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Implementation of the Pancasila Student Profile Strengthening Project in History Education at Palu State Senior High School 4

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ABSTRACT

This study aims to analyze the application of the Pancasila Student Profile dimensions in history learning and to identify the supporting and inhibiting factors in the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 4 Palu. The study used a qualitative approach with a descriptive method. Data were obtained through observation, interviews, and documentation of the vice principal for curriculum and history teachers. The results show that the implementation of the six dimensions of the Pancasila Student Profile, namely faith and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity, has been integrated into history learning through discussions, event analysis, and project-based activities such as clippings, debates, and the creation of replicas of historical objects. The dimension of mutual cooperation was the easiest to implement because it was supported by group work, while critical thinking was a challenge due to differences in students' analytical abilities. Supporting factors included school management support, teacher collaboration, training, and the availability of facilities. Meanwhile, inhibiting factors include time constraints, the influence of globalization and technology, and disparities in student abilities. Overall, the implementation of P5 contributes positively to shaping the character and competencies of students in accordance with the values of Pancasila.

1. Introduction

Education is a planned learning process to develop individual potential, both spiritually, intellectually, and socially (Abd Rahman, 2022). Education encompasses all lifelong learning experiences that influence individual growth (Khoiri, 2023). In its implementation, education is regulated through a curriculum as a plan and arrangement of objectives, content, and learning methods to achieve

educational goals (Septiani, 2023). The success of education is largely determined by effective curriculum planning and implementation. The implementation of Permendikbudristek Number 12 of 2024 establishes the Merdeka Curriculum as the national curriculum in all educational units, including high schools. One of the implementing schools is SMA Negeri 4 Palu based on the Decree of the Minister of Education, Culture, Research, and Technology Number 026/H/KR/2024. This is reflected in the implementation of the Independent Curriculum, which places the Pancasila Student Profile Strengthening Project (P5) as one of the main pillars of learning (Hasbi, 2025).

The Merdeka Curriculum emphasizes strengthening the Pancasila Student Profile as mandated in Permendikbud Number 22 of 2020, which contains six main dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. This profile forms the basis for the development of education policy (Mazria, 2024; M. Iqbal Arrasyad, 2024). In history lessons, character building is the focus so that students not only excel academically but also have good morals and critical thinking skills (Cahya, 2024). Its implementation is realized through the Pancasila Student Profile Strengthening Project (P5), which aims to instill Pancasila values through collaborative and contextual activities (Ministry of Education, Culture, Research, and Technology, 2022).

A curriculum is a plan and arrangement of learning objectives, content, and methods as guidelines for achieving educational goals, while also covering all learning experiences of students (Septiani, 2023). Etymologically, the term curriculum comes from the Greek words *curir* (runner) and *curere* (racing track), which means a path that must be taken; in Arabic, it is known as *manhaj*, which is the clear path taken in the educational process (Purnama, 2023) in Seftia Hana Putri, 2024). The curriculum is an important component in the education system because it functions as a tool and guideline for achieving educational goals (Sudarto et al., 2024), as well as reflecting decisions about goals, learning interaction processes, and evaluation (Haenilah, 2015).

The Merdeka Curriculum is a policy initiated by Nadiem Makarim through the Ministry of Education and Culture of the Republic of Indonesia, with an approach that is oriented towards the talents and interests of students and provides freedom of thought and autonomy in learning (Husyain, 2024). The concept of “Merdeka Belajar” emphasizes flexibility in learning, including the development of Pancasila Student Profile Strengthening Projects (P5) based on themes and not tied to specific subjects (Selegi, 2024). The objectives are to create enjoyable learning, overcome the learning gap caused by the Covid-19 pandemic, and develop students' potential optimally (Suherman, 2023).

The implementation of P5 in educational units is still a complex issue and has not met expectations in strengthening the character of today's students. This may be because the program is still relatively new and is still searching for a good model for planning, implementation, and evaluation that must be carried out by educational units (Azizah, 2025). The Pancasila Student Profile Strengthening

Project (P5) is an educational initiative that aims to instill and strengthen Pancasila values through integration into the curriculum and learning activities, so that students are able to apply them in their daily lives (Farhana, 2023). The Pancasila Student Profile is designed to shape students who are competent and have character in accordance with Pancasila values at all levels of education (Arrosyid, 2024). According to the Education Standards, Curriculum, and Assessment Agency (2022), there are six dimensions of the Pancasila Student Profile, namely: (1) faithful, devoted to God Almighty, and noble in character; (2) globally diverse; (3) cooperative; (4) independent; (5) critical thinkers; and (6) creative. These six dimensions must be developed holistically so that students become lifelong learners with character. The implementation of the Pancasila Student Profile Strengthening Project (P5) is one of the main pillars of the Merdeka Curriculum, which aims to shape students with holistic character and global competitiveness (Waluyo, 2026; Firoh, 2025).

In its implementation, P5 is based on four main principles, namely holistic, contextual, learner-centered, and exploratory (Satria, 2022; Widiarti et al., 2024), so that learning is more meaningful and encourages comprehensive character building. Implementation is an action carried out individually or in groups to achieve the objectives that have been formulated (Afi Parmana, 2020). In the context of the Pancasila Student Profile Strengthening Project (P5), the implementation mechanism includes three stages, namely planning, implementation, and evaluation (Widiarti et al., 2024). In the planning stage, educational units identify needs, determine the dimensions of the Pancasila Student Profile, select themes, and develop relevant and flexible project modules. The implementation stage is carried out through project-based learning to strengthen character and competencies in accordance with the six dimensions set by the Education Standards, Curriculum, and Assessment Agency. The evaluation stage aims to measure the success of the program and identify improvements in terms of context, input, process, and product. Overall, the implementation of P5 has a positive impact on strengthening the character, problem-solving skills, responsibility, and social awareness of students.

According to Sudarto (2024), the supporting factors for the implementation of the Pancasila Student Profile Strengthening Project (P5) include the commitment and support of school leaders, innovative and collaborative teachers, adequate training and mentoring, the availability of infrastructure, active student involvement, and support from parents and the community. This support strengthens the implementation of the six dimensions of the Pancasila Student Profile as stipulated by the Education Standards, Curriculum, and Assessment Agency (2022). Meanwhile, according to Juwita (2024), the inhibiting factors of P5 include teachers' lack of understanding of the P5 concept, time constraints, lack of facilities and resources, lack of coordination among the facilitator team, resistance to change, and low student participation. These factors can affect the effectiveness of P5 planning and implementation in educational units. Based on the problems outlined above, this study aims to determine how the dimensions of the Pancasila Student Profile are applied in history lessons at SMA Negeri 4 Palu. In addition, this study

also aims to identify various supporting and inhibiting factors in the implementation of the Pancasila Student Profile Strengthening Project (P5) at the school.

2. Methodology

This study uses a qualitative approach with a descriptive method. A qualitative approach was chosen because the research was conducted in natural conditions with the researcher as the key instrument, and used triangulation data collection techniques through observation, interviews, and documentation (Sugiyono, 2020). The qualitative descriptive method aims to describe phenomena systematically and in depth according to the conditions that occur in the field. In this context, the research focused on the implementation of the Pancasila Student Profile Strengthening Project (P5) in history learning at Palu 4 Public High School. The research was conducted at SMA Negeri 4 Palu, located on Jalan Mokolembake, Kelurahan Lere, Kecamatan Palu Barat, Kota Palu. This school was chosen because it has implemented the Merdeka Curriculum. The research is planned for the odd semester of the 2025/2026 academic year.

The type of data used is qualitative data in the form of descriptive information in the form of narratives, opinions, and experiences. The data sources consist of primary and secondary data. Primary data was obtained directly through interviews and observations of the deputy principal in charge of curriculum and history teachers. Meanwhile, secondary data was obtained from school documents, books, journals, and other written sources relevant to the research. Data collection techniques were carried out in three ways. First, observation to directly observe the history learning process and the application of the Pancasila Student Profile dimensions in the classroom. Second, interviews with teachers and several students to obtain in-depth information related to the implementation of P5. Third, documentation in the form of collecting documents, photos, and archives that support the research data.

The main instrument in this study was the researcher himself as the key instrument. To support the data collection process, observation guidelines, interview guidelines, field notes, recording devices, and documentation were used. These instruments helped the researcher obtain comprehensive data on the phenomenon being studied. Data analysis techniques were carried out in three stages, namely data reduction, data presentation, and conclusion drawing/verification. Data reduction was carried out by sorting and simplifying raw data to make it more focused. Data presentation was carried out in the form of a narrative description to make it easier to understand. The final stage was drawing conclusions based on the results of the analysis to obtain relevant findings regarding the application of P5 in history learning.

3. Result and Discussion

SMA Negeri 4 Palu was originally established as Sekolah Menengah Persiapan Pembangunan (SMPP) Negeri 57 Palu in 1976. Its status was changed to SMA

Negeri 4 Palu based on the Decree of the Minister of Education and Culture Number SK. D 353/O/1985 dated August 9, 1985. Since this change, the school has continued to develop in line with national curriculum policies and community needs. Strategically located in West Palu District, Palu City, the school has an area of ±3,800 m² and is bordered by Mokolembake Road (west), Pangeran Diponegoro Road (north), Bantilan Road (south), and Bantilan Lane (east). With adequate facilities and infrastructure and the support of the school community, SMA Negeri 4 Palu has become one of the most sought-after schools in Palu City. The school layout can be seen in Figure 1.

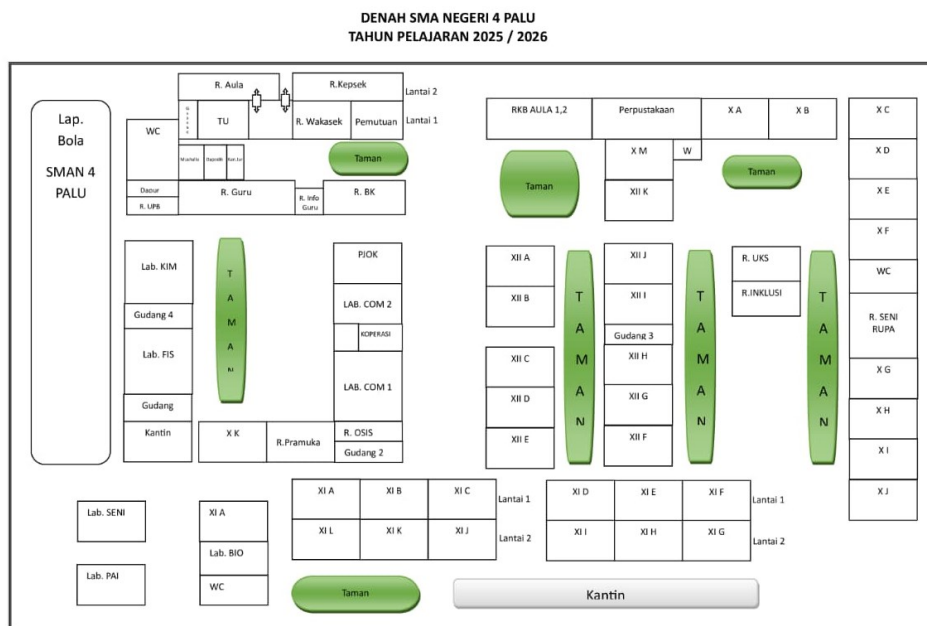


Figure 1. School Floor Plan

The condition of Palu State Senior High School 4 is quite spacious and strategically located, making it easy to find as it is located within the city of Palu. Access to Palu State Senior High School 4 is also quite easy to find as it is located on the side of a major road. The facilities at SMA Negeri 4 Palu include various adequate and well-maintained facilities and spaces. These include classrooms, laboratories, a library, an art room, a sports field, a mosque, and a warehouse. All of these facilities support teaching and learning activities and student development well. The condition of the students is shown in the table below:

Table 1. Student Status

| No. | Class | Number of Students | Number of Classes |
|-----|--------------|--------------------|-------------------|
| 1. | X | 420 | 12 |
| 2. | XI | 392 | 11 |
| 3. | XII | 413 | 13 |
| | Total | 1.225 | 36 |

The backgrounds of students at SMA Negeri 4 Palu are diverse, not only from within the city, but also from various areas around West Palu, and some students

also come from Donggala Regency. In general, classroom conditions at SMA Negeri 4 Palu are good and conducive to learning. Classrooms are neatly arranged, with adequate lighting and ventilation to support student comfort during teaching and learning activities. In addition, supporting facilities such as tables, chairs, blackboards, and learning media are also well available. During the learning process, the classroom atmosphere is quite active because teachers apply learning methods that encourage student participation, such as group discussions, question and answer sessions, and project activities. The interaction between teachers and students is good, creating a more communicative and collaborative learning atmosphere. These conditions also support the implementation of the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5) activities, which emphasize cooperation, creativity, and critical thinking skills among students, as can be seen in Figure 2.



Figure 2. Teaching and learning conditions in Class XI F at Palu State Senior High School 4

During the research process, researchers conducted direct observations of history lessons in class XI F at SMA Negeri 4 Palu. The observations were conducted to gain a real understanding of how the learning process took place and how the Merdeka Curriculum was applied in teaching and learning activities. The researchers were present in the classroom as observers without disrupting the learning process that was taking place. Through these observations, the researchers were able to see the interactions between teachers and students as well as the dynamics of learning activities in the classroom. These activities were carried out systematically to obtain a clear picture of the implementation of history learning. Thus, the data obtained could describe the actual learning conditions in the field.

At the beginning of the lesson, the teacher starts the activity by providing an introduction to the material related to the historical topic being studied. The teacher briefly explains the subject matter as a basis for students' understanding before entering into the main learning activity. After that, the teacher asks several questions to encourage students to think and recall the material that has been learned previously. This activity aims to increase student participation in the learning process. In addition, the teacher also relates the lesson material to everyday life so

that students can more easily understand the meaning of the historical events being studied.

In the core activity stage, the teacher applies various learning methods such as group discussions, question and answer sessions, and analysis of historical events. Students are divided into several groups to discuss specific topics related to the lesson material. Through these discussions, students are encouraged to exchange opinions and work together to complete the tasks given by the teacher. In addition, students are also asked to analyze the causes and effects of a historical event so that they can practice their critical thinking skills. This learning method is in line with the principles of the Merdeka Curriculum, which emphasizes active and student-centered learning.

In addition to observing the learning process, researchers also conducted interviews with history teachers and the vice principal in charge of curriculum. The interviews were conducted to obtain more in-depth information about the implementation of the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5) at the school. Through these interviews, researchers were able to learn about the planning, implementation, and evaluation of learning activities related to strengthening student character. The information obtained from the interviews was then used as supporting data to reinforce the results of the observations that had been conducted previously.

In addition to observation and interviews, data collection was also carried out through documentation techniques. The documentation collected consisted of field notes, photos of learning activities, and school documents related to the implementation of the P5 project. These documents were used to complement the research data to make it more accurate and accountable. By using three data collection techniques, namely observation, interviews, and documentation, the researcher obtained comprehensive data on the history learning process at SMA Negeri 4 Palu. The data was then analyzed to determine how the dimensions of the Pancasila Student Profile were applied in history learning at the school.

Result

Based on the results of observations and interviews conducted by researchers at SMA Negeri 4 Palu, strengthening the Pancasila Student Profile has become the main focus in the implementation of the Merdeka Curriculum, especially for students in class XI F. Data was obtained through direct observation of the history learning process, interviews with the deputy principal for curriculum and history teachers, and documentation of project activities.

Application of the Pancasila Student Profile Dimension in History Learning at SMA Negeri 4 Palu

The results of the observation show that history learning has adopted a more flexible and contextual Merdeka Curriculum approach. In practice, the application of the Pancasila Student Profile is realized through the Pancasila Student Profile

Strengthening Project (P5) which is integrated into learning activities. The subject of history has a strategic position because the material discussing colonialism, the national movement, and the proclamation of independence is loaded with values of struggle, nationalism, and character that are relevant to the values of Pancasila. The deputy principal for curriculum explained that the school has been implementing the Merdeka Curriculum since 2021 as part of a pilot school. He stated:

“This Pancasila student profile is in the form of a project. So we have been implementing the independent curriculum since 2021. All subjects carry out the P5 project. In the beginning, we had to innovate a lot because there were no guidelines yet. But as time went by, thank God, it has been running effectively.” (Interview, November 18, 2024)

This statement shows that despite initial challenges, schools were able to adapt and develop innovations so that the implementation of P5 became more structured and effective. In an interview with history teacher Mrs. Hartati, S.Pd., it was explained that the implementation of the Pancasila Student Profile was not limited to theory, but was integrated through learning, projects, and school culture. She said:

“Students must have spiritual and moral qualities, be globally diverse, able to work together, be independent, think critically, and be creative. All of these dimensions are applied not only in subjects, but also integrated through projects and school culture.” (Interview, November 16, 2024)

Based on this statement, it can be understood that character building and student competency are the main objectives of history learning. Teachers not only emphasize cognitive aspects, but also the reinforcement of values and attitudes. Furthermore, Mrs. Hartati explained that among the six dimensions of the Pancasila Student Profile, there are dimensions that are relatively easy and difficult to apply. She stated:

“The easiest is mutual cooperation... Meanwhile, the most difficult to implement is critical thinking, because not all students have the same analytical abilities.” (Interview, November 16, 2024)

The dimension of mutual cooperation is considered easier to implement because it can be realized through group work in learning projects. Meanwhile, the dimension of critical thinking is challenging because it requires in-depth analytical skills that are not evenly distributed among students. In the context of history learning, critical thinking is not just about memorizing facts or dates of events, but analyzing cause and effect and understanding the meaning of a historical event. History teachers also strive to change the paradigm that history is synonymous with memorization. He emphasized:

“I rarely ask students to memorize. I prefer to give them questions to analyze, how to analyze, why an event occurred.” (Interview, November 16, 2024)

This strategy shows that critical thinking is achieved through question and answer sessions, discussions, and analysis of historical events. Thus, students are encouraged to think actively rather than just passively receiving information. In implementing P5, teachers also provide various project-based activities that are relevant to history lessons. She stated:

“I have given P5 activities such as making clippings, replica historical object projects, debates, and many other projects that they have done.”
(Interview, November 16, 2024)

These activities serve as a means to directly integrate the dimensions of creativity, cooperation, and independence in learning. These projects encourage students to produce real work, both individually and in groups. The teacher also assessed that P5 projects are effective in increasing student engagement. She revealed:

“When it comes to projects, they are also responsive. The results are maximized because of group work. There is also independence, such as making their own clippings.” Can be seen in figure 3.
(Interview, November 16, 2024)



Figure 3. Pancasila Student Profile Strengthening Project Activities

The Pancasila Student Profile Strengthening Project (P5) activities are also carried out through various creative projects that actively involve students. One of the activities carried out is the creation of replicas of historical objects or buildings as a form of understanding historical material. Through this activity, students not only learn theoretically, but also develop creativity, cooperation, and responsibility in completing group projects. As stated by the teacher, students are often given project activities such as making clippings, replicas of historical objects, and debates to deepen their understanding of the learning material.

This statement shows that P5 not only has an impact on improving material comprehension, but also on shaping students' collaborative character and

responsibility. Group work strengthens the dimension of mutual cooperation, while individual tasks foster independence. Overall, the results of the study show that the application of the Pancasila Student Profile in history learning at SMA Negeri 4 Palu has been integrated through the Merdeka Curriculum and P5 activities. The dimensions of mutual cooperation and independence appear to have developed significantly through project activities, while the dimension of critical thinking still needs further strengthening in order to develop evenly among all students. Nevertheless, history learning has become an effective means of shaping students' character and competencies in accordance with Pancasila values.

Supporting and Hindering Factors of the Pancasila Student Profile Strengthening Project (P5)

One of the main supporting factors is the school's experience in implementing the Merdeka Curriculum since 2021 as a pilot school. This has enabled the implementation of P5 to have a relatively mature system and pattern. The school formed a facilitation team tasked with developing P5 project modules separately from learning modules (RPP/MEDA). The project theme was determined through deliberation with all school stakeholders, resulting in more focused and participatory planning. The Deputy Principal for Curriculum stated:

“We have a facilitation team that develops P5 project modules. The themes are determined through discussions with the curriculum and teachers. These project modules are separate from the lesson modules. We also have training and workshops.” (Interview, November 18, 2024)

In addition, school support in the form of training and workshops for all teachers is also an important factor. History teacher, Mrs. Hartati, S.Pd., emphasized:

“We have general training, all teachers have workshops, not just for history.” (Interview, November 16, 2024)

In terms of classroom implementation, the willingness of teachers to collaborate across disciplines and the spirit of mutual cooperation among students are key strengths. The dimension of mutual cooperation is considered the easiest to apply in history learning because project activities are generally carried out in groups and produce tangible results. The factors that hinder the implementation of P5 are more related to the aspect of instilling values and time constraints. The Vice Principal explained that the main challenge in instilling moral values and character lies in the influence of the external environment, especially the development of technology and foreign cultures that are easily accessible to students without filtering.

“Children today can easily access various information without filtering. Foreign cultures just come in. That is an obstacle in instilling values and morals.” (Interview, November 18, 2024)

According to him, positive habits that were once strong in families are now eroding, so schools bear greater responsibility in shaping students' character. Teachers are

required to keep up with developments in the world of teenagers in order to remain relevant in guiding them. Meanwhile, history teachers highlight time constraints and differences in students' levels of understanding as the main obstacles.

“Time constraints are common. And also students' understanding; in one class, it is impossible for everyone to understand.” (Interview, November 16, 2024)

The Critical Thinking dimension is the most difficult to implement because not all students have the same analytical skills. To overcome this, teachers take a personal approach to students.

“We approach them, ask what the problem is, where the obstacle is, and then look for a solution.” (Interview, November 16, 2024)

From the school management side, the curriculum department also provides assistance by preparing modules, arranging project schedules, and assisting teachers who are project coordinators.

“We prepare P5 project modules, organize project readiness schedules, and assist teachers who are coordinators.” (Interview, November 18, 2024)

Overall, the main supporting factors for the implementation of P5 at SMA Negeri 4 Palu include school management support, the existence of a facilitation team, structured module development, teacher training, and collaboration between teachers and students. Meanwhile, the inhibiting factors include the influence of technology and external culture, the decline of values in the family environment, limited learning time, and differences in student abilities, especially in critical thinking. Nevertheless, through a personal approach and curriculum assistance, the school strives to overcome these obstacles so that the implementation of P5 remains effective.

Discussion

The Application of the Pancasila Student Profile Dimensions in History Learning

State Senior High School 4 Palu has implemented the Merdeka Curriculum since 2021 as a pilot school. The implementation of this curriculum is realized through the Pancasila Student Profile Strengthening Project (P5) in all subjects, including history. In its planning, the school formed a Facilitation Team tasked with developing P5 project modules separately from regular learning modules. The project theme was determined through deliberations between the curriculum team, teachers, and school stakeholders so that the planning was more participatory and systematic. In addition, the school also provided training and workshops for teachers and provided assistance in the implementation of the project. In the context of history learning, teachers have understood and integrated the six dimensions of the Pancasila Student Profile, namely: being faithful and noble, being globally diverse, being cooperative, being independent, being critical thinkers, and being

creative. This integration is not only carried out through teaching materials, but also through learning strategies and project activities.

History teachers apply an approach that emphasizes the analysis of the causes and effects of historical events, rather than simply memorizing facts and dates. The learning process is carried out through question and answer sessions, discussions, and analytical questions. In addition, teachers also give projects such as making clippings, replicas of historical objects, and debates. This approach is in line with Yuniarnengsih's (2023) opinion, which states that the application of the project-based learning model in history learning makes learning more meaningful, varied, and able to shape the character of mutual cooperation among students so that learning becomes active and collaborative.

Of the six dimensions of the Pancasila Student Profile, the easiest dimension to apply is mutual cooperation because it can be realized directly through group work in projects. Meanwhile, the most difficult dimension to apply is critical thinking, because not all students have the same analytical abilities. Usually, only students who are quick learners are active in the reasoning process. This is in line with Khasanah's (2024) opinion that the project program in the Merdeka Curriculum allows for the internalization of the values of the Pancasila Student Profile, including critical thinking, but still requires the right strategy so that it can develop optimally in all students.

Supporting and Hindering Factors of P5 in History Learning

In its implementation, there are several supporting factors. First, character education has already been implemented, so P5 is a continuation and reinforcement of existing programs. Second, there is a willingness among teachers to collaborate across disciplines in designing and implementing projects. Third, there is adequate school space and facilities to support project activities. Fourth, there are P5 training sessions or workshops for all teachers. This is in line with Pratomo's (2025) opinion that the implementation of P5, especially those based on local wisdom, can be a means of strengthening character education and cultural awareness among students.

However, there are also inhibiting factors. The main obstacle comes from external influences or globalization through the development of information technology, which allows the entry of foreign cultures without filtering. Differences in habits between the home and school environments also pose an obstacle to instilling values. In addition, there has been a shift in family habits that has caused local cultural values to erode. Another obstacle is the uneven abilities of students, particularly in terms of critical thinking. These findings are in line with Ihwani's (2023) opinion that culture-based character education is very important to protect the younger generation from the effects of globalization, which can shift the cultural identity of the nation.

Based on the above discussion, it can be concluded that the application of the Pancasila Student Profile dimension in history learning at SMA Negeri 4 Palu has been carried out systematically through the Merdeka Curriculum and the Pancasila

Student Profile Strengthening Project (P5). Implementation was carried out through the development of special modules, teacher training, and the integration of Pancasila values into project-based learning strategies. The dimension of mutual cooperation is the easiest to implement, while critical thinking is the main challenge due to differences in student abilities.

Supporting factors for the implementation of P5 include school management support, teacher collaboration, availability of facilities, and adequate training. Meanwhile, inhibiting factors include the influence of globalization and technology, differences in habits at home and school, shifts in family cultural values, and disparities in student abilities. Overall, despite various challenges, the implementation of P5 in history learning at SMA Negeri 4 Palu has made a positive contribution to shaping the character and competencies of students in accordance with Pancasila values.

4. Conclusion

Based on the results of research and discussion regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 4 Palu, it can be concluded that the implementation of the six dimensions of the Pancasila Student Profile in class XI F has been running well and is fully integrated. The dimensions of Faith and Noble Character, Global Diversity, Mutual Cooperation, Independence, Critical Thinking, and Creativity are not only applied in the learning process in the classroom, but also through project activities and habits in everyday life in the school environment. This integration shows that P5 is not just a formal program, but has become part of the learning culture at school. Of the six dimensions, Cooperation is the easiest to implement and the most effective. This is because group work in projects encourages natural collaboration among students, resulting in team cohesion and maximum project results. Conversely, critical thinking is the biggest challenge because students' analytical and thinking skills are uneven. Nevertheless, history teachers have attempted to overcome this through active learning strategies that do not focus solely on memorization, but encourage students to think analytically and explore the causes and effects of historical events. These efforts are also reinforced through project activities such as creating clippings, replicas of historical objects, and debates that require active student participation.

The supporting factors for the implementation of P5 in this school include the fact that character education has been running well, the willingness of teachers to collaborate across disciplines, the availability of adequate space and facilities, and the provision of training or workshops for teachers. These factors strengthen the school's readiness to implement P5 systematically. Meanwhile, the factors hindering the implementation of P5 are quite complex. The influence of globalization and technological developments has allowed foreign cultures to easily enter without filtering, thereby affecting students' mindsets and behavior. In addition, there are differences in values between the home and school environments, as well as a tendency for some students to idolize foreign cultures

over local values. Another challenge is the uneven abilities of students, particularly in terms of critical thinking. Overall, despite various obstacles, the implementation of P5 at SMA Negeri 4 Palu has shown positive results in shaping students' character and competencies in accordance with the values of Pancasila.

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