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## Implementation Of The Pancasila Student Profile Strengthening Project (P5) As An Effort To Strengthen The Character Of Students

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### ABSTRACT

21st-century education in Indonesia faces significant challenges, especially in preparing the younger generation to face advances in information and communication technology. 21st-century skills, consisting of critical thinking, creativity, cooperation, communication, culture, and connectivity, are becoming the key to success in the world of work and social life. However, data such as Indonesia's low ranking in international studies such as PISA and TIMSS point to an urgent need to improve the education system. The achievement of perfection in the quality of life is the ultimate goal of education. This research uses qualitative methods with literature studies as the main approach. The implementation of character education in the school environment is the focus, involving planning, implementation, and evaluation. Various definitions and expert views on implementation are used to understand this process. The character development of students in the Strengthening the Profile of Pancasila Students project is the main key, not only the implementation of fun activities but also the formation of strong character. This process engages learners to the maximum, allowing them to grow into responsible and positively contributing individuals. Reflection becomes an important part of every activity, helping to identify strengths and weaknesses and determine next actions. This journal presents an in-depth understanding of the challenges and efforts in improving education in Indonesia, focusing on the character-building of students and the implementation of Pancasila values in the educational process.



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### Introduction

The world of education in the 21st century is facing enormous challenges. Learning in the 21st century must be able to prepare generations of Indonesian people to welcome advances in information and communication technology in social life (Syahputra, Mesran, Lubis, & Windarto, 2018). 21st-century skills (6C) consist of critical thinking, creativity, collaboration, communication, culture, and connectivity, so efforts are needed to develop them in the world of education. According to PISA 2018 research, Indonesia is ranked 72 out of 79 countries that are members of the Organization for Economic Cooperation and Development (OECD, 2018). Based on the results of TIMSS 2015 research, Indonesia ranks 44 out of 49 countries for mathematics and 44 out of 47 countries in the field of arts (Asiati & Hashanah, 2022). Through learning that supports 21st-century skills (6C), it is hoped that students will be able to get used to communicating well, have cohesiveness in working together, be critical in facing problems, and be creative and innovative in all fields (Nurasiah, Marini, Nafiah, &

Rachmawati, 2022). Therefore, the implementation of the educational process must be directed at developing students' abilities.

Education is a keyword in every effort to improve the quality of human life, which has a role and object to humanize humans (Darman, 2017). Therefore, the focus of education is directed at the formation of a superior personality in focusing on the maturation process of the quality of logic, heart, morals, and faith. The peak of education is the achievement of the point of perfection of quality of life (Yuliana et al., 2023). Entering an age that is conditional on competition, every individual must have 21st-century skills such as questioning, creative thinking, critical thinking, decision-making, and problem-solving to choose among the information they receive, interpret information, and generate new knowledge. Therefore, every education manager must think professionally about how to produce an efficient and effective curriculum and become the challenge of the times as a top priority to be developed in the learning process in schools so that students are equipped with all kinds of skills and needs that they will need in future lives. The development of an appropriate curriculum that is appropriate to the needs will be able to increase the effectiveness of future needs by the knowledge age and efforts to improve the skills and competencies of students to be able to answer all kinds of challenges of the times (Dalman, Raehang, Virama, & Sulaiman, 2022). The unity between all phases of student development in their living environment that is expanding in the knowledge age also requires an effective and efficient education and training plan which must all be accommodated in the curriculum taught to students. In this regard, curriculum development by the challenges of the times is a must that is by determination and effort to further improve the skills of students. Therefore, how big is the role of education in building an individual who is skilled and has soft skills and hard skills, especially in facing the 21st century? (Rawung et al 2020).

The Indonesian nation is a nation of character. Character is the value of each individual's behavior towards God Almighty, himself, others, the environment, and his country which is formed from thoughts, attitudes, feelings, words, and deeds based on various other norms such as religion, law, manners, culture, and customs (Muchlish. (2013).

Character education has an important role in his life. Through character education, a person's way of life is demonstrated. If character education is good, then the person will become a good person. Character education concerns the formation of a person by applying moral values, which can be seen in his actions. Parents, teachers, and the environment play an important role in shaping good behavior in students. Often, parents and teachers instill character structures in vague ways, such as home or example. For example, students learn to greet and smile when meeting with teachers, both inside and outside of school. If parents always follow good habits such as taking out the trash, children tend to imitate these behaviors without realizing it. Biological children are good role models from an early age. The way of life and thinking in the family is very influential in shaping the character and behavior of all family members, including children. There are 18 standards of character education according to the Ministry of

National Education (in Dalmeri, 2014) that are important for elementary school students to support community life. These values include religion, honesty, tolerance, discipline, hard work, creativity, freedom, democracy, curiosity, nationalism, love of homeland, respect for achievement, friendship, and communication, love of peace, love of reading, care for the environment, public safety, and responsibility. The world of education should be the main engine to support character building, and the goal so that members of society know a life that is by state and state democracy, and respect the principles of social harmony. Building character is the key to anyone's future success. Strong deeds will develop a strong and positive thinking character. This idea is in line with the contents of Law Number 17 of 2007 and RPJN 2005-2025 which places character education as the first of eight projects to achieve the vision of national development. His vision is to create a tough, competitive, virtuous, and moral character based on Pancasila. These qualities are reflected in the behavior and character of the Indonesian people and nation who are religious, have faith and fear in God Almighty, are virtuous, patient, have an insightful spirit, love the homeland, and focus on nation-building. science and technology.

In the independent curriculum, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Anwar Makarim stated that strengthening student character education will be manifested by the Ministry of Education and Culture and Technology through various strategies centered on efforts to realize Pancasila Students (Ismail, Suhana, & Zakiah, 2020). The Pancasila student profile is a graduate profile that is expected to show the character and competence expected to be achieved by students. In addition, the Pancasila student profile is also to strengthen students with the noble values of Pancasila (Ministry of Education and Culture, 2020). "Indonesian students are lifelong learners who are competent, have character, and behave according to the values of Pancasila" (Sufyadi, et al., 2021). This is in line with the vision of Indonesian Education, namely "realizing an advanced Indonesia that is sovereign, independent, and personable through the creation of Pancasila Students." In the Pancasila Student profile, the competencies and characters to be explored are contained in six key dimensions, namely (1) faith, fear of God Almighty, and noble character; (2) global celebrity; (3) cooperation; (4) independent; (5) critical reasoning; (6) creative (Lieung & Rahayu, 2022).

Over the last few decades, educators and education practitioners around the world have begun to realize that learning things outside the classroom can help students understand that learning in educational units has a relationship with everyday life (Fadhilah, 2022). Long before that, Ki Hajar Dewantara had emphasized the importance of students learning things outside the classroom, but unfortunately, so far the implementation of this has not been optimal (Achmad Zainuri Arif, 2017). So the importance of the concept of education in changing times and the needs of students.

The Pancasila student profile strengthening project, as one of the means of achieving the Pancasila student profile, provides opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment (Irawati, Iqbal, Hasanah, & Arifin, 2022). In this

profile project activity, students have the opportunity to learn important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take concrete actions in answering these issues according to their learning stages and needs. The project of strengthening the profile of Pancasila students is expected to inspire students to contribute to the surrounding environment (Juraidah & Hartoyo, 2022). For workers in the modern world, successfully running a project will be an achievement.

In the curriculum scheme, the implementation of the Pancasila student profile strengthening project is contained in the formulation of the Kepmendikbudristek No.56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery which states that the Curriculum Structure at the PAUD level and Primary and Secondary Education consists of extracurricular learning activities and projects to strengthen the profile of Pancasila students (Banjarnahor et al., 2023). Meanwhile, Equality Education consists of general group subjects as well as empowerment and skills based on the Pancasila student profile. Strengthening the Pancasila (P5) (P5) (P5) (P5) (P5) (P5) student profile project is expected to be an optimal means of encouraging students to become competent lifelong learners, have character, and behave by the values of Pancasila. Based on Kemendikbudristek No.56/M/2022, the Pancasila student profile strengthening project is a project-based curricular activity designed to strengthen efforts to achieve competence and character by the Pancasila student profile prepared based on Graduate Competency Standards (Kemendikbudristek, 2022). The implementation of the Pancasila student profile strengthening project is carried out flexibly in terms of content, activities, and implementation time. The Pancasila student profile strengthening project is designed separately from intracurricular. Project objectives, content, and learning activities do not have to be tied to extracurricular goals and subject matter. Education units can involve the community and/or the world of work to plan and organize projects to strengthen the profile of Pancasila students

Strengthening the Pancasila Student Profile (P5) project has been implemented in schools that implement the independent curriculum. According to Pramono (2020), "implementation is a process of activities carried out by various actors so that in the end it will get an outcome that is by the objectives or policy suggestions themselves." Policies also exist in the world of education such as the implementation of learning. Various types and models of teaching are used. (Lewis & Ponzio, 2016) in 2 Driving Schools focuses on the character confidence of students in the implementation of strengthening the Pancasila student profile project. Another research by Rondli (2022) was conducted at the elementary school level on the implementation of strengthening the Pancasila (P5) student profile project which is focused on fostering entrepreneurial values in students with the flow of planning, implementation, and assessment. So, previous research was conducted on driving schools by focusing on the character development of students.

Learning is not just knowledge and skills that must be mastered by students. P5 is one of the learnings that instills and improves values back to students in line with

Pancasila. The project is not a place to assess the work, but the process of strengthening the character gained into it to be applied daily.

### **Research Methods**

In writing this article using qualitative research methods with the type of literature study. In essence, qualitative research is in the form of presenting various facts and phenomena related to the implementation of character education in the school environment. However, the object of this study is the process of planning, implementing, and evaluating character education applied in the school environment. The data presented in this study are various concepts, theories, and literature regarding the implementation of character education from the literature review.

### **Results and Discussion**

#### **Definition of Implementation**

There are various opinions of experts and academics who express the meaning of implementation. This needs to be explained so that the understanding of implementation can be synchronized from the concept of research to a policy or legislation that is the main focus of this study. Because implementation is an important activity of the entire policy planning process. According to the Big Dictionary Indonesian is implementation, application. As for implementation according to experts, namely, according to Usman (2002), expressing his opinion about Implementation or implementation as follows "Implementation boils down to activities, actions, actions, or the existence of a system mechanism. Implementation is not just an activity, but a planned activity and to achieve the objectives of the activity". The definition of implementation stated above can be said that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone but is influenced by subsequent objects.

(Fauziah, Husna, & Hidayat, 2023), stated the implementation of public policy as actions taken by individuals or groups of government and private directed to achieve the goals set in previous policy decisions. This means that the implementation process will not be carried out until the law or regulation is enacted and funds are provided to finance the policy implementation process.

Implementation is intended to bring to an outcome (effect) complement and complete. Implementation is also intended to provide a means (tool) to carry out something and provide practical results on something.

(Lisnawati, Wahyudin, & Caturiasari, 2023), implementation refers to actions to achieve the goals that have been set in a decision. It seeks to turn these decisions into operational patterns and seeks to achieve major or minor changes as previously decided. Implementation is also essentially an effort to understand what should happen after the program is implemented.

#### **Stages of implementation**

Implementation is actions to achieve the objectives outlined in policy decisions. These actions are carried out either by individuals, government officials, or the private sector. Implementation more specifically, refers to it by the term policy implementation in his book entitled *Public Policy Analysis*. According to him, policy implementation is the implementation of controlling policy actions within a certain period (Dunn, 2003).

Subarsono (2005), influencing factors include:

1. Environmental conditions, the environment greatly affects the implementation of policies, what is meant by this environment includes the sociocultural environment and the involvement of program recipients.
2. In many programs, the implementation of a program needs support and coordination with other agencies. For this reason, coordination and cooperation between agencies are needed for the success of a program.
3. Organizational resources for program implementation and policy implementation need to be supported by resources, both human resources (human resources) and non-human resources (non-human resources).
4. The characteristics and capabilities of implementing agents, which are meant by the characteristics and capabilities of implementing agents include bureaucratic structures, norms, and patterns of relationships that occur in the bureaucracy, all of which will affect the implementation of a program.

From the explanation of implementation above, it can be concluded that implementation is an activity or action that is planned and directed at completing a job with the use of means to obtain the results to be achieved.

### **Pancasila Student Profile Strengthening Project**

#### 1. Understanding Pancasila Student Profile

According to Aditomo (2022), the profile of Pancasila students is that Indonesian students are lifelong students who are competent, have character and behave according to Pancasila values.

The Pancasila student profile is designed to answer one big question, namely students with what kind of profile (competence) the Indonesian education system wants to produce. In this context, the Pancasila student profile has a competency formulation that complements the focus on achieving Graduate Competency Standards at each level of education unit in terms of character cultivation by Pancasila values.

The competence of the Pancasila student profile pays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st century. Indonesian students are expected to have the competence to become democratic citizens and become superior and productive human beings in the 21st century. Therefore, Indonesian students are expected to participate in sustainable and resilient global development in facing various challenges.

#### 2. Definition of Pancasila Student Profile Strengthening Project

The project of strengthening the Pancasila student profile is interdisciplinary learning in observing and thinking of solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile. (Aditomo,2022)

Based on the Ministry of Education and Culture and Technology No.56/M/2022, the Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character by the Pancasila student profile prepared based on the Graduate Competency Standards. The implementation of the Pancasila student profile strengthening project is carried out flexibly in terms of content, activities, and implementation time. The Pancasila student profile strengthening project is designed separately from intracurricular. Project objectives, content, and learning activities do not have to be tied to extracurricular goals and subject matter. Education units can involve the community and/or the world of work to plan and organize projects to strengthen the profile of Pancasila students.

A project is a series of activities to achieve a certain goal by studying a challenging theme. Projects are designed so that students can investigate, solve problems, and make decisions. Learners work within scheduled periods to produce products and/or actions.

Educators can continue to carry out project-based learning in subject activities (intracurricular). Project-based learning in intracurricular aims to achieve Learning Outcomes (CP), while the Pancasila student profile strengthening project aims to achieve Pancasila student profile competencies.

### **Dimensions and Elements of the Pancasila Student Profile**

Based on the decree of the Ministry of Education and Culture and Technology Number 009/H/Kr/2022 concerning the Dimensions, Elements, and Subelements of the Pancasila Student Profile in the Independent Curriculum, the dimensions of the Pancasila student profile, among others:

#### **1. Believe and fear the One God and His Majesty.**

Indonesian students who believe, fear the True Source and have noble morals are students who are moral about God Almighty. He understands the teachings of his religion and beliefs and applies these understandings in his daily life. The key elements of faith, fear of the one and only God, and noble morals are religious morals, personal morals, morals to humans, morals to nature, and state morals.

#### **2. Berkebhinekaan Global**

Indonesian students maintain their noble culture, locality, and identity, and keep an open mind in interacting with other cultures, thus fostering mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture. Key elements of global diversity include recognizing and appreciating cultures, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity.

#### **3. Bergotong Royong Dimensions**

Indonesian students can work together, namely, the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. The elements of working together are collaboration, caring, and sharing.

#### 4. Standalone Dimensions

Indonesian students are independent learners, namely students who are responsible for the learning process and outcomes. The key elements of self-reliance consist of awareness of self and the situation at hand as well as self-regulation.

#### 5. Critical Reasoning Dimensions

Able to objectively process information both qualitative and quantitative, build linkages between various information, analyze information, evaluate and conclude it. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting on thoughts and thought processes in decision-making.

#### 6. Creative Dimension

Creative learners can modify and produce something original, meaningful, useful, and impactful. The key elements of creativity consist of generating original ideas producing original works and actions and having flexibility of thinking in finding alternative solutions to problems. (Ministry of Education and Culture, 2022).



Figure 1. Dimensions of Pancasila Student Profile

### Principles of Pancasila Student Profile Strengthening Project

According to Aditomo, (2022), there are several principles of the Pancasila student profile strengthening project, including:

#### 1. Holistic

Holistic means looking at something as a whole and comprehensive, not partial or fragmentary. In the context of designing the Strengthening the profile of Pancasila



students, a holistic frame of mind encourages us to examine a theme as a whole and see the connection of various things to understand an issue deeply. Contextual

Contextual principles are related to efforts to base learning activities on real experiences faced in daily life. This principle encourages educators and students to be able to make the surrounding environment and the reality of daily life the main material of learning. Therefore, the education unit as the organizer of profile project activities must open space and opportunities for students to be able to explore various things outside the scope of the education unit. The themes of the profile projects presented as much as possible can touch and answer local problems that occur in their respective regions. By basing the profile project on experience and solving real problems encountered in:

#### 2. Learner-Centered

The learner-centered principle relates to learning schemes that encourage students to become learning subjects who actively manage their learning process independently, including having the opportunity to choose and propose profile project topics according to their interests.

#### 3. Exploratory

The exploratory principle relates to the spirit of opening a wide space for the process of self-development and inquiry, both structured and free. The Pancasila student profile strengthening project is not in an extracurricular structure related to various formal schemes of student eye regulation.

### **Steps of the Pancasila Student Profile Strengthening Project**

The steps of Pancasila student profile strengthening project consists of 3 steps, namely: step 1 Understand the outline of the Independent Curriculum, step 2 Understand Learning and Assessment, step 3 Understand the development of the operational curriculum of educational units in the Independent Curriculum, step 4 Understand the development of the Pancasila student profile strengthening project, these steps can be seen from the table below.

<b>Langkah 1</b> <b>Memahami garis besar Kurikulum Merdeka</b>	<b>Langkah 2</b> <b>Memahami Pembelajaran dan Asesmen</b>
<ul style="list-style-type: none"> <li>Regulasi mengenai Kurikulum Merdeka yang berlaku</li> <li>Kajian Akademik Kurikulum untuk Pemulihan Pembelajaran</li> </ul>	<b>Panduan Pembelajaran dan Asesmen</b> <ul style="list-style-type: none"> <li>Prinsip pembelajaran dan asesmen</li> <li>Pembelajaran sesuai dengan tahapan peserta didik</li> <li>Perencanaan pembelajaran dan asesmen (termasuk alur tujuan pembelajaran)</li> <li>Merencanakan pembelajaran</li> <li>Pengolahan dan pelaporan hasil asesmen</li> </ul>
<b>Langkah 3</b> <b>Memahami pengembangan kurikulum operasional satuan pendidikan dalam Kurikulum Merdeka</b>	<b>Langkah 4</b> <b>Memahami pengembangan proyek penguatan profil pelajar Pancasila</b>
<b>Panduan Pengembangan Kurikulum Operasional Satuan Pendidikan</b> <ul style="list-style-type: none"> <li>Analisis karakteristik satuan pendidikan</li> <li>Penyusunan visi, misi, dan tujuan satuan pendidikan</li> <li>Pengorganisasian Pembelajaran</li> <li>Perencanaan Pembelajaran</li> <li>Pendampingan, evaluasi, dan pengembangan profesional</li> </ul>	<b>Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila</b> <ul style="list-style-type: none"> <li>Menyiapkan ekosistem sekolah</li> <li>Mendesain proyek penguatan profil pelajar Pancasila</li> <li>Mengelola proyek penguatan profil pelajar Pancasila</li> <li>Mengolah asesmen dan melaporkan hasil proyek penguatan profil pelajar Pancasila</li> <li>Evaluasi dan tindak lanjut proyek penguatan profil pelajar Pancasila</li> </ul>

Table of Steps P5 (Ministry of Education and Culture, 22)

### Definition of character

The definition of character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, ethics, behavior, personality, nature, character, temperament, and disposition. The character is personality, behavior, character, character, and character. According to Musfiroh (2008), character refers to a series of attitudes, behaviors, motivations, and skills. Character comes from Greek which means "to mark" or mark and focus on how to apply good values in the form of actions or behaviors so that people who are dishonest, cruel, greedy, and other bad behaviors are said to be people with bad character. Conversely, people whose behavior is by moral rules are called noble characters.

Secara terminologis, makna karakter dikemukakan oleh Lickona (2009: a), sebagai "a reliable inner disposition to respond to situations in a morally good way." Selanjutnya, ia juga menambahkan, "character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior."

### Character Education

In simple terms, character education can be defined as any effort that can be made to influence the character of students. However, to find the right understanding, it can be put forward here the definition of character education presented by Thomas Lickona. Lickona (2009: b) states that character education is a deliberate effort to help a person so that he can understand, pay attention to, and practice core ethical values. Starting from

that definition, when we think about the kind of character we want to build in students, it is clear that we want them to be able to understand those values, pay deeper attention to the correctness of those values, and then do what they believe in, despite having to face challenges and pressures both from outside and from within. In other words, they have the 'consciousness to force themselves' to do these values.

### **The implementation process of the Pancasila Student Profile Strengthening Project in Developing Character Education**

The government has high hopes that students will be instilled with Pancasila values from an early age. It aims to create democratic, superior, and productive citizens in the era of the Industrial Revolution 4.0. The implementation of Pancasila Students does not only focus on cognitive aspects but also on attitudes and behaviors that are by the identity of the Indonesian nation. Pancasila Student Profile is an Indonesian student who is competent, has character, and behaves according to Pancasila values. The importance of maintaining love for the homeland and pride in culture makes the role of teachers and parents in fostering character very important.

According to (Irawati et al., 2022), Pancasila Students The Pancasila Student Profile Strengthening Project is a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. The Pancasila Student Profile Strengthening Project uses a project-based learning approach, which is different from project-based learning in intracurricular programs in the classroom. The Strengthening Pancasila Student Profile Project provides opportunities for students to learn in informal situations, flexible learning structures, more interactive learning activities, and also engage directly with the surrounding environment to strengthen various competencies in the Pancasila Student Profile. A project is a series of activities to achieve a certain goal by studying a challenging theme. Projects are designed so that students can conduct competitive investigations, solve problems, and make decisions. Learners work within scheduled periods to produce products and/or actions. The extracurricular program that is commonly carried out by teachers in Indonesia is subject-based (and thematic learning at the elementary school level) based on a regular lesson schedule that has been set for a semester or even a school year. Even though learning outside the classroom requires a flexible process, an atmosphere that is not too formal, and does not carry out routine activities. Moreover, the out-of-class learning that Ki Hadjar Dewantara expects requires a student-centered learning approach, where the learning process and steps cannot be fully controlled by the teacher. Making changes to the extracurricular program that has become entrenched in most schools in Indonesia is not an easy strategy to do.

Realizing this, in addition to improving teacher competence, the implementation of the Pancasila Student Profile in the curriculum also needs to use a different approach. Thus, while teachers learn to be able to apply student-centered learning in the classroom, co-curricular activities are also carried out. Co-curricular programs, which are usually designed to support intracurricular programs, have the potential to strengthen the character and competencies contained in the Pancasila Student Profile. Co-curricular

programs are usually not as formal as intracurricular activities and there is no strictly structured schedule of activities.

In supporting extracurricular programs, co-curricular activities do not need to be based on or compartmentalized by subject, so co-curricular programs can be designed as cross-subject project-based learning that refers to character development and general competencies such as collaboration, problem-solving, environmental sensitivity, and independence in undergoing the learning process, all of which are relevant to the Pancasila Student Profile. Co-curricular programs that are not designed to be subject-based open up opportunities for the implementation of project-based learning. This learning approach not only provides opportunities for students to hone various general competencies and characters but also to build care and sensitivity to the surrounding environment. However, project-based learning planning is not a simple matter. Therefore, the government needs to help education units through training, mentoring, and providing various toolkits that teachers can use to facilitate.

### **Conclusion**

The implementation of the Pancasila Student Profile Strengthening Project is not just about providing fun activities for students but projects that build student character. Therefore, we need to understand the flow of project activities by the guidelines provided by the Ministry of Education and Culture and Technology. By following these guidelines we have implemented P5 as a character-building process. Don't get stuck for results. Results are important but more than that, process takes precedence.

Involve students optimally in every stage of the project. They are the ones who carry out the project. Because they are the subject of the implementation of the project. By involving students optimally, we have given them space to develop into individuals who are increasingly responsible and humanize them. Make reflection a habit of every activity we do, be it projects or extracurricular learning. Reflection doesn't just hint at our strengths and weaknesses, and what we should follow through.

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