Quality Management of the Pancasila Student Profile Project for Character Development

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Abstract. Character education is one of the main focuses of the Kurikulum Merdeka (Independent Curriculum), implemented through the Pancasila Student Profile Strengthening Project (P5). This study aims to describe and analyze the quality management of P5 in enhancing student character, particularly in the aspects of collaboration (gotong royong) and independence, at the kindergarten level. A qualitative case study approach was employed. Data were collected through classroom observations, interviews with teachers, principals, and parents, as well as project documentation. The findings indicate that careful planning, participatory implementation, and continuous evaluation are crucial factors for the successful execution of P5. Challenges encountered include limited facilities, variations in parents' understanding, and restricted time allocation. These issues can be addressed through teacher–parent collaboration, integrating projects into other learning activities, and developing contextual learning media. In conclusion, the quality management of P5 has proven effective in shaping children's character from an early age, fostering awareness, independence, and collaborative spirit, while also preparing students to meet the demands of 21st-century education

Keywords: Quality Management, Pancasila Student Profile Strengthening Project (P5), Student Character

1 Introduction

Character education has long been the cornerstone of educational systems, as exemplified by Prophet Muhammad (peace be upon him) as *uswatun hasanah*, the best role model who instilled ethical values such as honesty, kindness, and responsibility [1] This context underlines the importance of helping children not only to understand moral values theoretically but also to internalize and practice them in their daily lives[2].

Amid rapid technological and informational advancement, a balance between mastering technology and nurturing moral values is essential[3]. The Indonesian government has responded to this need through the **Pancasila Student Profile Program (P5)**, designed to strengthen character education among the younger generation [4]. he vision of Indonesian education—to foster a nation that is advanced, sovereign, independent, and dignified—is embodied in the figure of the Pancasila Student: faithful, independent, creative, critical, globally minded, and collaborative [5]. Within the *Kurikulum*

Merdeka (Independent Curriculum), teachers are granted flexibility to adapt learning materials according to student characteristics and local contexts [6]

P5 represents an innovative step in education, employing a project-based approach to achieve the competencies and character mandated by the Graduate Competency Standards (SKL). Its uniqueness lies in its flexibility, relevance, and capacity to bridge formal instruction with real-life contexts[7]. Quality management ensures that the program is effectively designed, implemented, and evaluated—including module development, scheduling, provision of learning tools and media, and reflective activities such as exhibitions. Teacher competence has also been identified as a critical factor in the successful implementation of the *Kurikulum Merdeka* and P5 [8].

Nevertheless, field realities highlight the challenges of adapting to student-centered learning approaches within P5. Observations in several kindergartens, such as TK Negeri Pembina Lembursitu and TK Islam Tunas Bhakti in Sukabumi, indicate the need to strengthen teacher capacity and school leadership readiness to ensure high-quality P5 implementation.

Previous studies have largely focused on the effectiveness of P5 in reinforcing character or local wisdom [9], as well as its management at the secondary education level [10], [11] [12]. However, there has been little research addressing the quality management of P5 in early childhood education (PAUD), particularly concerning how planning, implementation, and evaluation processes can holistically support student character development [13].

Based on these conditions, the research problem is formulated as follows: How is the quality management of the Pancasila Student Profile Project utilized to strengthen student character at TK Negeri Pembina Lembursitu and TK Islam Tunas Bhakti, Sukabumi City? The objective of this study is to describe and analyze the quality management of P5 covering planning, implementation, and evaluation as a strategy to enhance student character development in the two early childhood education institutions.

2   Method

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of the application of quality management in the Pancasila Student Profile Strengthening Project (P5) and its influence on students' character development. The qualitative approach was chosen because it allows the researcher to explore data in a natural and contextual manner, while the case study design was applied to examine the phenomenon intensively within specific schools serving as the research sites [14]–[16].

The research was conducted at **TK Negeri Pembina Lembursitu** and **TK Islam Tunas Bhakti** in Warudoyong District, Sukabumi City, both of which have implemented the *Kurikulum Merdeka* and carried out P5 in a structured manner. The research subjects included the principals as policy makers and program directors, P5 teachers as activity facilitators, and parents as collaborators in supporting character formation. Participants were selected through purposive sampling, targeting informants with direct understanding and experience related to P5 implementation [17], [18][14].

Data were collected from two main sources: **primary and secondary data**. Primary data were obtained through in-depth interviews with principals, teachers, and parents;

direct observations of project planning, implementation, and evaluation processes; as well as documentation of student activities during P5. Secondary data included project planning documents, implementation modules, student progress reports, and evaluation reports prepared by the schools[19].

The data collection techniques included semi-structured interviews to allow informants to provide comprehensive yet focused responses; participatory observation to capture the direct involvement of students, teachers, and parents; and documentation studies to support and validate field findings [20], [21]. In this study, the researcher acted as the **main instrument (human instrument)**, responsible for designing interview questions, collecting data, conducting observations, and interpreting information. Supporting instruments included interview guides, observation sheets, and documentation tools [[14].

Data analysis employed the **interactive model of Miles, Huberman, and Saldaña (2014)**, consisting of three stages: **data reduction, data display, and conclusion drawing/verification** [22], [23]. ata reduction was carried out to focus and simplify relevant information; data display was organized into narrative and tabular forms for clarity; and conclusion drawing was conducted by interpreting the data collected in order to generate research findings.

To ensure data validity, the study applied **source triangulation** and **technique triangulation**. Source triangulation was achieved by comparing data obtained from principals, teachers, and parents, while technique triangulation was conducted by cross-checking the results of interviews, observations, and documentation. These efforts were intended to ensure the **credibility, transferability, dependability, and confirmability** of the research data.

3 Results

The findings of this study reveal that the implementation of digital transformation in Islamic Religious Education (PAI) has generated both significant innovations and critical challenges. The results are presented in three main aspects: the effectiveness of technology integration, the dynamics of technology acceptance, and implementation challenges.

3.1 Planning of P5 to Strengthen Student Character

The quality management planning of the Pancasila Student Profile Strengthening Project (P5) in kindergarten began with the selection of the theme *"Introducing the surrounding environment, maintaining cleanliness, and caring for nature,"* which was oriented toward reinforcing the values of collaboration (*gotong royong*) and independence. This theme was chosen based on a needs analysis conducted by the teaching team through direct classroom observations and discussions with parents.

The initial stage involved a teacher coordination meeting to develop the schedule, determine success indicators, and arrange the distribution of roles. Teachers were designated as facilitators of learning, while parents were engaged as collaborators and providers of feedback, with the aim of ensuring that project-based learning could extend into the family environment.

The principal explained:

"We started with a planning meeting involving all teachers, discussing objectives, themes, and activities to be carried out. We also involved parents because they play a very important role in reinforcing children's habits at home." (Interview, Principal, 5.01.2025)

One of the classroom teachers added:

"We selected this theme because children need to get to know their environment from an early age. From there, we integrated character elements such as collaboration and independence so that each activity carries meaning." (Interview, Teacher GK.B, 5.01.2025)

Parents also acknowledged the importance of clear planning:

"We are pleased to be involved from the beginning, so we know what should be done at home to support this project." (Interview, Parent, 6.01.2025)

Quality standards were developed to ensure that each activity not only ran smoothly but also provided opportunities for students to develop attitudes of cooperation, responsibility, and initiative. Thus, the planning was not solely focused on the technical execution of the project but was also oriented toward achieving measurable improvements in student character development.

3.2   Implementation of P5 to Strengthen Student Character

The implementation of the Pancasila Student Profile Strengthening Project (P5) at Kindergarten X was carried out in accordance with the plan established during the preparation stage. The selected theme, "Introducing the Child's Surrounding Environment, Maintaining Cleanliness, and Caring for Nature," served as the foundation for integrated learning activities aimed at reinforcing the values of collaboration (gotong royong) and independence. The project was conducted over six weeks, divided into three stages: project initiation, core implementation, and reflection and evaluation.

Teachers acted as facilitators, ensuring that every activity aligned with the learning objectives and character indicators previously determined. During the learning process, teachers provided stimuli in the form of open-ended questions, opportunities for exploration, and space for students to take initiative. One teacher explained:

"We try not to position ourselves merely as instructors, but as companions who motivate the children. For example, during flower planting, we let them choose the seeds and decide how to arrange them, then we provide feedback when necessary." (Interview, Teacher G1, 12.07.2025)

Students demonstrated high enthusiasm throughout the activities. They participated in cleaning the schoolyard, sorting organic and inorganic waste, and planting decorative plants in the school garden. Collaborative behavior was evident when children helped one another carry gardening tools or arrange flower pots. Meanwhile, independence was reflected in students' initiatives to tidy up their desks and put away tools after activities. Another teacher emphasized:

"At first, some children waited for instructions to clean up toys or tables, but after several project sessions, they began doing it independently without being told. That is the progress we had hoped for." (Interview, Teacher G1, 15.07.2025)

Quality management was evident in the monitoring system carried out weekly by the principal and teachers. Reports on students' character development were recorded in daily learning journals, which served as material for evaluation and improvement of activities. Feedback was also obtained from parents through weekly meetings. One parent stated:

"Since participating in this project, my child has become more attentive to cleanliness at home. If he sees trash on the floor, he immediately picks it up and throws it in the bin." (Interview, Parent, 17.07.2025)

Although the implementation proceeded smoothly, several challenges emerged, such as limited cleaning tools and varying levels of parental support. Some children were still inconsistent in practicing independent behavior at home. To address these issues, teachers increased habituation sessions at school and encouraged parents to continue these practices at home through daily activity guidelines.

3.3 Evaluation of P5 to Strengthen Student Character

The evaluation of the **Pancasila Student Profile Strengthening Project (P5)** at Kindergarten X was conducted regularly to ensure that objectives were achieved and that the strategies employed were effective. The evaluation focused on three main aspects: (1) the implementation of the program according to the plan, (2) the achievement of student character indicators, and (3) feedback from all stakeholders, including teachers, students, and parents

The evaluation process was carried out through weekly meetings attended by teachers and the principal, as well as monthly meetings with parent representatives. Each teacher recorded students' progress in daily journals based on classroom observations, which were then analyzed to identify behavioral trends. One teacher explained:

"At the end of each week, we collect notes on students' behavior, both positive and those needing improvement. From there, we can see patterns, for example, who has already become independent and who still needs guidance." (Interview, Teacher G1, 20.07.2025)

The evaluation results showed that the majority of students demonstrated improvement in collaboration (*gotong royong*) and independence. Helping behaviors and initiatives in maintaining cleanliness became more consistent compared to before the project began. However, the evaluation also identified a small number of students who still required intensive support, particularly in maintaining consistent behavior outside the school environment.

The principal emphasized that evaluation was not merely administrative but also served as a tool for collective reflection. He stated:

For us, evaluation is not just about reporting but also about finding solutions together. For example, if a child is less independent at home, we discuss with the parents to create a daily task schedule." (Interview, Principal, 22.07.2025)

Parental feedback was also an important component of the evaluation. Most parents expressed appreciation for the project's positive impact on their children's behavior at home. One parent shared:

"My child now reminds me when I throw trash carelessly. He also enjoys helping wash the dishes after meals." (Interview, Parent O2, 23.07.2025)

As a follow-up to the evaluation results, the school decided to: (1) increase the variety of project activities to maintain children's interest, (2) strengthen collaboration with parents in reinforcing character education at home, and (3) improve supporting facilities, such as cleaning tools and nature-based learning media.

Through systematic evaluation, the quality management of P5 at Kindergarten X was able to ensure the program's sustainability while also guaranteeing that student character development occurred consistently and in measurable ways.

3.4   Challenges in Implementing P5 to Strengthen Student Character

From the school's internal perspective, the limited capacity of human resources was the primary challenge. Although some teachers had received training on P5, their levels of understanding and skills in integrating character values into project activities were not uniform. The principal stated:

> "We have tried our best, but not all teachers share the same understanding of P5. Some are still confused about how to connect the project themes with students' character development." (Interview, Principal, 3.08.2025)

Another constraint was the limited time available for project implementation due to the crowded schedule of the regular curriculum, which reduced the effectiveness of activities. Challenges also arose from parents/guardians. Not all of them fully understood the objectives and concepts of P5, which limited their participation in reinforcing character-building practices at home. One parent remarked:

> "I thought P5 was just like an extracurricular activity. It turns out that it emphasizes character, but we don't yet know how to continue it at home." (Interview, Parent, 6.08.2025)

From the social environment, further challenges were related to community habits that did not always support students' character formation. For example, the persistence of practices such as littering in public spaces made it difficult to sustain the environmental awareness and care for cleanliness cultivated at school, as students did not consistently encounter similar reinforcement outside the school environment.

4   Discussion

The quality management of the **Pancasila Student Profile Strengthening Project (P5)** serves as a structured strategy to ensure the achievement of learning objectives centered on strengthening student character. Based on the research findings, the planning stage became the fundamental foundation of successful P5 implementation. Teachers and school management teams formulated learning themes such as introducing the child's environment, maintaining cleanliness, and caring for nature, integrating the character values of collaboration (*gotong royong*) and independence. This planning process was conducted through coordination meetings involving teachers, the principal, and parent representatives, creating a shared vision and strategic steps[24]. Such an approach aligns with the concept of quality management in education, which emphasizes the importance of participatory planning involving all stakeholders [1].

The implementation of P5 in practice demonstrated that teachers acted as facilitators, while parents played the role of collaborators, providing support and feedback. Project activities were designed to actively engage students, for example, cleaning the school environment, sorting waste, and creating artwork from recycled materials. These activities not only trained motor and social skills but also fostered awareness of environmental stewardship (Kemendikbudristek, 2021). An interview with a teacher revealed, *"When students are directly involved in activities to maintain cleanliness, they become more aware and start reminding their friends if they litter."* This indicates that P5 implementation contributes to the natural internalization of character values [11].

The evaluation of P5 quality management was carried out through joint reflection involving teachers, students, and parents. Evaluation covered both the process and outcomes of the projects, including the extent to which the expected character values were manifested in students' behavior. Assessments were conducted by combining direct observation, student portfolios, and verbal feedback from parents. The evaluation results indicated an increased awareness among students of the values of collaboration and independence, although challenges remained, such as consistency of practice at home and limited project duration. These findings are consistent with Sari [25], who emphasizes that evaluation in quality management must be continuous and adaptive to field contexts.

Challenges encountered included limited supporting facilities, variations in parents' understanding of the P5 concept, and restricted time allocation often overlapping with other learning activities. Solutions adopted included enhancing communication between teachers and parents through online discussion groups, providing simple yet engaging learning media, and integrating P5 activities into other subjects for greater efficiency [9]. Thus, P5 quality management can be sustained, remain oriented toward the formation of strong character, and be capable of addressing the demands of 21st-century education [9].

5   Conclusion

Based on the findings and discussion of quality management in the **Pancasila Student Profile Strengthening Project (P5)** to enhance student character, it can be concluded that the implementation of P5 plays a vital role in shaping children's character from an early age. Careful planning, participatory implementation, and continuous evaluation are the key factors that determine the program's success. Challenges such as limited facilities, variations in parents' understanding, and restricted time allocation can be addressed through active collaboration among teachers, parents, and schools, the development of relevant learning media, and the integration of P5 activities into other subjects.With effective quality management, P5 is able to foster students' awareness, independence, and collaborative spirit (*gotong royong*), while also preparing them to face the challenges of 21st-century education more effectively.

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