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A Systematic Review of The Implementation of Projek Penguatan Profil Pelajar Pancasila (P5) in Indonesian Schools (2020–2024)

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A B S T R A C T

The implementation of the Pancasila Student Profile Strengthening Project (P5) is one of the key pillars of the Merdeka Curriculum, aiming to shape students with holistic character and global competitiveness. However, its application across educational institutions presents varying dynamics, depending on school readiness, available resources, and understanding of the targeted character dimensions. This study aims to systematically examine the implementation practices of P5 in primary and secondary schools during the period of 2020–2024. The method employed is a Systematic Literature Review based on PRISMA guidelines, involving the analysis of 25 academic articles sourced from national and international databases. The findings indicate that P5 generally contributes to the strengthening of character values such as collaboration, independence, and love for the nation. The most commonly used implementation strategy is the Project-Based Learning approach, often integrated with local cultural themes. Nonetheless, several key challenges remain, including the lack of teacher training, limited school infrastructure, and uneven understanding of the P5 framework. This review highlights the importance of structural support and the continuous development of educator capacity to ensure that P5 can be implemented effectively and equitably across educational settings in Indonesia.

1. Introduction

This study focuses on identifying patterns of implementation, success factors, and challenges in carrying out the Pancasila Student Profile Strengthening Project (P5) across different educational levels. Data were collected from relevant scholarly articles and analyzed using a descriptive qualitative approach through the processes of data reduction, categorization, and thematic synthesis. The findings reveal that P5 encourages the development of the six core dimensions of the Pancasila Student Profile, particularly in the aspects of collaboration, independence, critical thinking, and tolerance. Contextually relevant and collaborative projects have proven

effective in shaping student character. However, several obstacles remain, including limited resources, inadequate teacher training, and suboptimal parental involvement. This review emphasizes the importance of enhancing educator capacity, strengthening policy support, and fostering cross-sectoral integration to ensure that P5 implementation becomes more equitable, sustainable, and impactful.

Conceptually, the Pancasila Student Profile Strengthening Project (P5) should not be regarded as merely an ordinary classroom project. It is a transformative learning platform specifically designed to nurture and reinforce the six key character dimensions outlined in the Pancasila Student Profile. These dimensions include: faith in God Almighty and noble character, global diversity, cooperation, independence, critical thinking, and creativity (Nuraeni et al., 2025). These values are not merely declarative but serve as concrete goals embedded in every learning activity designed and facilitated by educators. In its implementation, P5 adopts an experiential learning approach where students not only acquire theoretical knowledge but also engage directly in exploration, collaboration, real-world action, and deep reflection.

The projects conducted are typically interdisciplinary and contextual, tailored to the local environment and school conditions. For instance, the theme of "sustainable lifestyle" may be realized through activities such as planting herbal gardens, managing school waste, or conducting digital campaigns on environmental issues. As such, P5 serves as an effective space to develop students who are not only academically competent but also socially, emotionally, and spiritually mature. The success of P5 largely depends on teachers' understanding of its core philosophy, the role of school leadership in supporting its implementation, and students' active participation in each phase. Therefore, a systematic review of various P5 implementation practices is essential to map effective strategies and challenges still present in the current curriculum application.

Data from various implementations of the Pancasila Student Profile Strengthening Project (P5) indicate that the program has been carried out in thousands of educational institutions since its national launch in 2021. One report from SMA Negeri 25 Bandung noted that projects themed "Local Wisdom" and "Unity in Diversity" successfully influenced student behavior, particularly in enhancing cultural awareness and tolerance (Gautami et al., 2023). Another study at SDN Ciranjang, which implemented the theme of "Sustainable Lifestyle" through gardening activities, revealed improvements in students' collaboration, environmental awareness, and sense of responsibility (Effendi et al., 2024).

On the other hand, data from 50 early-stage pilot schools in Jakarta show that while all had implemented P5, the execution was not yet optimal. Common challenges encountered included limited teacher understanding, inadequate facilities, and a lack of comprehensive technical training (Asiati & Hasanah, 2022). These findings suggest that despite its promising nature, the success of P5 is heavily influenced by the capacity of each school's educational ecosystem.

The implementation of P5 is closely aligned with constructivist and social learning theories. From a constructivist perspective, students are viewed as active learners who construct knowledge through concrete experiences. P5 projects, which are explorative and contextual in nature, provide space for students to build meaning independently—reflecting the views of Piaget and Vygotsky on the importance of social interaction in learning.

Furthermore, Bandura's social learning theory emphasizes the role of observation, imitation, and modeling in shaping behavior. P5 adopts this principle by engaging students in collaborative learning communities and exemplifying Pancasila values through direct experience and shared reflection (Damayanti et al., 2024). Thus, the theoretical foundation of P5 is robust and well-aligned with the principles of modern, character-based education.

Previous studies have shown that the Pancasila Student Profile Strengthening Project (P5) holds great potential in shaping student character. Syam et al. (2024) found that the implementation of P5 through teaching assistance activities at SD Inpres Morowa enhanced students' creativity and collaborative abilities. Meanwhile, research conducted by Salamah and Purwowidodo (2025) at SDI Bayanul Azhar revealed that the "Tari Nusantara" (Nusantara Dance) theme, showcased during the Panen Karya (Project Showcase) event, effectively strengthened students' cultural identity and sense of cooperation.

Lestari et al. (2025) highlighted the integration of local wisdom in P5 through activities such as batik-making, traditional processions (kirab sesaji), and community rituals (hajat bumi), all of which contributed to reinforcing students' character and appreciation for cultural values. On the other hand, a study by Umam and Kunaenih (2024) showed that the planning, implementation, and evaluation of P5 at SDN 05 Pisangan Timur had been carried out fairly well, although the process remained in a developmental stage and required further guidance from teachers.

Although numerous studies have addressed the implementation of P5 at various educational levels, a comprehensive systematic review that maps out its practices, challenges, and impacts at the national level is still lacking. Therefore, this study employs a Systematic Literature Review approach guided by PRISMA to provide a structured academic overview that may serve as a practical reference for educators and inform future education policies.

In addition, there has been a lack of studies analyzing the effectiveness of project-based approaches in strengthening students' critical thinking skills. In fact, critical thinking is an essential competency for navigating the complexities of 21st-century life. Research that directly examines the impact of P5 projects on students' metacognitive abilities, problem-solving skills, and decision-making remains very limited (Nuraeni et al., 2025).

The urgency of this study lies in the need for a systematic mapping of P5 implementation practices across different educational levels and regions. A comprehensive literature review can help identify recurring patterns, challenges,

and best practices in the execution of P5. This is particularly important considering the Merdeka Curriculum's flexible nature, which allows schools the autonomy to select learning approaches that suit their contexts.

Amid the strong currents of globalization, the threat of losing national identity becomes increasingly real. Therefore, P5 as a character education tool must be preserved and implemented consistently, grounded in empirical evidence, and able to demonstrate a tangible impact in reinforcing the nation's core values (Umam & Kunaenih, 2024).

The novelty of this study lies in its cross-level and cross-theme perspective. Rather than focusing solely on a single project theme or educational stage, this research aims to examine P5 practices comprehensively from multiple angles. It emphasizes synthesizing best practices to construct a conceptual model of P5 implementation that is adaptive, contextual, and sustainable.

Unlike previous studies that tend to be purely descriptive, this research also aims to evaluate the outcomes and impacts of P5 on student character development, particularly within the framework of the six dimensions of the Pancasila Student Profile. Special attention is given to critical thinking and collaborative skills as two of the most essential competencies in the 21st century (Gautami et al., 2023).

Based on the above discussion, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project (P5) is a strategic step toward realizing Indonesia's vision of character-driven and globally competitive education. While its implementation demonstrates great potential in shaping student character, various structural and pedagogical challenges remain significant obstacles that must be addressed. A comprehensive and data-driven mapping is therefore essential to support the long-term sustainability of this program. Accordingly, the purpose of this study is to systematically review existing research on the implementation of P5 in Indonesia during the period of 2020–2024, with the aim of identifying common patterns, challenges faced, and the character values fostered through these projects.

2. Methodology

This study employs a Systematic Literature Review (SLR) approach to identify, analyze, and synthesize a range of scholarly publications discussing the implementation of the Pancasila Student Profile Strengthening Project (P5) at the primary and secondary education levels between 2020 and 2024. The SLR method was selected to ensure that the review process is systematic, focused, and capable of generating findings that are directly aligned with the objectives of this study.

Data Sources

The article search was conducted through several leading online academic databases, including Google Scholar, Garuda, ScienceDirect, and DOAJ. The search utilized a combination of Indonesian and English keywords, such as: "Projek

Penguatan Profil Pelajar Pancasila," "P5 Implementation," "Merdeka Curriculum," "Character Strengthening in Schools," and "Profil Pelajar Pancasila in Primary/Secondary Education."

The publication range of selected articles was limited to the years 2020 to 2024 to ensure the relevance and currency of the data. The selected articles were then analyzed thematically to map out patterns of implementation, emerging challenges, and the educational impact of P5 across diverse school contexts.

Inclusion and Exclusion Criteria for Article Selection

The articles included in this review were selected through several stages based on the following criteria:

1. Inclusion Criteria
    a. Articles published between 2020 and 2024.
    b. Articles written in either Bahasa Indonesia or English.
    c. Articles based on empirical research or case studies, not opinion pieces or editorials.
    d. The study focuses on the implementation of the P5 Project, whether at the elementary, junior high, or vocational school level.
    e. Articles published in accredited national or international academic journals.
2. Exclusion Criteria
    a. Articles that only mention P5 in general without discussing its actual implementation.
    b. Articles without full-text access.
    c. Articles that did not undergo a peer-review process.
    d. Duplicate articles sourced from different databases.

PRISMA Flow Diagram

The use of the PRISMA protocol aims to ensure transparency in the selection process and to minimize potential bias in identifying and synthesizing relevant documents. The selection process is illustrated in Figure 1.

The initial search yielded a total of 103 articles from various academic databases. After removing 18 duplicate records, 85 articles remained for preliminary screening. Based on title and abstract review, 52 articles were excluded due to irrelevance or failure to meet the inclusion criteria. A total of 33 full-text articles were then assessed for eligibility, of which 25 were deemed to meet the criteria and were included in the final analysis. A summary of the characteristics of the included articles is presented in Table 1.

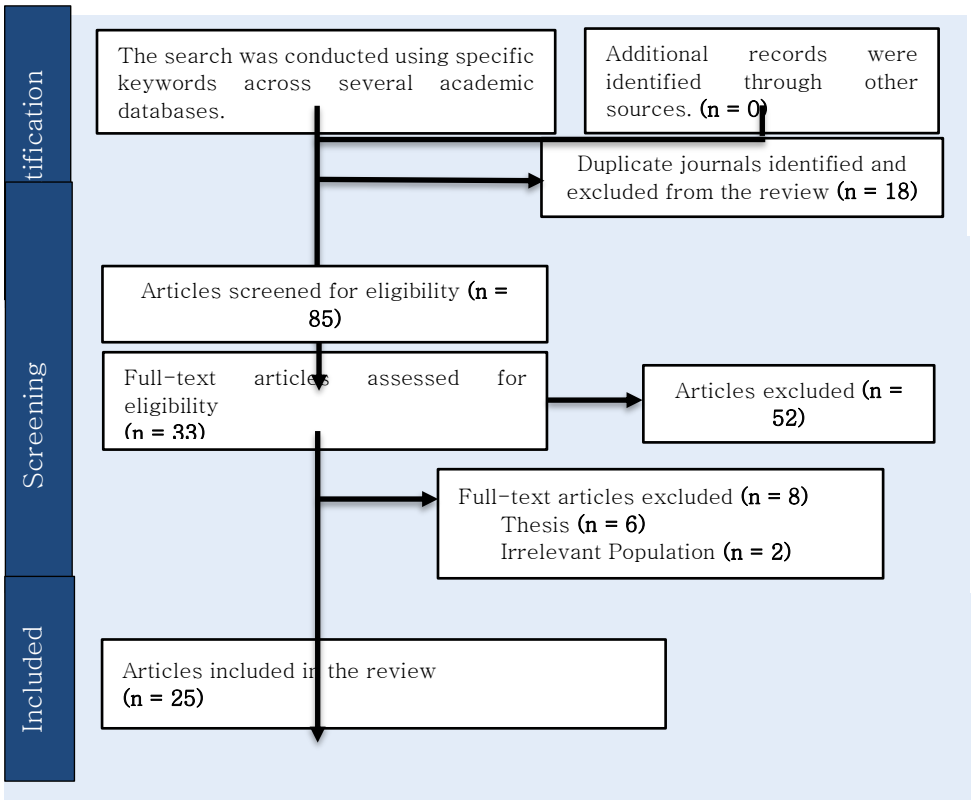

Figure 1. PRISMA Flowchart

Table 1. Characteristics of Included Studies (N = 25)

Characteristic	Number of Articles
Database Source	
Google Scholar	16
Garuda	5
DOAJ / International Database	4
Type of Publication	
Artikel Jurnal	25
Language	
Indonesia	10
Inggris	15
Field of Study	
Education	25
Research Method	
Descriptive Qualitative/ Case Study	11
Survey/Quantitative	4
Interview-Based	5
Literature Review	3
Fenomenologi	2
Year of Publication	
2020	1
2021	0
2022	3
2023	8
2024	10
2025 (in press/publikasi awal)	3

3. Results and Discussion

Results

A total of 25 articles that met the inclusion criteria are presented in Table 2. These articles were selected based on their relevance to the implementation of the Pancasila Student Profile Strengthening Project (P5), the recency of their publication, and the suitability of their research methods for systematic analysis. The table provides key information including the authors, article titles, research methods employed, and a summary of the main findings from each study.

Table 2. Review Findings

No	Author(s) (Year)	Article Title	Method	Key Findings
1	Syam et al. (2024)	P5 Implementation Through Teaching Assistance	Qualitative – Interview	P5 enhanced collaboration and discipline through assistance projects at elementary level
2	Asiati & Uswatun (2022)	P5 Implementation in Driving Schools	Descriptive Qualitative	Emphasized collaboration and independence in school initiatives
3	Salamah & Purwowidodo (2025)	P5 with the "Tari Nusantara" Theme	Qualitative – Case Study	Cultural-based learning strengthened students' national identity
4	Ulfah et al. (2023)	P5 with "Democratic Voice" Theme	Survey	Students became more active in discussions and expressing opinions
5	Desi et al. (2025)	P5 and Creative Character Building in Primary Schools	Qualitative – Interview	P5 encouraged individual student innovation through projects
6	Effendi & Hasnin (2024)	P5 on Sustainable Lifestyle Theme	Literature Review	Environmental awareness embedded from an early age
7	Damayanti et al. (2024)	Pancasila Values in P5 at Vocational Schools	Qualitative – Case Study	Strengthened collaboration and responsibility in classrooms
8	Gautami et al. (2023)	P5 for Citizenship Formation	Descriptive Qualitative	Promoted diversity and nationalism in students
9	Nuraeni et al. (2025)	P5 and Critical Thinking	Survey	Students became more reflective and analytical in social issues
10	Umam & Kunaenih (2024)	P5 at SDN 05 Pisangan Timur	Qualitative – Interview	Active role of teachers and school leaders was key to success
11	Rachman et al. (2024)	P5 Theme Questionnaire	Data Analysis	Developed a valid instrument for P5 evaluation
12	Krisnawati & Parmiti (2023)	P5 in Early Childhood Education	Qualitative – Case Study	Instilled love for the homeland from an early age
13	Rediyono (2024)	P5 in Schools	Qualitative – Interview	Projects promoted higher student engagement
14	Novianti et al. (2024)	P5 as a Tool for Social Change	Descriptive Qualitative	Raised awareness of local cultural values

15	Utari & Afendi (2022)	P5 in Project-Based Learning	Literature Review	PBL was effective for integrating P5 dimensions
16	Tiyani & Ramadan (2024)	P5 on Sustainable Lifestyle	Phenomenology	Students developed sustainable and healthy habits
17	Rahma & Mustika (2024)	P5 in Elementary Schools	Descriptive Qualitative	Teachers needed more training for effective implementation
18	Susanti et al. (2023)	P5 in the Merdeka Curriculum	Survey	Increased students' sense of social responsibility
19	Muin et al. (2024)	Effectiveness of P5	Survey	Improved students' creativity and independence in grade V
20	Vioreza et al. (2023)	P5 and Ecoliteracy	Data Analysis	Local food projects raised environmental awareness
21	Sari et al. (2025)	Assessment Model for P5	Data Analysis	Developed project-based assessment tools for P5
22	Widarini & Suterji (2023)	P5 and Character Development in Middle School	Phenomenology	Emotional engagement shaped students' character
23	Syahli et al. (2024)	P5 for Student Development	Literature Review	Supported students' social and emotional skills
24	Lasena et al. (2024)	P5 at SMA Wira Bhakti	Qualitative – Case Study	Boosted student motivation and learning interest
25	Susanti et al. (2023)	P5 and Contextual Learning	Qualitative – Interview	Implementation required adaptation to local school context

Discussions

The implementation of the Pancasila Student Profile Strengthening Project (P5) across various educational levels from 2020 to 2024 has revealed a wide range of approaches, levels of success, and challenges encountered by each institution. Overall, a review of the selected articles demonstrates that P5 has made a significant contribution to character development, particularly in relation to the six dimensions of the Pancasila Student Profile. For example, at SDN 05 Pagi Pisangan Timur, teachers successfully designed instructional tools aligned with official guidelines from the Ministry of Education and adapted them to meet school-specific needs. In practice, students actively participated in thematic projects focusing on local cultural preservation, environmental awareness, and entrepreneurship. A comprehensive evaluation revealed growth in the dimensions of collaboration, critical thinking, and independence (Umam & Kunaenih, 2024). These findings support the notion that structured and participatory project design can facilitate meaningful and sustainable character education.

Another notable result was observed at SMA Negeri 25 Bandung, where P5 was implemented through interdisciplinary and intercultural projects based on themes such as "Build the Soul and Body," "Unity in Diversity," and "Local Wisdom." Interviews conducted with Grade 10 students and teacher facilitators revealed that learners not only gained theoretical understanding of Pancasila values but were also able to internalize and apply them in social practices at school. These included

group deliberations, conflict resolution, and cross-cultural collaboration. Such experiences illustrate how P5 fosters civic identity and reinforces multiculturalism in the classroom context (Gautami et al., 2023). One of the main challenges faced was the initial resistance from students unfamiliar with project-based learning and the limited time available due to dense academic schedules. However, these challenges were overcome through reflective approaches, intensive mentoring, and active involvement of teachers as learning facilitators.

At the elementary level, SDI Bayanul Azhar in Tulungagung provides another perspective on how P5 can be integrated with cultural arts activities. A project themed "Tari Nusantara" (Archipelagic Dance) engaged students in dance rehearsals, learning about the philosophy behind local traditions, and culminating in a performance. This project not only enhanced students' cooperation and self-confidence but also supported interdisciplinary learning across arts, language, and social studies. Observations showed marked improvement in students' cultural tolerance and their confidence in expressing themselves in public settings (Salamah & Purwowidodo, 2025). The "Panen Karya" (Harvest Showcase) served as an alternative and more meaningful form of assessment compared to conventional methods, as it directly reflected the real competencies gained by students throughout the project process.

In terms of strengthening the dimensions of critical and creative thinking, the study conducted by Nuraeni et al. (2025) highlighted that in a project themed "Sustainable Lifestyle," students engaged in ecoprint activities as a means of exploring local natural resources. Throughout the project, students were invited to observe the natural dyeing process using leaves and flowers, design visual patterns, and document the entire procedure. The results indicated that students demonstrated improvement not only in creative expression but also in critical reasoning—particularly when asked to reflect on the process and present their work. In addition to enhancing character development, the project also fostered 21st-century skills, including collaboration and effective communication.

However, not all P5 implementation practices have run optimally. A case study at SD Inpres Panaikang 1/1 Makassar revealed that although the project had been well designed, its execution fell short in promoting student creativity. Several obstacles were identified, including the lack of teacher training in project-based learning design, limited school funding, and insufficient involvement from parents and the local community. In some cases, teachers still positioned themselves as the central figures of instruction, which hindered the realization of participatory learning approaches (Desi et al., 2025). These findings underscore that the success of P5 is highly dependent on a school's resource readiness, teachers' pedagogical competencies, and the synergy between the school and its surrounding environment.

Overall, the findings indicate that P5, when implemented through thoughtful planning, collaboration, and integration into the curriculum, can effectively foster student character aligned with the dimensions of the Pancasila Student Profile. The success of implementation is not solely determined by the quality of project design,

but also by the commitment of all educational stakeholders—including school leaders, teachers, students, and parents. Formative and reflective evaluation throughout the project cycle is also a critical factor that distinguishes merely procedural implementation from genuinely transformative learning (Damayanti et al., 2024; Lestari et al., 2025). Thus, despite the presence of technical and structural challenges, P5 has proven to be an effective approach for bridging character education with 21st-century learning practices in a holistic and contextualized manner.

4. Conclusion

This review demonstrates that the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum has made a positive contribution to character development among students across various educational levels. Core values such as collaboration, independence, and love for the homeland are reflected in diverse project implementations tailored to each school's context. The findings also indicate that project-based learning approaches, strong leadership from school principals, and active teacher involvement are key factors in the successful implementation of P5.

Nonetheless, several challenges remain, including limited teacher understanding, lack of continuous training, and technical barriers in project execution. Therefore, a strong commitment from all stakeholders is essential to strengthen structural support, expand teacher training initiatives, and develop more practical implementation guidelines. With these efforts, P5 has the potential to serve as a strategic instrument for shaping Indonesian learners who are not only strong in character, but also adaptive and capable of contributing meaningfully to national development.

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