



The Influence of Pancasila Student Profile Strengthening Project on Independent Attitudes and Cultural Awareness in Elementary Schools

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Abstract: This study examines the effect of the Pancasila Student Profile Strengthening Project on students' independent attitudes as part of character education development in Indonesian schools. This study was motivated by the importance of fostering independent attitudes in students to face challenges in the modern world of education. A quantitative approach was used, with data collected through validated and reliable instruments. Data analysis included normality, linearity, and coefficient of determination tests. The results showed a significance value of 0.000, indicating a significant influence of P5 activities on students' independent attitude. The coefficient of determination ($R^2 = 0.497$) showed that the implementation of P5 explained 49.7% of the variance in independent attitude. This finding implies that integrating P5 into the curriculum can effectively foster students' self-reliance. This study concludes that P5 has a positive, measurable impact on character development, particularly by enhancing students' self-reliance. This research contributes to educational science by providing empirical support for the cultural and contextual relevance of character education policies and offering evidence-based recommendations for the sustainable implementation of P5 in schools.

Keywords: attitude; independence; project p5

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INTRODUCTION

The identity of the younger generation is primarily formed through the educational experiences they receive. Education plays a crucial role in producing a generation that is not only intellectually superior but also resilient and ready to contribute to advancing the nation (Amiruddin et al., 2024). Projek Penguatan Profil Pelajar Pancasila (P5) or The Pancasila Student Profile Strengthening Project plays a crucial role in building a moral and ethical foundation for adolescents at the secondary school level. This program aims to help students internalize and apply Pancasila values in their daily lives, thereby developing into individuals with character. The implementation of P5 reflects educational institutions' commitment to improving the standards of character education in Indonesia. Through this curriculum, students are expected to understand, internalize, and practice Pancasila values across various aspects of life. However, to obtain a more comprehensive picture of P5's effectiveness in shaping student character, further research is needed that focuses on the planning, implementation, and evaluation of this program within the school environment. Through P5 activities, students can gain knowledge while strengthening their character by learning from their surroundings. In this project, participants are invited to explore important topics and issues and are encouraged to take concrete actions based on their learning level and needs. The school year theme is determined by the school in coordination with teachers, guardians, and students (Sari et al., 2023).

The rapid development of technology has transformed various sectors globally, including education, where digital innovations are increasingly integrated into teaching and learning practices. Information technology has become a critical medium for distributing knowledge widely and serves as a key driver in reshaping educational systems. The introduction of technology-based tools such as mobile devices, smartboards, MOOCs, tablets, laptops, simulations, interactive visualizations, and virtual laboratories has accelerated changes in educational institutions worldwide (Haleem et al., 2022). These advances allow faster access and distribution of information across borders, enabling learners and educators to connect beyond geographical limitations. Nevertheless, despite the potential benefits, challenges persist. The overwhelming volume of online information often lacks clarity and validity, while the misuse of technology can spread misinformation that negatively impacts learning processes (Shobach et al., 2022). This situation highlights the urgency of developing effective, responsible strategies for integrating technology into education to ensure its implementation truly enhances learning outcomes rather than creating new barriers.

Rapid technological developments go hand in hand with the impact of globalization. Globalization allows information to spread faster and wider, reaching various parts of the world in a short time. One of the main

influences of globalization is the increasing competition among developed countries in various aspects, including economics, technology, and culture. Through globalization, these countries also seek to spread their local cultures worldwide. This phenomenon has both positive and negative impacts on other countries. These impacts include shifts in social values and norms, changes in people's behavior, increasingly rapid development of science, and global trends that influence social structures. As intercultural interaction increases due to globalization, understanding cultural identity becomes increasingly crucial (Faiz, 2024). However, globalization also has the potential to erode local culture due to the growing dominance of foreign cultures. Therefore, efforts are needed to balance technological progress and globalization with the preservation of local cultural values to maintain a nation's identity (Julianty et al., 2021).

Scientific and technological progress is an inevitability that cannot be avoided (Hamzah et al., 2022). In addition, technological advances and globalization have provided people with greater freedom and convenience to access widely distributed information. It is very easy to manipulate or deceive people about unimportant things, making everything meaningless. The reason is that humans tend to work and interact with reality through abstraction (Sriyahan, 2022). Therefore, many people are lulled by the convenience that technology provides in their daily lives. Technology also affects society's culture and customs. The development of this technology can have both positive and negative impacts. By nature, technology is a means or tool that can facilitate human interests. Moreover, technology is not responsible for human action (Wahyudin, 2015). So the actions taken by humans will have an impact that must be accounted for. Technology can also produce three distinct changes: it can improve the quality of life, alter social interaction patterns, and create new problems (Zulfadrim et al., 2019). With the presence of technology and globalization, people need to be aware of how easily they can access it. We must always be able to determine not only the opportunities that can provide various positive impacts, but also the potential threats posed by technology and globalization. One is that many students currently have the freedom to use smartphones. If not given proper supervision and direction in using smartphones, students will easily access content that can be misused. Therefore, it will have a negative impact, especially on students' morale (Husnul, 2021). Excessive smartphone use not only has a psychological impact but can also shift time previously devoted to healthier activities, such as physical activity. This is a major concern, as physical inactivity has been shown to significantly increase health risks, especially in children and adolescents (Ellis, 2019). Smartphone addiction is associated with reduced productivity in both the workplace and everyday life (Duke & Montag, 2017).

In educational units, the formation of national character through the Pancasila student profile is carried out through intracurricular activities, strengthening programs (co-curricular), and extracurricular activities (Akhyar et al., 2024; Sari et al., 2022). The Ministry of Education identifies six components of the Pancasila student profile: 1) Obedient, honorable, and independent; 2) Able to work alone or with others; 3) Open and appreciative of diversity; 4) Globally aware; 5) Analytical thinking; 6) Imaginative. The Pancasila Student Profile will be a symbol of Indonesian youth who have character and culture and are committed to the values of Pancasila (Siagian, 2018). "The Pancasila Student Profile describes the competencies and characters that need to be formed in each individual, so that the government in Indonesia can direct educational policies to focus or be oriented towards students, namely towards the formation of six dimensions of the Pancasila Student Profile perfectly and evenly, namely students who 1) believe, are devoted to God Almighty, and have noble character; 2) global diversity; 3) work together; 4) are independent; 5) critical reasoning; and 6) are creative (Irawati et al., 2022). The results of the Project Support Initiative to Improve the Pancasila Profile of Students at SD 4 Gulang indicate that the principal and teachers demonstrate a deep understanding and proficiency in educational planning (Utaminingsih et al., 2023). "The content, activities, and implementation time of the Pancasila student profile project are all open to negotiation. This is an interdisciplinary course that helps students develop skills outlined in the Pancasila Student Profile to identify problems in their communities and design creative ways to overcome them (Hamzah et al., 2022). There is no requirement that learning objectives, content, or project activities be linked to the course. The community can come together to help Pancasila students get more attention. The Pancasila student profile project aims to produce graduates who embody the core principles of Pancasila and demonstrate relevant skills and dispositions.

The Pancasila student profile project has been studied previously. Studying how students feel about initiatives to strengthen the Pancasila student profile (Rahmawati, 2023). According to Hadian et al. (2022), students at SMAN 1 Sukabumi have used project-based learning to improve their Pancasila profile. According to Susanto (2014), all driving schools have taken initiatives to improve the quality of their Pancasila students. Nurjanah and Saadah (2022) found that students were allowed to apply democratic values in their society through the Pancasila Strengthening Project, which focused on democracy. In addition, the Penida Penida dance artwork in the Merdeka Curriculum was developed after extensive research (Santika et al., 2022). This was done to increase students' awareness of Pancasila. Based on these findings, the project has the potential to create several Pancasila Student Profiles by utilizing the Penida Gulma Dance as a teaching tool. To foster and build good character in children at elementary school age, character education through school culture is needed (Monica et al., 2023).

Although the Pancasila student profile project has been widely studied, researchers believe no study has yet attempted to measure its impact on student personality (Hermayanti, 2023). Therefore, the Pancasila Student Profile Project has attracted researchers' attention because it has the potential to shape students' personalities. Another major difference between this study and its predecessors is the methodological focus on quantitative data rather than on qualitative analysis, as in previous studies. Based on the above context, the study shows that the Pancasila student profile project affects students' personalities. This study was designed to answer the question, "How Does the Pancasila Student Profile Project Influence Students' Independent Attitudes?" This research contributes to the development of local culture-based character education studies, enriching contextual learning approaches in the Merdeka Curriculum era.

METHODS

This study employed a quantitative correlational design, which is appropriate for identifying the strength and direction of relationships between variables without implying causality (Creswell & Creswell, 2018). The research specifically examined the association between students' attitudes (independent variable) and the Pancasila Student Profile (dependent variable). To further explore predictive strength, a simple linear regression analysis was used, a robust statistical technique in educational research for modeling the relationship between independent and dependent variables (Field, 2018).

The population of this study consisted of Grade V elementary school students, a developmental stage critical for character formation and attitude shaping (Santrock, 2017). A total of 50 students were selected using convenience sampling, a nonprobability sampling method chosen for its accessibility and institutional willingness (Etikan et al., 2016). While this approach offers practical feasibility for exploratory studies, it limits generalizability; hence, the findings are contextually bound to the sampled schools. Nonetheless, the sample size of 50 meets the minimum requirement for regression analysis, which typically requires at least 30 participants to detect moderate effect sizes with adequate statistical power (Cohen, 1992).

Two primary instruments were developed using a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5), as this format is widely accepted for measuring latent constructs such as attitudes and profiles (Joshi et al., 2015). The instrument was adapted from established scales on learning attitudes and civic values (McCoach et al., 2013), with necessary modifications for the Indonesian context. Each item was carefully worded to avoid ambiguity, double-barreled statements, or technical jargon, ensuring comprehensibility for Grade V students. A pilot test involving 10 students outside the main sample was conducted to assess item validity through feedback and cognitive interviews (Willis, 2015).

The PSP instrument was constructed based on the official six dimensions defined by the Indonesian Ministry of Education and Culture (Kemdikbudristek, 2020): (1) faith and noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical reasoning, and (6) creativity. Items were developed to reflect observable behaviors and perceptions related to each dimension, e.g., "I enjoy working with my classmates on group projects" for cooperation. The multidimensional structure ensured adequate construct validity.

The research was conducted in the following stages: 1) Preparation Stage: Reviewing literature, adapting instruments from primary sources (McCoach et al., 2013; Kemdikbudristek, 2020), and obtaining permission from schools; 2) Instrument Development and Pilot Testing: Drafting and revising items, conducting pilot testing with Grade V students, and refining instruments based on clarity and comprehension (Willis, 2015); 3) Data Collection: Administering questionnaires to 50 participants under the researcher's supervision, ensuring ethical compliance such as informed consent and confidentiality (Cohen et al., 2018); 4) Data Analysis: Coding responses numerically (1–5), analyzing data using Pearson's product-moment correlation to measure the relationship (r) between variables, and applying simple linear regression to assess predictive strength (Field, 2018).

The collected quantitative data were analyzed using SPSS version 26. First, descriptive statistics (mean, standard deviation) were computed to summarize students' attitudes and PSP levels. Next, Pearson's correlation test was used to determine the strength and direction of the association (Dancey & Reidy, 2017). Finally, a simple linear regression analysis examined the predictive relationship, with students' attitudes as the independent variable and PSP as the dependent variable. The regression equation and R^2 value provided insights into the extent to which students' attitudes predicted variations in PSP. While regression provides predictive information, it is important to note that causal inference cannot be made in correlational designs (Creswell & Creswell, 2018). To provide clarity on how the Pancasila Student Profile dimensions are operationalized into measurable items, Table 1 illustrates example items for each dimension.

Table 1. Operationalization of Pancasila Student Profile Dimensions

Pancasila Student Profile Dimension	Brief Description
Faith, Devotion to God Almighty, and Noble Character	Students who understand religious teachings and apply them in daily life encompass religious, personal, social, natural, and national character.
Global Diversity	Students who appreciate diverse cultures, communicate effectively across differences, and contribute to a global community.
Cooperation	Students who can collaborate effectively with others, contributing to group goals and valuing collective effort.
Independence	Self-reliant students take initiative and manage their own learning and actions responsibly.
Critical Reasoning	Students who can analyze information, solve problems, and make well-reasoned judgments.
Creativity	Students who can generate new ideas, adapt to new situations, and innovate.

Additionally, Table 2 presents the standardized Likert scale response options and their corresponding numerical scores, applicable to both research instruments. This explicit scoring method ensures transparency in converting qualitative responses into quantitative data for statistical analysis.

Table 2. Likert Scale Response Options and Scoring

Response Option	Numerical Score
Strongly Disagree	1
Disagree	2
Neither Disagree Nor Agree	3
Agree	4
Strongly Agree	5

RESULT AND DISCUSSION

The results of the statistical tests indicate a significant effect of the Pancasila Student Profile Strengthening Project (P5) on students' independent attitudes. The normality test shows a p-value of 0.368 (> 0.05), indicating that the data are normally distributed. The regression analysis reveals a significance value of 0.000 (< 0.05), confirming a significant influence of the P5 project on independent attitudes. The coefficient of determination (Adjusted $R^2 = 0.497$) demonstrates that P5 accounts for nearly half of the variance in students' independence.

Table 3. Summary of Statistical Analysis Results

Statistical Test	Main Result	Interpretation
Normality (K-S Test)	Sig. 0.368 > 0.05	Data are normally distributed
Linearity (Regression) independent attitudes	Sig. 0.000 < 0.05 ; $\beta = 0.712$	P5 significantly affects students'
Coefficient of Determination independent attitudes	Adjusted $R^2 = 0.497$	P5 explains 49.7% of variance in

The results of the normality test in this study are as follows:

Table 1Normality Test Results One-Sample Kolmogorov-Smirnov Test

Statistic	Unstandardized Residual
N	50
Normal Parameters (a, b)	
– Mean	.0000000
– Std. Deviation	8.42086896
– Absolute	.130
Most Extreme Differences	
– Positive	.130
– Negative	-.125
Kolmogorov–Smirnov Z	.918
Asymp. Sig. (2-tailed)	.368

Table 4 shows that the p-value of 0.368 for the normality test is greater than 0.05. The data in this study are normally distributed. The results of the linearity test are used to determine the effect of the P5 project on students' independent attitudes. The following are the results of the linearity test:

Table 2Linearity Test Results Coefficients^a

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	52,948	9,540		5,550	.000
P5 Project	.704	.100	.712	7,024	.000

a. Dependent Variable: Independent Attitude

Table 5 shows that the significance value is 0.000, which is less than 0.05; thus, it can be said that the Pancasila student-strengthening profile project influences students' independent attitudes. The results of the determination coefficient test in this study are as follows:

Table 3Results of Determination Coefficient Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712 ^a	.507	.497	8,508

a. Predictors: (Constant), Project P5

b. Dependent Variable: Independent Attitude

Table 6 shows that the adjusted R-squared value is 0.497. So it can be said that the P5 project's influence on students' independent attitudes is 49.7%, with the remaining influence due to other variables. Based on the linearity test results, the significance value of 0.000 is less than 0.05. It can be said that the Pancasila Student Profile Strengthening Project influences students' independent attitudes. The determination coefficient of 49.7% indicates that the P5 project activity accounts for 49.7% of the variation in students' independent attitudes.

The findings confirm that P5-based activities foster students' independence by positioning them as active agents in learning. This result supports [Zainuddin et al. \(2025\)](#), who argued that the Independent Curriculum, through P5, enhances intrinsic motivation and student autonomy. Similarly, [Safrijal et al. \(2024\)](#) found that project-based learning rooted in local wisdom strengthens critical thinking and independence among elementary students. Students' ability to transform challenges into creative solutions, such as recycling waste into handicrafts or bringing tools from home, demonstrates resilience and collaboration. These findings align with [Nisa et al. \(2022\)](#), who emphasized that P5 implementation builds a comprehensive ecosystem of character education involving schools, families, and communities. In addition, [Muqit et al. \(2023\)](#) confirmed that peer tutoring within the independence dimension of P5 increases self-confidence and responsibility.

From an educational psychology perspective, independence is closely related to autonomy-supportive teaching, where teachers provide space for choice and self-regulation. [Patzak and Zhang \(2025\)](#) highlighted that such teaching strengthens student agency and ownership of learning. The evidence from this study shows that facilitators' minimal guidance during P5 activities allows students to generate ideas independently, thereby reinforcing creativity and initiative. This supports [Faiz et al. \(2022\)](#), who showed that structured programs enhance personality traits such as adaptability and responsibility. Compared with earlier studies, such as [Hadian et al. \(2022\)](#), which primarily used qualitative designs, this study provides robust quantitative evidence, via regression analysis, that P5 accounts for almost 50% of students' independence. This not only validates the relevance of P5 in the Merdeka Curriculum but also provides empirical support for policymakers and educators seeking evidence-based practices to strengthen character education.

The Pancasila Student Profile (PSP) activities encourage students to engage in learning based on their own will and awareness, without external coercion. Initiative emerges from students' intrinsic motivation—the inner drive to act in order to achieve what they aspire to. For example, when facilitators merely provide a theme and basic directions, students demonstrate their initiative by independently developing ideas, such as bringing simple equipment from home at no additional cost to support P5 projects. Recent studies confirm that the Independent Curriculum, through PSP-based activities, fosters active engagement and intrinsic motivation by positioning students at the center of learning processes ([Zainuddin et al., 2025](#)). Obstacles within PSP projects often act as drivers for persistence and creativity. Students, for instance, collect plastic waste from their classrooms daily and transform it into unique handicrafts. When schools lack adequate supporting tools, they display resourcefulness by bringing simple tools from home and collaborating with peers to overcome limitations. Such collaborative resilience reflects findings that project-based learning within the PSP framework effectively nurtures independence, creativity, and problem-solving skills in elementary students ([Safrijal et al., 2024](#)).

Good personality traits such as adaptability, responsibility, kindness, and positive social impact—are strengthened through structured PSP activities ([Faiz et al., 2022](#)). The program trains students in leadership,

cooperation, and creativity while integrating character development across thematic projects. The development of students' personalities is influenced not only by the school environment but also by families and local communities, which together form an ecosystem that supports character education (Nisa et al., 2022). Students' satisfaction with PSP activities (job satisfaction in the educational context) emerges when they successfully produce quality and unique outcomes that are recognized and appreciated by their schools. Activities such as recycling plastic waste, innovating gymnastics movements, preparing local food, and exploring cultural heritage enhance students' competence and organization, leading to a sense of fulfillment and pride in their work.

Independence, as conceptualized in the Pancasila Student Profile (PSP), is evidenced by students' capacity to make their own choices, regulate their behavior, initiate actions, make decisions, and solve problems independently. This is consistent with recent research in educational psychology, which demonstrates that autonomy-supportive teaching significantly strengthens students' agency and initiative, enabling them to take ownership of their learning processes (Patzak & Zhang, 2025). Studies emphasize that PSP activities empower students to complete assignments independently and with confidence, as facilitators only provide basic guidance while students develop ideas autonomously (Muqit et al., 2023). Through collaboration with group members, students not only strengthen creativity but also build mutual trust and confidence in their learning process.

CONCLUSION

The results showed that the significance value of 0.000 is less than 0.05, indicating that the Pancasila Student Profile Strengthening Project activities influence students' independent attitudes. The coefficient of determination of 0.497 indicates that these activities account for 47.9% of the variation in students' independent attitudes, with the remaining 52.1% influenced by other variables. Thus, the activities of the Pancasila Student Profile Strengthening Project are proven to contribute to shaping students' independent attitudes. If the results of this study are applied consistently, schools can create a more contextually rooted learning environment grounded in cultural values, which, in turn, encourages the emergence of a generation that is more independent, responsible, and ready to face future challenges. Therefore, it is expected that P5 project activities can continue to be implemented and developed as an integral part of the learning curriculum.

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