character education in the previous curriculum. In the Pancasila student profile, the competencies and characters students will study are stated in six key dimensions: faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The competencies and character described in the Pancasila student profile will be realized in students' daily lives through school culture, extracurricular learning, projects to strengthen the Pancasila profile by its principles, and extracurricular activities. It is also done so that the six dimensions of the Pancasila student profile can be continuously felt within each individual.

Method

This research uses qualitative research. Qualitative research is used to see the actual conditions of the place being studied, whereas in qualitative research, the researcher becomes the critical instrument (Sugiyono, 2005). The design of this research is a case study. According to Sugiarto (2017), a case study is a type of in-depth qualitative research about individuals, groups, institutions, and so on at a particular time. A case study aims to find meaning, examine processes, and obtain a deep and complete understanding and comprehension of specific individuals, groups, or conditions. Case study data was obtained from interviews, observations, and supporting documents related to the topic studied.

This research examines the implementation of P5 character education in the independent curriculum in elementary schools. Researchers will observe the emerging behavior, perceptions, motivations, and actions in this process. The informants who will be used as subjects in this research are the Principal, Teachers, and P5 Facilitators (National Level).

The data collection techniques used in this research are observation, interviews, and documentation. According to Miles and Huberman (2014), researchers use data analysis techniques. They explain that data analysis techniques in qualitative research go through several stages: Data Collection, Data Reduction, Data Display, and Drawing Conclusions and Verification (Conclusion Drawing/Verifying).

Results and Discussion

Quality of Learning in Implementing P5 Character Education

The learning tools used in the implementation of P5 character education at Integrated Islamic elementary schools Ashopa and Public Elementary School 5 Praya, the researcher conducted interviews and questions and answers with informants including the Principal and educators at the two schools that were the research locations, namely Mrs. Mardiana as the Principal of Islamic elementary schools Ashopa, Mrs. Mariana Wardi, Principal of Public Elementary School 5 Praya, Mrs. Nurlaela who is an educator at Islamic elementary schools Ashopa and Mrs. Zakiya who is an educator at Public Elementary School 5 Praya, Central Lombok Regency. Then, each informant answered several related questions the researcher asked to complete and perfect the research data and information.

Before the researchers interviewed informants from Islamic elementary schools Ashopa and Public Elementary School 5 Praya regarding good learning tools, researchers conducted interviews with P5 facilitators in Central Lombok, namely Mrs. Ni Ketut Mayoni as a National level P5 facilitator. Regarding the quality of good learning tools by the independent curriculum, namely having P5 teaching modules and observation rubrics as material for assessing the process of projects implemented in schools.

The interviews conducted are based on the results of a review of documents that are also owned by the education unit, namely the curriculum used in the form of teaching modules by the current independent curriculum. This is in line with the observations made that each lesson refers to the teaching modules used, which are the teaching modules in the independent curriculum.

Then, related to how schools introduce this independent curriculum to teachers at schools and what facilities are provided as Principal to teachers at Islamic elementary schools Ashopa schools, namely as follows:

"At school, we make it easy for teachers or educators to take part in training related to this independent curriculum, how it is implemented, the strategy, and teachers independently also look for training that has been provided by the government through PMM as well, then provide provision both from the school itself, as well as from the local government, and also directed teachers to use PMM (Merdeka Mengajar Platform)."

It is also in line with the opinion of the Principal of Public Elementary School 5 Praya, namely:

"We are here together learning about this independent curriculum because it is still said to be new, so we are studying it together, through existing training, then training and provision from the local government and through our group meetings at schools to better understand independent curriculum".

The results of observations also show that schools, especially educators or teachers, have carried out learning that refers to teaching modules that have been prepared, which are by the flow of organizing projects to strengthen the profile of Pancasila students and also understand the readiness of educational units which are at the initial stage, developing stage and also ready stage.

Based on the results of observations and documentation studies carried out, the Principal and teachers began planning P5 activities through stages that were by the planning flow for the project to strengthen the profile of Pancasila students, starting from the stages of forming a facilitator team, identifying the level of readiness of the educational unit, then designing P5 dimensions and themes. Allocation for project activities to strengthen the profile of Pancasila students, compiling teaching modules, and developing strategies for reporting project results.

Thus, if analyzed based on the results of observations, interviews, and documentation carried out, several points can be drawn from the planning of the project to strengthen the profile of Pancasila students at Islamic elementary schools Ashopa and Public Elementary School 5 Praya, Central Lombok district, depicted in the picture below:
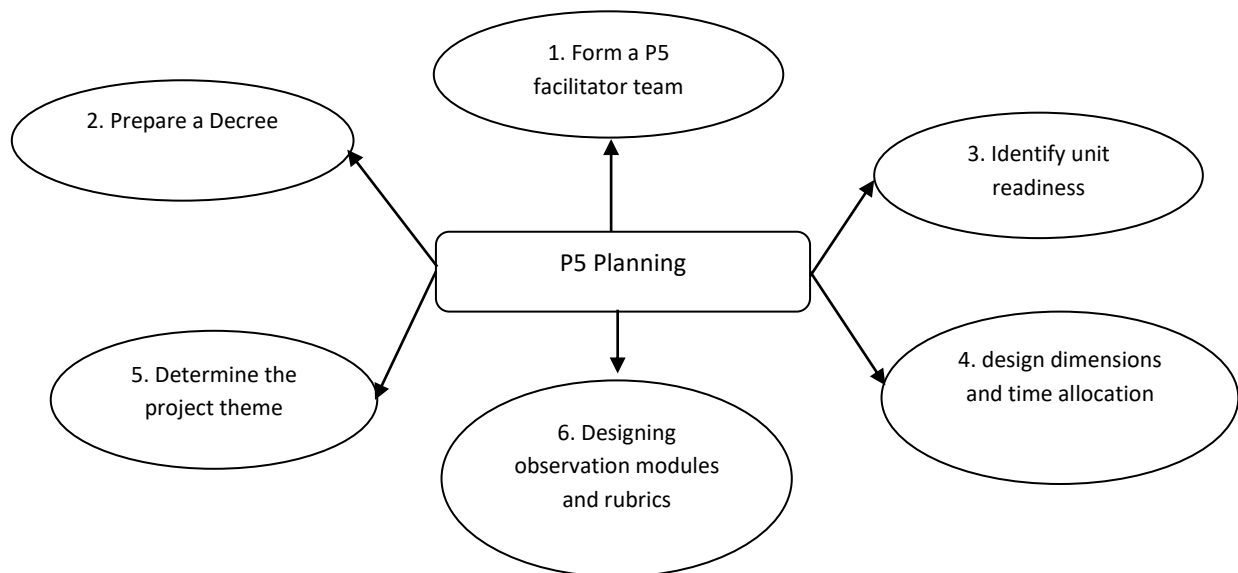

Figure 2. P5 planning stages

1. Planning begins by forming a P5 facilitator team by determining the person responsible for each project.
2. Prepare a decree for the project facilitator team.
3. Identifying the readiness of educational units by identifying problems within them, student needs, interests, and the culture that develops in the school environment as a basis for determining project activities.
4. Designing the dimensions of the Pancasila student profile and project allocation by determining what dimensions will be developed.
5. Determine the P5 theme by taking two significant themes provided by the government.
6. Prepare or design a project to strengthen the profile of Pancasila students through P5 teaching modules and assessments through project observation rubric instruments. Starting with modifying the example from the Ministry of Education and Culture according to the stages of the educational unit, it was then redeveloped by adapting it to the context of the school environment.

The independent curriculum developed by the Ministry of Education and Culture emphasizes freedom and flexibility in learning. This curriculum is designed to support the development of student's character and competencies with the Pancasila student profile. In implementing learning, learning tools are used in the learning process, making it easier for educators to carry out learning. According to Zuhdan et al. (2011), learning devices are tools or equipment for learning activities. So, learning tools are several materials, tools, media, instructions, and guidelines used in the learning process, which means that learning tools are a set of media or facilities that will be used by educators and students in the teaching and learning process in the classroom.

The learning tools in the independent curriculum are various teaching materials educators use to achieve the Pancasila student profile and learning outcomes (Kemendikbudristek, 2023). These tools include teaching modules, textbooks, and learning videos. The aim is that the implementation of learning can run according to the guidelines and make it easier for students.

Strategy for Implementing the P5 Character Education Program

Then there are habituation activities to foster the value of global diversity at Islamic elementary schools Ashopa by instilling the value of always maintaining peace in differences and introducing regional traditional clothing by wearing it on national holidays, as well as at Public Elementary School 5 Praya with habituation activities through instilling global diversity values through wearing traditional regional clothing every Tuesday as a form of love for one's regional traditional clothing and being able to introduce one's regional characteristics.

The next habit is to instill the value of cooperation at Islamic elementary schools Ashopa and Public Elementary School 5 Praya through the habit of always carrying out class pickets together, having a great sense of responsibility, and working together to clean the school environment. The next value is instilled, namely the value of independence at Islamic elementary schools Ashopa and Public Elementary School 5 Praya through the habit of putting shoes on the shoe rack, then washing dishes after eating, cleaning the classroom with their awareness, and being able to solve their problems independently.

The next habit is critical reasoning at Islamic elementary schools Ashopa through extracurricular activities, such as telling stories and always asking students questions so that they can foster the essential value of reasoning among the students. In line with this, Public Elementary School 5 Praya also carries out habituation through literacy activities every Thursday and literacy activities every morning in each class to increase students' critical reasoning values, followed by Pidacil activities where students compose their own stories that they will tell.

Instilling creative values at Islamic elementary schools Ashopa and Public Elementary School 5 Praya through habituation provides students with ways and opportunities to create their own stories and express their ideas creatively through storytelling activities, literacy activities, and regional elections. Furthermore, the exemplary method effectively and efficiently forms children's personalities.

Next, the exemplary method from an Islamic perspective is the most convincing and influential method for successfully forming students' moral, spiritual, and social ethos (Mustofa, 2019). Children need an idol figure, especially at the elementary school level; they need a figure who can be used as an example or model or motivate them to do something. According to Nurfadhilah (2018), the exemplary method can improve the quality of moral education to answer the challenges of the times in religious, national, and state life. Apart from that, the morals of students have also improved from year to year, where the application of spiritual values has become a routine activity, and there is motivation from educators so that students have become accustomed to it.

Implementing P5 requires several steps, starting from designing the time allocation and dimensions that will be chosen in the Pancasila student profile, namely from forming a project facilitator team, identifying all schools, determining the general theme of P5 that will be implemented, stages of selecting unique and specific topics, to planning modules P5 project (Astuti et al., 2023). P5 activities at Islamic elementary schools Ashopa and Public elementary school 5 Praya aim to prepare students to become lifelong, capable Indonesian students who have character and behave according to Pancasila values (Sulistiyaningrum, 2023).

As Megawangi (in Kesuma et al., 2012) states, character education is an effort to educate children so they can make wise decisions and practice them in everyday life so that they can make a positive contribution to the environment.

Supporting and Inhibiting Factors in Implementing P5 Character Education

Implementing Pancasila student profile character education is also not free from supporting and inhibiting factors, both internal and external factors, which are also used as evaluation material for each school. Therefore, schools need always to evaluate the activities carried out at school.

To obtain various things related to the inhibiting and supporting factors for implementing P5 character education at Islamic elementary schools Ashopa and Public Elementary School 5 Praya, namely by conducting interviews with informants, both principals and teachers at the school. Then, each informant answered related questions asked by the researcher to complete and perfect the research data and information.

Regarding supporting factors, a school must have responsibilities related to students' character, where students are required to be intelligent academically and also in character. The inhibiting factors in instilling P5 character values can be used as an evaluation for the school itself, both from inside and outside the school. The supporting factors for cultivating P5 character values must also be maintained.

The inhibiting factor faced by Islamic elementary schools Ashopa and Public Elementary School 5 Praya is more about time because it is time to instill character values from the Pancasila student profile, which is not only strengthened through the project to strengthen the Pancasila student profile but also through habituation and example from teachers. This habit takes quite a long time to form the desired character because creating a good character cannot be done quickly and must be done continuously.

Elements in Designing the Implementation of P5 Character Education

Implementation of Pancasila student profile character education in schools involves various components and strategies aimed at forming students with character based on Pancasila values. So, in forming students with Pancasila character, there must be someone who plays a vital role in it, both in implementing projects to strengthen the profile of Pancasila students. For this reason, this is very important and cannot be separated from the school and the students themselves. Students must also have good role models as examples and good habits in instilling the character values of the Pancasila student profile. In project activities to strengthen the profile of Pancasila students, habituation and example must play an essential role in it.

Designing the implementation of Pancasila student profile character education at Islamic elementary schools Ashopa and Public Elementary School 5 Praya can be carried out through cooperation from all school members, the principal as a leader who provides facilities for teachers in the form of training, then teachers explore knowledge independently through training provided by the school. Then, there is cooperation between schools and parents to continue working together to shape students' character into characters based on Pancasila values so that they can be applied in everyday life.

Conclusion

The learning tools used in the Elementary School Education Unit are the Pancasila student profile stages, as per the P5 guidelines provided by the government. The strategy for implementing the P5 character education program in elementary schools has been implemented well, with habituation and exemplary strategies. Apart from that, the school also integrates the values of the Pancasila student profile into all subjects and school activities. It ensures that character education is not just a separate subject but an integral part of all learning activities.

The various forms of programs formed by schools to instill character values, it takes a lot of time, so implementation takes a long time and is carried out consistently and continuously. So, all educators in

schools must have patience in carrying out programs to shape the excellent character of their students. Through cooperation from the school, as well as the involvement of parents who are supporters in habituation, role modeling programs and projects to strengthen the profile of Pancasila students.

Recommendation

Schools must have a strategy for instilling P5 character values in elementary schools so that students' character values are based on Pancasila values, both in the habituation and example carried out by educators in schools and through projects to strengthen the profile of Pancasila students. The P5 program must be implemented according to government guidelines, which are adapted to school learning needs. Education units must provide ongoing training and development facilities for educators or teachers to increase their understanding of P5, teaching methods, character, and how to integrate Pancasila values in learning.

Always involve parents in every program implemented by the school. Invite parents to be actively engaged in character education programs through joint activities, such as parenting seminars, group studies, and volunteer activities as well as involving partnerships with the community by integrating it with learning, such as collaborating with local communities, community leaders, and organizations to support character education activities outside the school environment, for example door learning, which involves the community and parties by the teaching.

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