



Implementation of P5 Activities in the Independent Curriculum at Elementary Schools

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Abstract

This study was motivated by learning activities using the independent curriculum related to P5 activities at a state elementary school in Indonesia. These activities are in line with the independent curriculum, in which all students and teachers are involved in carrying out P5 activities. This study aims to determine the time allocation for P5 activities, the themes chosen by students, and the benefits of P5 activities for students. The method used is qualitative with an ethnographic approach (study of culture and social behavior) in the school environment. The research data sources use primary and secondary data, namely the principal, teachers, and students. Data collection techniques were carried out through observation, interviews, and documentation. The data validity technique used is data source triangulation. The results of this study show that P5 activities are carried out at the end of the semester after the completion of semester exams by determining activity themes such as traditional skills, culture, cooking, recreation, and others. Meanwhile, the benefits gained from these activities include many experiences for students in displaying their creativity and establishing relationships with one another.

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INTRODUCTION

The curriculum is the first step in pursuing education in every educational institution. There are times when the curriculum must be changed or revised in accordance with the times (Aprillia et al., 2023; Khumaini, 2022; Nasir & Muhammad, 2024). Curriculum changes in Indonesia have been implemented in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, and 2006. From 1947 to 1968, the Learning Plan Curriculum (KRP) was used, then from 1975 to 1994, the goal-oriented curriculum (KBPT) was used. The first curriculum was used for 21 years, the KBPT was used for 14 years, and then the KTSP was used in 2004/2006. In 2013, it changed again to the 2013 curriculum, and the latest one uses the independent curriculum (Dewi et al., 2025; Rinjani et al., 2024). These changing curricula were a consequence of changes in the social, cultural, political,

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economic, scientific, and technological systems in Indonesia (Istanti, 2019; Simanjuntak et al., 2025). The dynamism of curriculum change was necessary to adapt to the changes in Indonesian society. The foundation used in every curriculum is Pancasila and the 1945 Constitution (Winata et al., 2021).

In 2022, the Ministry of Education and Culture presented challenges in the field of education, such as transforming learning into enjoyable learning, opening up a cooperative education system, teachers as facilitators, competency-based curriculum, pedagogy, and assessment systems, student-centered pedagogical approaches, technology-based learning, education that is free to be creative and innovative, and autonomous education for all stakeholders.

The issue continued to be explored, leading the government to create the “Freedom of Learning” program, initiated by the Minister of Education, Nadiem Anwar Makarim. The aim of the Freedom of Learning program is to reform the existing education system in Indonesia in order to improve the quality of human resources, in line with the directives of President Joko Widodo.

Education with the goal of student independence for developed countries has become a habitus; they implement humanistic education in the form of a New Paradigm of Learning, known in Indonesia as the Merdeka Curriculum. The Merdeka Curriculum has three components that are interrelated and integrated: the Pancasila Student Profile, assessment, and learning (Mustafidah et al., 2025; Rafliyanto & Mukhlis, 2023; Wiryanto & Anggraini, 2022).

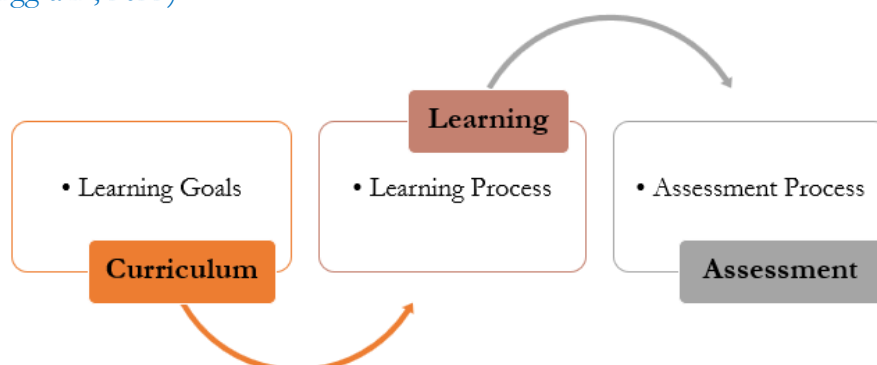


Fig 1. Profile of Pancasila Students

The six dimensions of the Pancasila student profile have been established by the government, namely: faithful, devoted to God Almighty and noble in character; independent; cooperative; globally diverse; critical thinking; and creative (Rahayu et al., 2023). The dimensions of Pancasila students are comprehensive in nature and form a single entity with the aim of making students lifelong learners who are competent, have character, and behave based on the values contained in Pancasila (Arifin, 2021; Aryanti, 2024; Berliani et al., 2024; Nasir & Muhammad, 2024).

The Merdeka Curriculum has a new structure in primary and secondary education, consisting of two main activities. The first is intracurricular activities and the second is P5 activities, namely the Pancasila Student Strengthening Project. Intracurricular learning is based on CP (learning outcomes), while P5 activities are based on Graduate Competency Standards (Mahrani, 2014).

P5 activities may not be directly related to intracurricular learning. What is emphasized in these activities is the development of attitudes and behaviors that are in line with the good customs of the Indonesian people so that they can become good citizens of their country and the world. This study will describe the implementation of P5 activities in the Merdeka Curriculum at a

public elementary school in Indonesia, including the allocation of time, the themes chosen for the implementation of the Merdeka Curriculum P5, and the benefits of implementing P5.

The purpose of this study is to determine the time allocation, selected themes for the implementation of the P5 independent curriculum, and the benefits of implementing P5. At the beginning of the implementation of independent learning, schools were given the choice of whether to implement the full 2013 curriculum, a simplified version, or to implement the Independent Curriculum gradually based on the preparations that had been made. The government assessed the readiness of schools to implement the Independent Curriculum through a questionnaire distributed to these schools, which contained options for the implementation of the independent curriculum that had been carried out by the schools. These options included, first, schools implementing several parts of the independent curriculum while still using the old curriculum; second, schools implementing the independent curriculum with teaching tools specified by the government; and third, schools implementing the independent curriculum with their own teaching materials (Engkizar et al., 2018; Murniyetti et al., 2016; Oktavia et al., 2024).

The Pancasila Student Profile Strengthening Project is a co-curricular activity with a project model that aims to strengthen students' character in accordance with the Pancasila student profile based on SKL (Graduate Competency Standards) (Fimardani & Putra, 2025). The structure of the Merdeka Curriculum at the elementary education level and P5 activities. The P5 dimensions include faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical thinking; and creativity. These dimensions are further divided into elements and sub-elements. In the first dimension of faith and piety, there are elements of religious morals; personal morals; morals towards humans; morals towards nature; and morals towards the state. The dimension of global diversity has elements such as recognizing and appreciating culture, communication and interaction between cultures, reflection and responsibility for experiences of diversity, and social justice. The dimension of mutual cooperation has elements of collaboration, caring, and sharing. The dimension of independence has elements of understanding oneself and the situation at hand as well as self-regulation. The dimension of critical thinking has elements of obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on and evaluating one's own thoughts. The creative dimension has elements of generating original ideas (Toron & Astuti, 2022).

The time allocation for implementing the Pancasila Student Profile Strengthening Project is that P5 implementation is allocated 20 to 30% of the total lesson hours for 1 year, although the allocation for each project may vary. The Pancasila Student Strengthening Project, which is included in the co-curricular activities of this theme, can be changed at any time in line with the times and sustainable lifestyles, local wisdom, unity in diversity, building the spirit and body, Voice of Democracy, Engineering and Technology for Building the Unitary State of the Republic of Indonesia, Entrepreneurship (Retnaningsih & Khairiyah, 2022).

The principles of implementing the Pancasila Student Strengthening Project include being holistic, contextual, student-centered, and exploratory (Purnawanto, 2022). The benefits of implementing the Pancasila Student Profile Project include making schools open to the participation of the surrounding community, providing teachers with space for students to develop their potential in accordance with the Pancasila student profile, and enabling

students to strengthen their character, become more active, develop skills and attitudes as well as knowledge, become capable of solving problems, become more responsible, and become individuals who appreciate the process. The design for implementing P5 activities includes the stages of planning the time allocation and dimensions to be taken in the Pancasila student profile, the stage of forming the P5 project facilitator team, the stage of identifying school readiness, the stage of selecting a general P5 theme, the stage of determining specific topics, and the next stage of designing the P5 project module (Endraswara, 2006).

METHODS

This study uses a qualitative research method with an ethnographic approach for P5 activities at Gasan Kecil State Elementary School in Padang Pariaman Regency, Indonesia. According to Cresswell, qualitative research is a research process that focuses on understanding social phenomena and human problems (Cresswell et al., 2011). The subjects of this study are Islamic Education teachers and fifth and sixth grade students at the elementary school. The research data sources used were observations, interviews with the principal, teachers, and students. The data analysis technique used was based on the analysis steps described by Miles and Huberman, namely data collection, data reduction, data display, and conclusion drawing/verifying (Huberman & Miles, 2002). To improve the validity of qualitative research data, the processes of credibility, transferability, dependability, and confirmability were carried out (Asril et al., 2023; Hamda & Fernandes, 2024; Kaputra et al., 2021; Murniyetti et al., 2016; Oktavia et al., 2023; Sugiyono, 2014; Zikri et al., 2023).

RESULT AND DISCUSSION

P5 activities in the independent curriculum make activities enjoyable for students. With guidance from teachers, these activities run according to plan, with the aim of making elementary school students more creative individuals who are accustomed to coming up with new ideas. Students do not simply accept what is given to them by teachers, but become individuals who are able to contribute ideas for development.

Time allocation for P5 activities in elementary schools

P5 activities at Gasan Kecil State Elementary School in Padang Pariaman Regency, Indonesia, are usually carried out at the end of the semester when learning activities and final exams have been completed. Based on the author's interviews with Islamic Education subject teachers, the author asked several informants about the suitability of the time allocated for P5 activities, as shown in the following interviews.

...for P5 activities, schools usually hold them at the end of the semester because these activities are co-curricular activities, so they are chosen to be held at the end of the semester (Informant 1); P5 activities are usually carried out after the semester exams are completed (Informant 2)

In addition, the author also asked whether the time allocation provided could increase students' creativity, as shown in the following interview.

...this activity certainly adds to the experience of the students who participate. Currently, we are discussing how to make salted eggs (informant 3); we really enjoy this activity because it is fun and we can learn how to make salted eggs (informant 4)

The implementation of P5 at the end of the semester at Gasan Kecil State Elementary School in Padang Pariaman Regency shows the school's strategy in optimizing time without disrupting main academic activities. Based on

observations and interviews, this decision was made because during this period, students had completed the entire learning process and end-of-semester evaluations. Thus, P5 activities could focus on character and skill development without academic pressure. Research by [Sari et al., \(2023\)](#) confirms that P5 planning should be tailored to school conditions, including considering the availability of time so as not to reduce the quality of learning.

In addition, [Sitoresmi, \(2024\)](#) research at Rejosari State Elementary School also found that the implementation of P5 is more effective when it is not scheduled to overlap with core learning activities. This is because students can focus more on project activities, such as group work, presentations, and reflection, which require full concentration and a more relaxed learning atmosphere. By placing P5 at the end of the semester, schools can ensure that these activities truly serve as a means of strengthening the Pancasila student profile, rather than simply being an additional burden on students.

Furthermore, the analysis by [Yati et al., \(2023\)](#) emphasizes that P5 activities in the Merdeka Curriculum serve as a contextual learning space that emphasizes collaboration, creativity, and problem solving. Therefore, the placement of P5 at the end of the semester at Gasan Kecil State Elementary School can be seen as a form of local adaptation that is relevant to the curriculum objectives. By not using regular learning time, the school is able to maintain a balance between academic achievement and character building, while ensuring that P5 runs in accordance with the essence expected by national education policy. Based on the above observations and interviews, the author concludes that the time allocated for P5 activities is still used at the end of the semester for various reasons, such as the end of learning activities and final semester evaluations, and does not take away from learning time.

Themes chosen for activities suitable for students

Two themes were chosen for the Pancasila Student Profile Strengthening Project (P5) for elementary school level, with two different themes in the odd and even semesters. The first theme was about local wisdom, implemented in semester 1, while the second semester theme was about sustainable living. The themes selected are also adapted to the surrounding environment. One of the P5 themes is salted egg production because one of the businesses developed by the surrounding community is salted egg production. This is based on the author's interview with the principal about the themes raised for P5.

We adapt to the surrounding environment. Currently, the theme is how to make salted eggs, as this is one of the activities of the local community to boost their economy (informant 5). The theme for this semester is how to make salted eggs, which is one of the businesses of the community here and is certainly a legacy for the younger generation (informant 6). The surrounding community generally works making salted eggs, so we are also used to seeing people around us making them (informant 7)

The implementation of the Pancasila Student Profile Strengthening Project (P5) at the elementary school level with two different themes in the odd and even semesters shows the school's efforts to adapt learning to the local context. The local wisdom theme implemented in the first semester aims to introduce students to the culture and potential of the region so that they can understand and appreciate the traditions in their environment. Meanwhile, the theme of sustainable living in the second semester is aimed at instilling environmental awareness and skills for sustaining life, in accordance with the principles of character education in the Merdeka Curriculum. The selection of themes relevant to the surrounding conditions makes P5 activities more meaningful and contextual for students.

One concrete example of the application of the local wisdom theme is the production of salted eggs, which was chosen because it is in line with the activities of the community around the school. This activity not only provides practical experience for students, but also teaches the values of entrepreneurship, cooperation, and utilization of local resources. By engaging in activities that are close to everyday life, students can develop 21st century skills such as creativity, communication, and collaboration. Previous research also confirms that integrating local wisdom into learning can increase student motivation and strengthen their cultural identity. Thus, the theme chosen in P5 at Gasan Kecil State Elementary School is not only academically relevant, but also supports character building in accordance with the Pancasila Student Profile.

Based on the above interviews, the author can conclude that the themes raised in the P5 activities are in line with the school's surrounding environment, such as making salted eggs. The P5 values contained in this activity are cooperation and mutual assistance.

Benefits of P5 activities for elementary school students

The implementation of P5 can be felt by schools, educators, and students. If implemented properly, the benefits gained by participants in P5 activities include skills, economic benefits, and satisfaction, as stated by several informants during the following interviews.

P5 activities can increase students' knowledge and insight, and we also derive satisfaction from participating in these P5 activities (informant 8); it is a pleasure for us to participate in P5 learning, especially since we can directly practice each specified theme, even though we cannot do it completely, but we are happy (informant 9); one of the benefits gained from P5 activities is that they provide students with experiences that encourage them to always be creative and innovative (informant 10)

The implementation of the Pancasila Student Profile Strengthening Project (P5) in elementary schools provides benefits that are directly felt by schools, educators, and students. If this activity is carried out properly, the results will not only be an increase in knowledge, but also skills that are relevant to everyday life. P5 provides a platform for students to learn contextually, connect theory with practice, and build confidence in facing challenges (Caroline et al., 2025; Hanif, 2025; Samho & Princessa, 2025; Utami & Mahendra, 2025). Thus, this activity serves as a means of character building as well as strengthening competencies that support the objectives of the Merdeka Curriculum.

In addition to knowledge, P5 also provides satisfaction and enjoyment for students. Project-based activities allow students to actively engage, collaborate, and directly practice the chosen theme. This creates a more enjoyable and meaningful learning atmosphere, as students do not only passively receive material, but also experience the learning process in a real way. This satisfaction becomes an intrinsic motivation that encourages students to be more enthusiastic about participating in activities, thereby enabling P5 to improve the overall quality of the learning experience.

Furthermore, the benefits of P5 are also evident in the development of students' creativity and innovation. Through projects designed in accordance with local potential, students learn to think critically, find solutions, and produce useful work (Dalimunthe, 2025; Zakiyah, 2025). These skills are not only useful in an academic context, but also have economic and social value that can support their future lives. Thus, the implementation of a well-planned and integrated P5 program can have a multidimensional impact, ranging from knowledge and satisfaction to sustainable life skills.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project (P5) in public elementary schools that were the subject of the research was carried out in accordance with the principles of the Merdeka Curriculum, which emphasizes the active involvement of the entire school community in project-based activities. P5 was implemented in a structured manner at the end of the semester after the exams had ended, so that it did not interfere with the regular learning process and provided space for students to focus on character and skill development. The selected themes, such as local wisdom, traditional skills, culture, cooking, and recreation, show that the program has been adapted to the potential and conditions of the surrounding environment, making the activities more contextual and meaningful. The benefits gained by students are not only in the form of increased knowledge, but also valuable experiences in displaying creativity, fostering an innovative attitude, and strengthening social relationships through cooperation and friendship. Thus, P5 has proven to be an effective means of shaping Pancasila students who are characterful, creative, and useful for their future lives.

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