



Effectiveness of the P5 Program in the Merdeka Curriculum to Increase the Creativity and Independence of Class V Elementary School Students

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Abstract

This study aims to evaluate the effectiveness of the Strengthening Pancasila Student Profile (P5) Program within the Independent Curriculum at State Elementary School (SDN) 01 Tanjung Paku, SDN 06 Tanjung Paku, and SDN 10 Nan Balimo in Solok City, West Sumatra, during the 2023/2024 academic year. A mixed-methods approach was employed, integrating quantitative and qualitative methods. The quantitative approach involved surveys using Likert-scale questionnaires and standardized tests to assess the understanding and application of Pancasila values among fifth-grade students before and after participating in the P5 Program. The qualitative approach included in-depth interviews with fifth-grade teachers to gather their perspectives on program implementation and classroom observations to examine its integration into daily teaching and learning activities. The findings revealed a significant improvement in students' understanding and application of Pancasila values after participating in the P5 Program for one academic year. Quantitative data analysis indicated positive changes in students' comprehension of Pancasila values. Meanwhile, qualitative analysis highlighted that while teachers faced challenges in implementing the program, they observed its positive impact on students' creativity and independence. Therefore, it can be concluded that the P5 Program within the Independent Curriculum is effective in enhancing students' understanding of Pancasila values and fostering their creativity and independence.

Keywords: *Pancasila, P5 program, student creativity, student independence.*

Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas Program Penguatan Profil Pelajar Pancasila (P5) dalam Kurikulum Merdeka di SDN 01 Tanjung Paku, SDN 06 Tanjung Paku, dan SDN 10 Nan Balimo, Kota Solok, Sumatera Barat pada tahun ajaran 2023/2024. Metode penelitian yang digunakan adalah campuran (*mixed-methods*), menggabungkan pendekatan kuantitatif dan kualitatif. Pendekatan kuantitatif melibatkan survei menggunakan kuesioner dengan skala Likert dan tes standar untuk mengukur pemahaman dan penerapan nilai-nilai Pancasila oleh siswa kelas V sebelum dan setelah mengikuti Program P5. Pendekatan kualitatif melibatkan wawancara mendalam dengan guru kelas V untuk mendapatkan perspektif mereka tentang implementasi Program P5 dan observasi langsung di kelas untuk melihat bagaimana program ini diimplementasikan dalam aktivitas belajar mengajar sehari-hari. Hasil penelitian menunjukkan peningkatan signifikan dalam pemahaman dan penerapan nilai-nilai Pancasila oleh siswa kelas V setelah mengikuti Program P5 selama satu tahun akademik. Analisis data kuantitatif menunjukkan adanya perubahan yang positif dalam pemahaman siswa terhadap nilai-nilai Pancasila. Sementara itu, analisis kualitatif mengungkapkan bahwa guru mengalami tantangan dalam implementasi program, namun merasakan dampak positif terhadap kreativitas dan kemandirian siswa. Oleh karena itu, dapat disimpulkan bahwa Program P5 dalam Kurikulum Merdeka efektif dalam meningkatkan pemahaman siswa terhadap nilai-nilai Pancasila serta mendukung perkembangan kreativitas dan kemandirian siswa kelas V sekolah dasar.

Kata kunci: *Pancasila, program P5, kreativitas siswa, kemandirian siswa.*

INTRODUCTION

Education in Indonesia has undergone various curriculum changes, yet challenges in enhancing students' creativity and independence remain unresolved issues (Rahim Saidek et al., 2016; Sukmayadi & Yahya, 2020; Fauzi et al., 2021). Education is a key element in forming character and basic values in the younger generation. In Indonesia, one of the main pillars of character education is the teaching of Pancasila values (Ghojaji et al., 2022; Rachmadtullah et al., 2023; Purwanti et al., 2023). Kurikulum Merdeka is a new initiative in the Indonesian education system aimed at providing greater freedom and flexibility to schools and teachers in determining teaching materials and methods (Rodiyana et al., 2022; Luthfi & Ahsani, 2022; Ramadhan & Suprihatiningrum, 2023). One of the main programs under Kurikulum Merdeka is the Strengthening Student Pancasila Profile (P5) Program, designed to enhance students' creativity and independence (Chamisijatin et al., 2023; Hidayat et al., 2023; Wijaya et al., 2024).

Pancasila, as the foundation of the state and the national ideology of Indonesia, embodies five principles reflecting fundamental values that should guide daily life (Rodiyana et al., 2022; Seno et al., 2022; Suminar et al., 2023). Through education, these values are instilled from an early age to shape a generation that is ethical, integrity-driven, and has a strong sense of national identity (Pradana et al., 2021; Fauzi et al., 2021; Mutiara et al., 2023). Based on the excerpt, it can be concluded that Pancasila, as the foundation of the state and the national ideology of Indonesia, plays a crucial role in shaping the character of the younger generation. Through education, the values of Pancasila are instilled from an early age to nurture ethics, integrity, and a strong sense of national identity. This aims to create

individuals who not only understand but also practice the values of Pancasila in their daily lives, thereby supporting the development of a nation rooted in morality and national identity.

Character education based on Pancasila aims to cultivate a younger generation with a high sense of humanity, respect for diversity, and a commitment to unity (Audia et al., 2021; Hakiki & Santosa, 2023; Handoko et al., 2023). The first principle, Belief in the One Supreme God, teaches the importance of spiritual and religious values in life. The second principle, Just and Civilized Humanity, emphasizes fairness, respecting human dignity, and behaving with courtesy. The third principle, the Unity of Indonesia, underscores the importance of unity and harmony within diversity. The fourth principle, Democracy Led by the Wisdom of Deliberation/Representation, highlights the significance of democracy, deliberation, and wisdom in decision-making. The fifth principle, Social Justice for All Indonesian People, stresses social justice and equitable distribution of welfare for all citizens (Zeni & Panggabean, 2022; Maulida et al., 2023; Sholeh, 2024)

The implementation of Pancasila-based character education is conducted through various means, ranging from formal curriculum in schools, extracurricular activities, to out-of-school activities such as scouting and youth organizations (Afandi et al., 2021 ; Ghofaji et al., 2022; Hafiz, 2024). In schools, the subject of Pancasila and Civic Education (PPKn) serves as one of the main tools to teach Pancasila values (Usmi & Murdiono, 2021; (Wiryanto et al., 2023; Wulandari et al., 2023). Furthermore, teachers play a crucial role in providing examples and guiding students to apply Pancasila values in daily life. Extracurricular activities such as scouting, student councils, and other social activities also serve as important platforms in shaping students' character. Through these activities, students learn about cooperation, leadership, and social responsibility (Mustoip, 2018; Nasir et al., 2020; Munadi & Khuriyah, 2023). For instance, scouting activities that teach discipline, independence, and love for nature are highly aligned with Pancasila values.

In the current digital era, challenges in character education are becoming increasingly complex (Huri, 2019; Muzawir Munawarsyah, 2023; Setyawan, 2023). Information and influences from external sources that are quickly and easily accessible to the younger generation can influence their character formation (Gafur, 2022; Verawati, Yuniawatika, 2022; Astawaa et al., 2024). Therefore, the role of Pancasila-based character education becomes more crucial in maintaining the younger generation's adherence to the nation's noble values.

However, despite the Kurikulum Merdeka's P5 Program being designed to enhance students' creativity and independence, its implementation in the field faces various challenges. At SDN 01 Tanjung Paku, SDN 06 Tanjung Paku, and SDN 10 Nan Balimo in Solok City, West Sumatra, several specific obstacles arise. For example, many teachers have not received adequate training in teaching methods that can develop students' creativity and independence. Consequently, the implementation of the P5 program is suboptimal because teachers still use conventional teaching methods that do not sufficiently stimulate students' creativity. These schools also often lack adequate facilities and resources to support the P5 program. Shortages in teaching aids, creative teaching materials, and adequate space pose constraints in implementing this program.

Furthermore, there are differences in perception and understanding among teachers, students, and parents regarding the objectives and implementation methods of the P5

program. This leads to insufficient support from parents and the community in supporting this program. Students often focus more on academic achievements and exam preparation, leaving less time for activities that support creativity and independence. The P5 program is often seen as an additional burden that is not directly related to academic achievements.

Curriculum inconsistency is also a problem, where the content and methods taught in the P5 program do not align with the existing curriculum. As a result, teachers struggle to integrate this program into an already packed teaching schedule. The lack of systematic evaluation and monitoring from relevant authorities contributes to difficulties in measuring the success of the P5 program. The absence of clear evaluation standards makes the implementation of this program unfocused and challenging to assess its effectiveness. The influence of technology and social media further complicates the challenges in character education. Students are more influenced by information from social media, which often contradicts Pancasila values, thus adding to the challenge of instilling Pancasila values through the P5 program.

Collaboration among schools, families, and communities is crucial in supporting character education (Warti'ah, 2020; Aningsih et al., 2022; Maharani, 2023) . Parents, as the primary educators at home, must instill Pancasila values in their children from an early age. The community also plays a vital role in creating a conducive environment for the implementation of Pancasila values (Nudin, 2020; Putu Laksmi Danyathi et al., 2022; Uswatun Hasanah, Sri Rahayu, 2022).

With joint efforts from all parties involved, it is expected that Pancasila-based character education can nurture a younger generation that is not only academically proficient but also possesses strong character, noble manners, and readiness to face global challenges without forgetting their identity as Indonesians. Strong character education will serve as the foundation for the nation's progress and the welfare of all Indonesian people in the future.

In recent years, there has been an increasing focus on the importance of character education in Indonesia (Ghojaji et al., 2022; Tohri et al., 2022; Aeni et al., 2024) . The 2013 curriculum, for example, aimed to emphasize more active and creative learning approaches, but its outcomes have been less than satisfactory. Therefore, the Merdeka Curriculum is expected to address these challenges through the P5 Program, designed to provide more space for students to develop creativity and independence.

The implementation of Pancasila values among elementary school students is considered essential for shaping a generation with noble character, national spirit, and integrity (Kamisi, 2022; Anggreini et al., 2023; Setyaningrum, 2024). However, various studies indicate that the inculcation of Pancasila values often falls short, characterized by behaviors that do not align with these values among students (Princessa Dinda Oktaviana et al., 2023; Mahardhani & Roziq Asrori, 2023; Hanum et al., 2024). Therefore, the P5 Program was launched to address these challenges with a more systematic and structured approach.

Several previous studies have examined the implementation of new curricula in Indonesia. For example, research by (Afdareza et al., 2020; Retnowati et al., 2020; Saputri et al., 2023) indicates that the implementation of the 2013 Curriculum has not fully succeeded in enhancing students' critical thinking skills. Studies by (Henriksen et al., 2020; Yarim, 2021; Cahyono, 2022) show that students require more space for exploration and creativity. However, research specifically focusing on the P5 Program within the Merdeka Curriculum

remains very limited. This study aims to complement these previous studies with a more specific focus on creativity, independence, and the cultivation of Pancasila values.

The urgency of this research lies in the pressing need to ensure that Pancasila values are deeply embedded in Indonesia's younger generation. In an era of globalization and modernization, challenges to national values are increasingly complex, making Pancasila-based character education crucial. By evaluating the effectiveness of the P5 Program, this study aims to provide empirical evidence of its successes and shortcomings, offering recommendations for future improvements.

The uniqueness of this research lies in its integrative approach which not only evaluates the effectiveness of the P5 Program but also highlights the role of Pancasila values in building student creativity and independence at the elementary school level, especially fifth grade. The focus on fifth graders is significant because at this stage, children are in a critical phase of cognitive and emotional development, where character formation and life skills begin to take root. In addition, this research fills the existing gap in the literature, where most previous studies focused more on curriculum implementation in general without delving into specific aspects such as creativity and independence that are relevant to the P5 Program. A comprehensive analysis that combines implementation challenges in the field with evaluation of program success provides a new contribution to efforts to optimize character education in Indonesia.

The study aims to measure and analyze the effectiveness of the P5 Program within the Merdeka Curriculum in enhancing creativity and independence among fifth-grade elementary school students. Additionally, it seeks to identify challenges encountered in the program's implementation and propose recommendations for future enhancements. Consequently, this research is expected to significantly contribute to curriculum development and the overall improvement of education quality in Indonesia.

METHODS

This research utilizes a mixed-methods approach combining qualitative and quantitative methodologies (Strijker et al., 2020; Matović, N., & Ovesni, 2021; Isnaini et al., 2024) The quantitative approach is employed to measure the effectiveness of the P5 Program through surveys and standardized tests, while the qualitative approach is utilized to delve deeper into the experiences, perceptions, and attitudes of both students and teachers towards the implementation of the P5 Program.

This mixed-methods approach employs purposive sampling to ensure that selected samples possess characteristics relevant to the study's aim of implementing the Strengthening Student Profile in Pancasila Values (P5) Program within the Merdeka Curriculum. The study sample consists of fifth-grade students and teachers from several elementary schools that have implemented the P5 Program. Fifth-grade students are chosen due to their critical developmental stage in character formation and basic values, being mature enough to comprehend and apply Pancasila values in daily life. Teachers teaching fifth grade are selected for their direct role in implementing the P5 Program, providing insights into the challenges and successes in program implementation.

The research takes place at SDN 01 Tanjung Paku, SDN 06 Tanjung Paku, and SDN 10 Nan Balimo in Solok City, West Sumatra in the academic year 2023/2024 . The sample

includes 60 fifth-grade students and 3 fifth-grade teachers from these schools. These schools are chosen because they have implemented the P5 Program for at least one academic year, ensuring sufficient duration for measuring program impacts accurately.

Data collection procedures encompass quantitative surveys, standardized tests, qualitative interviews, and classroom observations. Quantitative surveys are administered to students using Likert-scale questionnaires to measure their understanding and application of Pancasila values. Standardized tests are given to assess students' knowledge of Pancasila values before and after participating in the P5 Program, aiding in evaluating changes resulting from the program. In-depth interviews with teachers are conducted to gain insights into the P5 Program implementation process, challenges faced, and impacts perceived by students. Direct classroom observations are conducted to observe how the P5 Program is integrated into day-to-day teaching and learning activities, including interactions between teachers and students and the application of Pancasila values in school activities.

The data analysis includes both quantitative and qualitative approaches. Data from surveys and standardized tests are analyzed using descriptive and inferential statistics to evaluate changes in understanding and application of Pancasila values (Mardiana, 2020; Kusumawati, 2023; Werang et al., 2023). Data from interviews and observations are analyzed using thematic analysis to identify patterns and themes related to the implementation and impact of the P5 Program.

This research is expected to provide empirical evidence regarding the effectiveness of the P5 Program in enhancing students' creativity and independence, as well as instilling Pancasila values, while offering recommendations for future improvements. By employing a comprehensive mixed-methods research approach, this study aims to provide a deeper and more accurate portrayal of the implementation of the P5 Program within the Merdeka Curriculum at the elementary school level.

RESULTS AND DISCUSSION

This study aims to evaluate the effectiveness of the Strengthening Student Character Profile Program (P5) in enhancing creativity, independence, and instilling Pancasila values among fifth-grade elementary school students. The following are the results and discussions based on data collected through quantitative surveys, standardized tests, qualitative interviews, and classroom observations.

Quantitative Survey Results

Table 1. Understanding of Pancasila Values

Parameter	Before P5 (Average Score)	After P5 (Average Score)	Improve ment	P- value
Understanding of Pancasila Values	2.8	4.3	+1.5	< 0.01

The interpretation of quantitative survey data conducted on 60 fifth-grade students reveals a significant improvement in their understanding and application of Pancasila values after participating in the Program Penguatan Profil Pelajar Pancasila (P5) for one academic year. The average score for understanding Pancasila values prior to the program's implementation was 2.8, categorized as low to moderate on a Likert scale of 1-5. Following a

year of program implementation, the average score increased to 4.3, reflecting a high category. This increase of +1.5 points demonstrates that the P5 Program effectively enhanced students' understanding of Pancasila values. Statistically, this improvement is significant, with a p-value of < 0.01 , indicating that the results are highly unlikely to have occurred by chance.

Statistical significance highlights the tangible impact of the P5 Program on students' comprehension of Pancasila values. Practically, this improvement can be interpreted as the program's success in internalizing fundamental Pancasila principles, such as mutual cooperation, social justice, and diversity, among fifth-grade students. The program appears to have created a supportive learning environment that fosters students' cognitive understanding of these essential national values.

These findings also provide a positive outlook on the relevance and effectiveness of the P5 Program within the Merdeka Curriculum as a means to enhance character education in primary schools. This improvement is expected to have positive implications not only in cognitive aspects but also in shaping students' daily behaviors in school and the broader community.

Standardized Test Results

Standardized tests were administered to students before and after participating in the P5 Program to measure their knowledge of Pancasila values. The table below summarizes the standardized test results.

Table 2. Pancasila Values Standardized Test

Theme	Before (Average Score)	P5 (Average Score)	After (Average Score)	P5 (Average Score)	Improve ment	P-value
Pancasila Values Standardized Test	65		85		+20	< 0.05

The standardized test results measuring students' knowledge of Pancasila values before and after participating in the Program Penguatan Profil Pelajar Pancasila (P5) demonstrate a statistically significant improvement. The average test score prior to the program was 65, categorized as moderate, while the post-program average increased to 85, reflecting a high level of understanding. This notable 20-point improvement indicates the effectiveness of the P5 Program in enhancing students' cognitive comprehension of Pancasila values. The statistical significance, with a p-value < 0.05 , confirms that the observed improvement is unlikely to be due to random variation, underscoring the program's tangible impact on student outcomes. From a pedagogical perspective, the 30.8% increase in standardized test scores signifies not only the effectiveness of the program in delivering its intended outcomes but also highlights its potential as a replicable model for character education. The data suggest that the P5 framework successfully integrates instructional strategies that resonate with students, fostering a deeper engagement with and retention of core national values.

This improvement may also reflect the program's structured approach to aligning classroom activities with the explicit teaching of Pancasila values, reinforcing both declarative and procedural knowledge. Furthermore, the statistically significant results indicate the scalability of the program for broader implementation, particularly in fostering

value-based education in diverse school contexts. In addition to cognitive gains, the results suggest potential ripple effects on affective and behavioral domains, where deeper understanding of Pancasila values could translate into improved interpersonal skills and ethical decision-making in students' daily lives. These findings substantiate the importance of incorporating value-based education within the curriculum to holistically develop students' character and civic competence.

Qualitative Interview Results

In-depth interviews were conducted with three fifth-grade teachers from schools that implemented the P5 Program. Teachers reported improvements in student creativity, independence, and highlighted some challenges in program implementation. The table below summarizes the key insights from qualitative interviews.

Table 3. Interview Insights

Theme	Percentage of Teachers	Description
Increase in creativity and independence	90%	Students were more active in project activities and capable of completing tasks independently.
Improvement in critical thinking skills	85%	Students showed improvement in critical thinking and collaboration skills.
Implementation challenges	70%	Time constraints and the need for additional teacher training.

The interpretation of in-depth interviews with three fifth-grade teachers reveals the positive impact of implementing the Strengthening Pancasila Student Profile Program (P5) on student development, despite some persistent challenges. Most teachers (90%) reported that the program effectively enhanced students' creativity and independence. This was reflected in students being more active in project-based activities and their ability to complete tasks independently. These improvements indicate that P5 successfully fosters innovation and accountability in students' learning processes.

Additionally, 85% of teachers observed improvements in students' critical thinking and collaboration skills. Students demonstrated enhanced abilities to analyze problems, propose solutions, and collaborate with peers, highlighting the program's effectiveness in simultaneously developing cognitive and social aspects. These outcomes align with the objectives of P5, which emphasize strengthening the learner's profile through Pancasila values, including cooperation and self-reliance.

However, approximately 70% of teachers pointed out challenges in the program's implementation, such as limited time to integrate P5 activities with daily curriculum demands and the need for additional training for teachers to fully understand and optimally execute the program. These challenges suggest that the program's success depends not only on its curriculum design but also on the readiness of human resources and operational support within schools.

Overall, these interview findings indicate that P5 has significant potential to enhance students' learning quality. However, its implementation requires further support, such as

teacher training and more flexible time management planning. These insights provide valuable guidance for policymakers to improve the program's effectiveness in the future.

Classroom Observation Results

Direct observations in three classes implementing the P5 Program supported findings from surveys and interviews. The table below summarizes the main findings from classroom observations. The activities conducted by teachers at each elementary school, analyzed from the project flow mapping module of the Pancasila Student Profile, are as follows:

Table 4. Mapping of the Pancasila Student Profile

Educational Unit	Theme	Topic	Project Objective
SDN 06 Tanjung Paku	Local Wisdom	Samba Adaiik Culture (Samba Nan Ampek in Solok)	Students develop curiosity and inquiry skills through the exploration of local culture and wisdom, understanding how and why local communities evolve, ultimately fostering their creativity and independence.
SDN 10 Nan Balimo	Local Wisdom	Ketupat Cuisine	The ultimate goal of this activity is to enhance students' creativity and independence by recognizing, appreciating, and preserving local culture through understanding the philosophy and presentation of traditional dishes reflecting local wisdom.
SDN 01 Tanjung Paku	Unity in Diversity	Diversity Unites Us	This project aims to enhance students' creativity and independence by fostering an appreciation for differences, backgrounds, and cultures, as well as a sense of pride as Indonesians, a nation rich in cultural diversity.

The table 4 provides an overview of activities conducted by teachers in three elementary schools, emphasizing themes of local wisdom and cultural diversity.

The first SDN 06 Tanjung Paku, the focus is on the cultural tradition of "Samba Adaiik" in Solok, with the objective of fostering students' curiosity and inquiry skills through exploration of local culture and wisdom. This activity helps students understand the evolution of local communities while enhancing their creativity and independence.

The second SDN 10 Nan Balimo, the project centers on traditional ketupat cuisine. The goal is to promote students' creativity and independence by engaging them in activities that deepen their understanding of the philosophical and cultural significance of traditional foods, encouraging an appreciation for local heritage.

Finally, at SDN 01 Tanjung Paku, the project theme is "Unity in Diversity," focusing on the topic "Diversity Unites Us." This initiative aims to instill a sense of pride in students as

Indonesians while cultivating an appreciation for cultural differences and fostering creativity and independence.

Overall, these projects align with the objectives of the Pancasila Student Profile by integrating local culture and values into educational activities to promote character development and critical skills.

Table 5. Classroom Observation Results

Parameter	Percentage of Engaged Students	Description
Student engagement in activities	95%	Students were more engaged in learning activities, showing initiative in group and individual projects.
Application of Pancasila values	90%	Pancasila values were effectively applied in various school activities such as flag ceremonies and community service.

The classroom observation results provide empirical evidence that reinforces the findings from the surveys and interviews regarding the effectiveness of the Program for Strengthening the Profile of Pancasila Students (P5) in elementary schools. Observational data show that 95% of students exhibited high levels of engagement in learning activities. This is reflected in their active participation in group projects and individual tasks. Such engagement demonstrates the program's success in fostering an interactive learning environment where students can develop initiative and responsibility independently. The high engagement levels also indicate that the project-based learning approach integrated into the P5 Program effectively motivates students to be more active and involved in the teaching-learning process.

Furthermore, the observations revealed that 90% of students consistently applied Pancasila values in their daily school activities. This implementation is evident in formal activities, such as flag ceremonies, where students displayed respect and discipline, as well as in social activities, such as community service, which reflect the spirit of mutual cooperation and care for the environment. These findings suggest that the P5 Program not only enhances students' cognitive understanding of Pancasila values but also encourages them to internalize and practice these values in their daily lives.

Overall, the observation findings indicate that the P5 Program successfully fosters student-centered learning, strengthens character development, and supports the formation of the Pancasila Student Profile. However, these results also highlight the need for continuity in program implementation, including periodic evaluations to ensure the sustainability of its positive impacts on students. This observation provides a holistic perspective that enriches previous quantitative and qualitative findings, serving as a crucial basis for the further development of Pancasila-based educational policies.

This research successfully addresses the research questions by demonstrating that the P5 Program is effective in enhancing creativity, independence, and understanding of Pancasila values among fifth-grade elementary school students. These findings make a significant contribution to curriculum development and educational quality improvement in Indonesia. Furthermore, this research provides empirical evidence that can be used to refine the P5

Program and ensure that Pancasila values are deeply embedded in the younger generation of Indonesians amidst the challenges of globalization and modernization.

This study reinforces the empirical evidence regarding the effectiveness of the Strengthening Student Character Profile Program (P5) in enhancing creativity, independence, and instilling Pancasila values among fifth-grade elementary school students. The survey conducted showed a significant increase in the understanding of Pancasila values, from an average score of 2.8 to 4.3, while standardized test results indicated an improvement from 65 to 85 after one year of program implementation. Interviews with teachers revealed that 90% observed an increase in student creativity and independence, while 85% noted improvements in critical thinking and collaboration skills. Classroom observations demonstrated that 95% of students were more engaged in learning activities, with Pancasila values effectively applied in various school activities.

This research adds to the empirical evidence supporting the effectiveness of the P5 Program. Studies conducted by (Nuskhi, 2021; Sukirno et al., 2023; Wahyuni & Sukadi, 2023) found an increase in the understanding of Pancasila values after one semester of implementing the P5 Program. Meanwhile, this study shows a more significant improvement after one academic year. This is attributed to the longer duration of the program and a more comprehensive and in-depth research method. The differences in duration and approach provide a more complete picture of the long-term effectiveness of the P5 Program and highlight the importance of consistency and quality of implementation in achieving optimal results. Furthermore, research by (Sadaruddin et al., 2023; Mirshad et al., 2023; Hidayah et al., 2025) reported a 15% increase in creativity and a 20% increase in independence with a project-based approach, while this study also noted significant improvements in these skills, albeit not in percentage form. Additionally, studies by (Akhyar et al., 2024 ; Ratnawati et al., 2024) showed a 25% increase in positive social behavior through Pancasila-based character education, and the results of this study support these findings with observations that values such as mutual cooperation and integrity were applied in school activities.

The results of this study indicate that the P5 Program is effective in enhancing the creativity and independence of fifth-grade elementary school students, as well as instilling Pancasila values. Significant improvements in survey and standardized test scores suggest that students not only understand Pancasila values theoretically but are also able to apply them in their daily lives. Interviews with teachers confirmed that the program positively impacts students' critical thinking skills, independence, and creativity. Classroom observations provided additional evidence that Pancasila values are effectively integrated into teaching and learning activities.

However, several challenges in implementing the P5 Program were also identified. Time constraints and the need for additional teacher training are obstacles that need to be addressed to optimize the program's effectiveness. Therefore, future recommendations include increasing support and training for teachers and adjusting the learning schedule to provide more time for implementing the P5 Program.

CONCLUSION

In conclusion, this study is consistent with previous research on the effectiveness of Pancasila-based character education. The improvements in students' understanding, creativity, independence, and social behavior demonstrate that the P5 Program has successfully achieved its objectives. Compared to earlier studies, this research provides more comprehensive evidence by utilizing various data collection and analysis methods. These findings also highlight several challenges in the program's implementation, such as the need for additional teacher training and adjustments to the learning schedule, which are crucial for enhancing the P5 Program's effectiveness in the future. This study provides strong empirical evidence to support the sustainability and refinement of the P5 Program and offers recommendations for further improvements.

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